

## **Standing Advisory Council on Religious Education**

Wednesday, 5 February 2020

**2.00 pm**

White Room, County Buildings, Martin Street, Stafford

John Tradewell  
Director of Corporate Services  
27 January 2020

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### **A G E N D A**

1. **Apologies**
2. **Welcome to New Members**
3. **Declaration of Any other Business**
4. **Minutes of the Previous Meeting held on 6 November 2019** (Pages 1 - 6)
5. **An Update on Key Issues** (Pages 7 - 12)  
  
Report of the Deputy Chief Executive and Director for Families and Communities
6. **An Update on NASACRE (including conference details)** (Pages 13 - 14)  
  
Report of the Deputy Chief Executive and Director for Families and Communities
7. **Article by Reverend Preb Michael Metcalf - Think Piece "What's in a name?"** (Pages 15 - 20)  
  
Report of the Deputy Chief Executive and Director for Families and Communities



8. **Report on the Analysis of 2019 GCSE and A Level Results for Staffordshire Maintained Schools** (Pages 21 - 34)  
Report of the Deputy Chief Executive and Director for Families and Communities
9. **Report on the Westhill/NASCRES Legacy project** (Pages 35 - 36)  
Report of the Deputy Chief Executive and Director for Families and Communities
10. **An Update on Relationship and Sex and Health Education** (Pages 37 - 40)  
Report of the Deputy Chief Executive and Director for Families and Communities
11. **The Current Budget 2019-20** (Pages 41 - 44)  
Report of the Deputy Chief Executive and Director for Families and Communities
12. **Application for Variation of Practice** (Pages 45 - 46)  
Report of the Deputy Chief Executive and Director for Families and Communities
13. **Any Other Business**
14. **Date of Next Meeting**

Wednesday 24 June 2020

**Membership**

Mohamed Sedky	Sam Phillips
Linda Goodwin	Ian Lawson
Julie Thompson	Lauren Nicholson Ward
Sonia Andjelkovic	Mark Sutton
Mrs J Grundy	Syed Hussain
Diana Cutler	Judy Wyman
Tajinder Singh	Gabi Oldfield
G Devadason	Vickie Longson
Rev. Preb. M. Metcalf (Chairman)	Bob Spencer
Sam Kirwan	Lydia Bartlett
Dr Laow Panyasiri	Shaun Miles
Mohamed Parekh	Maddy Bell

**MINUTES**

**Standing Advisory Council on Religious Education Meeting - 6 November 2019**

Present: **Rev. Preb. M. Metcalf** (Chairman)

Linda Goodwin, Julie Thompson, Tajinder Singh, Mohamed Parekh, Sam Phillips, Ian Lawson, Lauren Nicholson Ward (Vice-Chairman), Mark Sutton, Syed Hussain, Judy Wyman and Gabi Oldfield

Apologies for absence: Sam Kirwan, Vickie Longson, Lydia Bartlett and Shaun Miles

Also in attendance – Mary Gale (SACRE advisor) and Mandy Pattinson (Clerk)

**PART ONE**

**41. Appointment of Chairman and Vice Chairman**

**RESOLVED:** That:

- a) The Rev. Preb. Michael Metcalf be appointed as Chairman for the ensuing year.
- b) Lauren Nicholson-Ward be appointed as Vice Chairman for the ensuing year.

**42. Welcome to New Members and Membership update report**

SACRE considered the report which updated them on their current membership. Members were reminded that they were appointed for a five year term and at the end of each five year term the membership was reviewed and nominating bodies/organisations were contacted and asked to either nominate new representatives or reappoint current ones. Organisations who had vacant posts were also contacted and asked to nominate representatives.

Following the review, one new member had been appointed to represent the Muslim faith. Two further nominations had been received to represent the Church of England and Rising Brook Baptist Church respectively and they would be contacted about joining SACRE before the next meeting. The Jewish and Hindu communities had also expressed some interest and these contacts were being encouraged.

**RESOLVED:** The report be noted and Mr M Sedky, representing the Muslim faith was welcomed in his absence.

**43. Declaration of Any other Business**

No declarations were raised.

**44. Minutes of the Meeting held on 19 June 2019**

**RESOLVED:** That the minutes of the SACRE meeting held on 19 June 2019 be approved and signed by the Chairman.

Following a question on Minute 34, Members were informed that the only press coverage relating to recent extensions to the Westhill/NASACRE project was an article in a parish magazine. It was felt that the County Councils Communications team might be able to help with promotion and should be contacted.

With regard to minute 35, the survey would be promoted to all schools in the spring e-bag.

#### **45. An Update on Key Issues**

SACRE considered the report which covered the main issues affecting Religious Education (RE) since the last meeting. Further to the report, the following information was provided:

Mary Gale would be running a primary school training course for teachers who were to deliver the curriculum according to the Agreed Syllabus. Hodder's "Explore RE" text book would be used to support teacher knowledge, this book covered all major religions. Free copies would be provided for delegates during the training. In addition, a story book entitled "Images of God" would be explored during the training to support whole class reading in primary schools. The costs for materials would be paid for by Mary Gale.

There was a discussion on the use of the term 'RE' to mean Religious Education and the mixing up of the acronym with RE which could be used to reference Relationship Education. Schools had been asked to keep all references clear and to use the term RE when referencing Religious Education, and to use the full term when refernceing Religious Education. In high schools RSE could also be used for Relationship and Sex Education, this also could cause confusion.

With regard to the update on Ofsted reports in which there were references to Religious Education (RE), members were informed that this information would be shared with school governors and leaders in the next Governor Information Pack in Spring 2020. Ofsted were able to choose at least two 'deep dive' areas to review during their inspections. The information shared with members was available on the internet, and to date, only three secondary schools had had RE chosen for a 'deep dive', none of which were from Staffordshire.

**RESOLVED:** That the report be received.

#### **46. NASACRE Update**

The Chairman informed SACRE that of the potential 153 members nationally, just over 100 SACREs had paid their annual subscriptions and were now members of NASACRE. A Statement of Accounts was available on the internet and this contained the organisations expenditure and costs.

It was reported that NASARCE remained unconvinced by the recommendations in the Commission on Religious Education "Religion and World Views" to replace SACREs with Local Area Networking (LAN) groups. If the recommendation became statutory

then the LAN groups would be supported by the local authority in the same way as SACRE.

**RESOLVED:** That the report be received.

#### **47. Article by Reverend Preb Michael Metcalf**

SACRE considered the article written by the Chairman which had been included as a link in the last NASACRE briefing. A member specifically noted the value of the article.

**RESOLVED:** That the article be noted and the Chairman be thanked for his contribution.

#### **48. Draft SACRE Annual Report for 2018-19**

The draft Annual Report had been distributed to SACRE members. Subject to SACRE's approval and final editing, the report would be distributed electronically to NASACRE and headteachers of all schools in the county and would also be available to teacher associations and local faith communities via the Entrust website.

SACRE felt that it should be made clear that the responses to the survey questions, were 'of those who responded'.

Members were requested to read the report and make any comments available to the clerk by 22 November 2019.

**RESOLVED:** That the 2018-19 Annual Report be approved, subject to final editing.

#### **49. Reflection on GCSE papers - interactive session**

Members of SACRE looked at and briefly discussed the 2019 GCSE RE exam papers. The ambiguity of the wording of some of the questions was highlighted.

#### **50. Further update on the Westhill/NASACRE legacy project - Explore-Engage-Reflect**

During the previous financial year, SACRE had received a grant from the Westhill/NASACRE Award scheme to help disseminate the new Staffordshire Agreed Syllabus for RE through a Conference for pupils entitled Explore-Engage-Reflect. This funding had been carried forward into the 2019/20 budget.

Youth Net, in conjunction with the Entrust Minority Ethnic Advisory Service (MEAS) team had delivered two events offering support, resources and workshops on Christianity and Islam for schools in Staffordshire. Another event was planned in January. Delivery of the course was in line with the grant application and reflected the approved syllabus. It was acknowledged that if alternative providers could be found, other faiths could be included in the events, e.g. Hindu. This would be investigated and if possible, offered to the Burton area of the County.

The future of the project was discussed and was also discussed in the budget report.

**RESOLVED:** That the report be received.

## **51. Commission on Religious Educations Report - Religion and World Views. The Way Forward - A National Plan for RE**

SACRE considered:

- A summary of the Commission on Religious Educations document 'Religion and World Views: The way forward – A national plan for RE 2018';
- The response from the Religious Education Council to the Secretary of States initial reaction to the document;
- AREIAC Executive response to Religion and worldviews: the way forward.

Members were informed that the document had been considered by the Welsh Department of Education within their own review of RE provision in Wales. The Department was proposing that the subject be called Religions and World Views. This was viewed as a significant variation from the document's own preferred name.

Members asked if there had been any consideration of the document in England. The Chairman informed SACRE that the Secretary of State had indicated that as some of the recommendations needed significant changes in legislation, there was little chance of this at the moment given the government's other priorities. However, many of the recommendations did not need new legislation and some were already being implemented.

**RESOLVED:** That the update be noted.

## **52. The SACRE Budget 2019-20**

SACRE considered the update report on the 2019/2020 budget. The annual budget was set at £6,070 and to date £5,870 remained. In addition, there was £2,725 which had been carried forward from the previous year for the Westhill project.

Following a question at the last meeting, members were informed that the general budget was for subscriptions, refreshments, stationery, postage etc and any development work that SACRE commissions. The funding for Mary Gale was part of the Entrust contract.

Members considered what further expenditure was needed during 2019/20 financial year. It was agreed that the following would be funded:

- The Westhill funding would be used to fund three additional events offering support, resources and workshops on Christianity and Islam for schools in Staffordshire. If possible, an event would be held in the Burton area covering other religions. In the budget year 2020/21 it was hoped that two more events would take place.
- Mary Gale to attend the National Association of Teachers of Religious Education (NATRE) national conference in January 2020 in London.
- The purchase of additional Key Stage 3 books (Hodder "Explore RE") to support those high and middle schools. These would be at a cost of approximately £300.

- GSUS bus hire for secondary schools. This would be for May 2020, which was outside the financial year. However, Mary Gale would enquire if it was possible to pay for the event from this financial year.
- Sacred/Prayer areas development in secondary schools. It was agreed that Mary Gale should be commissioned to facilitate the development with the support of Youth Net. This could also support teachers with professional development, possibly through CPD credits.

The requests would need to be approved by the Head of Education Strategy and Improvement, prior to commissioning. This would be via email communication.

**RESOLVED:** That:

- The Westhill funding be used to fund additional events.
- Mary Gale be authorised to attend the National Association of Teachers of Religious Education (NATRE) national conference in January 2020.
- The purchase of additional Key Stage 3 books (Hodder “Explore RE” and covered “Images of God”) be agreed.
- Mary Gale enquire if it was possible to pay for the GSUS bus hire for secondary schools event from this financial year.
- Mary Gale be commissioned to facilitate the development of Sacred/Prayer areas in secondary schools with the support of Youth Net.

**53. Applications for Variation of Practice**

There were none on this occasion.

**54. Date of next meeting and future meetings**

**RESOLVED:** That the following dates for future meetings be noted:

Wednesday, 5 February 2020

Wednesday, 24 June 2020

Wednesday, 18 November 2020

**Rev. Preb. M. Metcalf  
Chairman**



**Standing Advisory Council on Religious Education**  
**5<sup>th</sup> February 2020**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**An Update on Key Issues**

**1 Purpose of Report**

1.1 To present members of SACRE with a brief update on key issues that have developed or arisen since the last meeting of SACRE.

**2 Summary**

2.1 Members of SACRE will receive a brief report on a number of key issues. These are matters which have either been raised at previous SACRE meetings and which have moved forward or matters on which it is appropriate to brief members of SACRE.

**3 Recommendation**

3.1 That members of SACRE receive the report and note the contents

**4 Background**

4.1 Since the Summer term meeting of the SACRE there have been developments in a number of areas which had previously been agenda items for SACRE or which have local or national importance for RE.

4.2 Members will be briefed on these key developments.

**5 Equal Opportunities**

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere or will be raised at future meetings of SACRE.

**Contact Officer**

**Mary Gale    07816374873**

## **Key Issues Report February 5<sup>th</sup> 2020**

### **Westhill Legacy project- Explore, Engage, Reflect in conjunction with Youth Net**

This project has continued with the support of SACRE, see report on Agenda item 9.

#### **Continuous Professional Development**

Schools were offered the opportunity to attend a RE training full days training in the Autumn 2019 and in Spring 2020 a network afternoon training. These training opportunities are advertised in the training calendar.

10 schools booked to attend. Mary Gale has been commissioned by Entrust to facilitate this CPD

Mary Gale has also been supporting RE leaders in schools through email and face to face meetings. This has involved supporting schools in understanding *greater depth* in RE assessment, whole class reading through RE texts, planning and preparation for Ofsted 'deep dives'.

Church of England schools have also asked for support with preparation for their next SIAMS inspection. Mary Gale has facilitated this.

#### **NATRE Strictly RE conference- Heathrow London**

In January Mary Gale attended the NATRE conference on 25<sup>th</sup> January 2020. She took part in a number of workshops including updates on the latest creative curriculum resources to deliver quality RE and address curriculum balance and *deep dives* in RE as a result of the changes to the Ofsted framework

#### **Support for KS 3**

SACRE agreed to purchase a key stage 3 textbook for maintained high schools and middle schools. These have now arrived and paid for in the last couple of weeks and are ready to be distributed. Mary will facilitate this.

#### **Update on Sacred Spaces/ Christianity The Big Picture work in conjunction with Youth net**

This is aimed at key stage 3 so years 7, 8 and 9

This conference has been designed to give an overview of Christianity and it will cover Worship, Prayer, the Bible, Church, Jesus and Big Questions. This experiential learning will be supported with an intro looking at 'Who is God' and then an opportunity for Q and A at the end.

It will work best as a double period in high school and will need a hall or large area to put up 6 gazebos. This is now being advertised and the money will then be released for 4.5 days of support for schools.

More information in the June 2020 meeting.

## **SACRE support from April 2020-2021**

Mary Gale has been approached by Entrust to continue in her current role as support for SACRE until April 2021. Mary has agreed and asks for confirmation from SACRE that this meets with their requirements.

## **Ofsted reports update**

Below is an extract from the most recent NASACRE briefing on their website regarding Ofsted.

The new Ofsted schedule is in full swing now, with 100s of schools having been inspected. Paul Smalley, the NASACRE Chair, has probably looked at every Ofsted report in a state secondary and most if not all of the primary reports which comment on RE. He reports that it is clear that the number of RE *Deep Dives* in secondaries is small but growing. He has had some correspondence with Sean Harford (Ofsted's National Director, Education) on this matter. There are more examples of primary *Deep Dives* into RE. Many reports, in the section about personal development have a comment about religious literacy, knowledge of world religions, often mentioning visits to places of worship as good practice, for example:

*Pupils learn about different faiths and cultures during lessons and by visiting places of worship. Last year pupils visited a synagogue in Liverpool to learn about Judaism. Leaders make sure that pupils are being well prepared for life in modern Britain.*

Such comments are appearing in VA and VC schools as well as community schools and academies. The focus, however, is clearly on the curriculum. There are examples of schools with RE curricula clearly in line with their Agreed Syllabus that are being praised:



### **What does the school need to do to improve?**

#### **(Information for the school and appropriate authority)**

- Leaders' plans for curriculum development highlight the order in which subjects will be reviewed, the development of skills within a subject and a review of the sequence of learning. Where this has already been undertaken, in subjects such as mathematics, religious education, science and physical education, pupils are making strong progress. Leaders are focused on the sequencing of learning from Reception to Year 6 in all subjects. Leaders need to complete this work for history, geography and design and technology, so that the sequence in these subjects is as detailed as it is in other subjects.

And others, usually where the Agreed Syllabus is not being followed, where schools are being directed to improve their RE provision:



I am undertaking some research into determinations on Collective Worship. Circular 1/94 contains the current Collective Worship guidance for SACREs and schools. <http://www.educationengland.org.uk/documents/dfe/circular1-94.pdf> Paragraph 74 states that "It is for each SACRE to decide how applications should be made, and to make available any necessary guidance to schools."

I would be grateful if you could respond to the following three questions.

**1. At the time of receiving this enquiry does your SACRE have a procedure in place for determining school applications to lift or modify the requirement for collective worship of a broadly Christian nature?**

Yes

**2. If your SACRE does have a determination procedure in place is it freely accessible (e.g. online or contained within school guidance) or by request only?**

by request only

**3. If you do have a determination procedure in place please attach it and any accompanying guidance to your reply.**

Schools email the local authority who pass on the request to SACRE. This is normal custom and practice in our county. All queries go to a central point, re-distributed and then are dealt with by the appropriate authorities



**Standing Advisory Council on Religious Education**  
**5<sup>th</sup> February 2020**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**An Update on NASACRE**

**1 Purpose of Report**

1.1 To present members of SACRE with a brief update on key issues that have developed or arisen since the last meeting of SACRE.

**2 Summary**

2.1 Members of SACRE will receive a brief report on a number of NASACRE issues. These are matters on which it is appropriate to brief members of SACRE.

**3 Recommendation**

3.1 That members of SACRE receive the report and note the contents

**4 Background**

4.1 NASACRE is the national body of SACRE's. National meetings and conferences are held to which members of SACRE are invited and encouraged to attend. Issues are discussed which have local or national importance for RE. (see below for date of next annual conference)

4.2 Members will be briefed on any key developments.

**5 Equal Opportunities**

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere or will be raised at future meetings of SACRE.

**Contact Officer:**

**Mary Gale**

**0781637487**

## **NASACRE National Conference and AGM 2020: Monday 18th May "Authority in RE"**

The 2020 NASACRE Conference and AGM will be held on Monday 18 May at: Crowne Plaza London - The City, 19 New Bridge St, London EC4V 6DB

Refreshments are available from 10.30 with a 11am start. The keynote speaker is Matthew Purves, Ofsted's Deputy Director, Schools.

A number of excellent workshops will be offered as advised in the conference programme.

At the conference, there will be some filming for an informational video about SACREs and NASACRE at the conference.

This promises to be an outstanding conference and all SACREs are encouraged to send representatives.

## Standing Advisory Council on Religious Education 5<sup>th</sup> February 2020

### Report of the Deputy Chief Executive and Director for Families and Communities

#### Article by Reverend Preb M Metcalf plus background information

#### 1 Purpose of Report

1.1 To present members of the SACRE with an article written by the Staffordshire SACRE chair – Reverend Preb M Metcalf plus some additional background information.

#### 2 Summary

2.1 Members of the SACRE will receive a copy of the article that Think piece: 'What's in a name?' Our chairperson Michael Metcalf has written another thought-provoking piece providing a stimulus for SACREs:

'The Welsh Government's Department for Education and Skills has put forward proposals for Religious Education which include renaming the subject "Religions and World Views". This name is almost identical to that of the Report of the Commission on RE: "Religion and World Views: The Way Forward". Almost identical, but not quite. The addition of the "s" is apparently quite minor, but in fact it opens up a multitude of avenues for discussion and reflection. In exploring these avenues, I will use, for brevity, the acronyms RRWV (the Welsh preference) and RWV (the CoRE Report).

In addition, a copy of the response of WASACRE (Wales) to their government's consultation is included, which makes for interesting reading. This response echoes very much the thoughts of Rudi Elliot-Lockhart, CEO of the REC who sits on the WASACRE Exec. He wasn't present when their response was agreed, but he had sent in a document to them beforehand, setting out the REC's position - basically defending the singular "religion" title.

Michael Metcalf didn't know all this when he wrote my article, but he did know that there had been an agitated tweet from the REC when the Welsh Government's proposals first came out. See below for the response.

#### 3 Recommendation

3.1 That members of the SACRE receive and read the article

#### 4 Background

4.1 The 1988 Education Act made it compulsory for each Local Authority (LA) to set up a Standing Advisory Council in Religious Education (SACRE).

#### 5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

## 6 Financial implications

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere or will be raised at future meetings of SACRE.

Contact Officer      **Mary Gale**      **07816374873**

### Wales-WASACRE response

**Question 4** – What is an appropriate name for ‘religious education’, to accurately reflect the broader scope proposed in for the new curriculum?

<b>No change</b>	<input type="checkbox"/>	<b>Religion, values and ethics</b>	<input type="checkbox"/>	<b>Religions and worldviews</b>	<input checked="" type="checkbox"/>	<b>Other (please specify)</b>	<input checked="" type="checkbox"/>
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Other (please specify): **RELIGION AND WORLDVIEWS**

Reasons for your choice:

The WASACRE Executive Committee is in agreement that, if there is a name change for Religious Education, then it should be to **RELIGION AND WORLDVIEWS** as outlined in the Final Report of the Commission on Religious Education in England, where the name first appears. The commissioners of this document, made up of eminent scholars and experts in the field of Religious Education, thought long and hard about before recommending this name. WASACRE wholeheartedly appreciates the good intentions behind the WG proposal to change the name of the subject. However, WASACRE Executive members have major concerns about the preferred name proposed by Welsh Government. To add an ‘s’ significantly changes the nature of name and does not satisfactorily reflect the nature of the subject, especially as it is intended within the new curriculum. The term Religions suggests content and would lead to the question: Which religions should we study? This, therefore, has the potential to be divisive. It also fails to fit with an objective, critical and pluralistic approach to RE.

The term Religion is a high-level, overarching concept and would be more fitting with the concept driven Curriculum for Wales 2022. Learners need to understand the conceptual category of ‘religion’ as well as other concepts such as ‘secularity’, ‘secularism’ and ‘spirituality’. Understanding the origins and uses of the concept ‘religion’ will help to illuminate debates in the study of religion. It will enable learners to build a well-rounded understanding of religion as a force in shaping society. RE is a multidisciplinary field of study and it is vital that the new name reflects this. In our view only the name Religion and Worldviews does this. It continues to allow for a study of the concept of religion as it is currently explored in philosophy of religion, sociology of religion, religion and ethics, psychology of religion, religion and politics, religion and the state, and so on.

It is important to include the term Worldview in the name as a worldview is a person’s way of understanding, experiencing and engaging with the world. This includes how a person

understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments. When exploring worldviews learners would explore their the personal worldviews or themselves and other as well as institutional worldviews shared by groups, organisations or institutions. These include both religious and non-religious worldviews. The language of worldviews helps us move away from a divide between the religious and the non-religious. It recognises that non-religious worldviews draw on the heritage of religious ones, and vice versa. Understanding worldviews in this way will enable learners to engage with, and appreciate, the pluralistic society in which they live. WASACRE suggests that the name RELIGION AND WORLDVIEWS best describes the nature of RE in the new curriculum.

It is the view of the WASACARE Executive Committee that the suggested name Religion, Values and Ethics is unsatisfactory as it does not allow for the study of personal and institutional worldviews. In addition, values and ethics are the responsibility of all subjects and all practitioners to enable learners to work toward the Four Purposes. Developing values and ethics is not the sole responsibility of the RE teacher.

23. Worldviews is one word rather than two, or a hyphenated word as is sometimes the case in the consultation documentation. It is vital that this is consistent in all WG documentation including the Humanities AoLE where it appears as two words.

The Welsh translation 'Crefyddau a Bydolygon' is problematic as the meaning does not reflect the meaning of the English 'Worldviews'. It refers more to a scenic view rather than views and opinions as intended within the English use of the term Worldviews. Also, the term 'bydolygon' is a term that has never been used within Religious Education in a Welsh medium setting. A more appropriate name would be 'Crefydd a safbwyntiau byd eang' which would better reflect the understanding of the English name.

WASACRE met on 21<sup>st</sup> November 2019 and The Welsh Government consultation was discussed at length. The views of representatives from SACREs present at the meeting were divided. Half preferred to retain the current name Religious Education and half would like to see a name change to RELIGION AND WORLDVIEWS. Other names for the subject were mooted but didn't receive as much support. The meeting of the Association would like to point out the difficulties with translating the term Worldviews into Welsh as outlined above. They would also like to point out the difficulty in translating other subject specific terminology alongside words that affect the nature of RE including the term 'pluralistic'. It was suggested that a Welsh speaking specialist in Religious Education be involved in the editing of both the RE Framework and the Humanities AoLE.



### What's in a name?

The Welsh Government's Department for Education and Skills has put forward proposals for Religious Education which include renaming the subject "Religions and World Views". This name is almost identical to that of the Report of the Commission on RE: "Religion and World Views: The Way Forward". Almost identical, but not quite. The addition of the "s" is apparently quite minor, but in fact it opens up a multitude of avenues for discussion and reflection. In exploring these avenues, I will use, for brevity, the acronyms RRWV (the Welsh preference) and RWV (the CoRE Report).

Religion or religions? The plural form subtly alters the perceived balance between the halves of the proposed names. This in turn affects views about the weight that should be accorded to each half, and the time that should be allocated, within the RE curriculum. RWV suggests an arrangement in which "religion" is broadly balanced by "world views", as in "swings and roundabouts".\* RRWV on the other hand points to a rather different balance which recognises the abundance, richness and multiplicity of religions within the religious field, once the umbrella term "religion" is set aside.

The word "religion" itself is problematic. It is an abstract term, a construct which falsely implies a common essence or normative paradigm. On the contrary, to echo Margaret Thatcher's notorious soundbite, there is no such entity as "religion"; there are only religions. Whereas RVW downplays faiths and faith communities and elevates World Views, RRWV allows proper weight and respect to be given to faiths and faith communities alongside World Views. Conspiracy theorists might be forgiven were they to harbour the unworthy thought, that if you wanted to promote secularistic atheism in schools, you could do a lot worse than to get RE renamed as "Religion and World Views".

Consciously or not, there does seem to be a drive within the RE world to marginalise faith, faiths, and faith communities. The REC Commission's members did not include anyone identifiable as a faith - or faiths - representative. The Commission's proposals for Local Area Networks grudgingly included faith communities only at the tag end of the list, lumped in with libraries and galleries. If religious education, under whatever title, mostly shuns actual faiths and faith communities, how can it justify its name, be relevant in today's society, and fulfil the spirit and the letter of pupils' statutory entitlements?

Further nuances emanating from the two names are spelt out speculatively in the attached chart, which has a deliberately provocative edge to it. In the last resort, it is perhaps more a case of "both...and" rather than "either...or", but the contrasts are a warning that small linguistic differences can conceal very different agendas and programmes, and the two columns do map out two very different understandings of religious education. The Welsh Government's Consultation Paper simply states what its preferred name is (see the relevant paragraph below). I certainly applaud its pragmatic wisdom, and concur.

Michael Metcalf

*"RE provides opportunities for learners to explore the range of spiritual, philosophical, moral, social and cultural beliefs within their community, across Wales, and throughout the world. We feel the subject name should reflect what learners will be taught through RE. As such, we are proposing to change the name of Religious Education, so that it appropriately reflects teaching practice within the new curriculum, and allows for the exploration of all religious and philosophical beliefs, as well as other beliefs and world-views, including nonreligious world views. Our preferred name is Religions and Worldviews."*

\* The term "world views", in its broadest sense, includes both religious and non-religious ideological stances. I use the term in this article as a shorthand to refer more specifically and narrowly to non-religious world views.

Nuances emanating from the names proposed to replace Religious Education.

Name	Religion and World Views (RVW)	ReligionS and World views (RRVW)
Implied curriculum balance	Downplays the curriculum space for individual religions, i.e. faiths and faith communities; elevates and magnifies World Views.	Gives space for faiths and faith communities to be accorded adequate weight in their own right, alongside World Views.
Subjective effect	Fails to affirm the reality and significance of religious traditions and communities today.	Strikes a fair balance within the whole range of religious and non-religious realities.
Suggestive adjectival clusters and contrasts	Cool, impersonal, rational, lofty, detached, individualistic, objective, vanilla, grey.	Warm, personal, existential, earthed, engaged, social, affective, vibrant, rainbow.
Kindred disciplines	Philosophy, ethics, humanities.	Social sciences, psychology, arts.
Pedagogical mode	Rationality	Phenomenology
Characteristic activities	Analysing, comparing, evaluating.	Perceiving, empathising, self-understanding.
Focus	The individual pupil, the mind.	The experienced world, the heart.
Key values	Autonomy, individuality.	Authenticity, identity, belonging.
End product descriptors	The autonomous individual, able to make moral and personal choices on rational grounds, and to evaluate current issues; the pupil able to tackle A Level questions in Religious Studies.	The responsible citizen, able to live authentically within a plural society; the pupil aware of the challenges and tensions generated by religious/World View diversity, both within himself/herself and communally.

**Standing Advisory Council on Religious Education**  
**5<sup>th</sup> February 2020**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**Report on the analysis of 2019 GCSE and A Level results for Staffordshire**  
**Maintained schools**

**1 Purpose of Report**

- 1.1 To present SACRE members with a statistical analysis of the standards achieved in the 2019 GCSE- full course and the GCE Advanced Level Religious studies examined in Summer 2019.

**2 Summary**

- 2.1 Members of SACRE will receive an analysis of the standards achieved

**3 Recommendation**

- 3.1 That members of SACRE receive the report  
3.2 That letters be sent on behalf of SACRE to identified schools offering congratulations or support as appropriate.

**4 Background**

- 4.1 A report on the standards achieved by Staffordshire maintained schools as of July 2019 in examinations held in Summer 2018 is attached to this report.  
4.2 Key issues identified in the analysis are as follows:

**GCSE and A level Results**

There have been changes to the GCSE regulations regarding assessment. The majority of pupils who undertook their GCSE studies were assessed in 2019 on a scale of 1-9, not A\* to C/A\* to G grades. (Grade 9 being the highest grading).

The number of schools entering students for the GCSE course continues to fall- at Nationwide and in Staffordshire.

From year to year schools leave the maintained sector and become academies. This is true across the country and in Staffordshire.

In 2017 the results of 16 Staffordshire schools were analysed.

In 2018 this decreased to 13 schools. 2019 shows again results for 13 schools.

In 2020 this number will decrease further

There is a similar picture for A level schools with only 6 Staffordshire maintained schools to be analysed.

Overall, we need to be mindful that there is a dip in standards this year which could be further attributed to the new grading and the raising of the challenge within the GCSE syllabus. The results for male and female pupils show that more girls are entered for Religious Studies at GCSE and A level than boys and girls achieve better results overall in

GCSEs. This is reflected in the National picture. The gap between A level boys and girls' achievement is diminishing.

## **7 Equal Opportunities**

7.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

## **8 Financial implications**

8.1 Financial implications that need to be considered are whether SACRE is willing to provide funds from its budget to support schools that show a dip in standards.

### **Contact Officer:**

**Mary Gale 07816374873 Adviser to SACRE**

# Religious Studies Examination Results 2019

## National statistics

Here are the trends in religious studies GCSE grades for 2019.

TENS of thousands fewer pupils are sitting the Religious Studies (RS) GCSE exam, confirming a continuing sharp decline in the subject's popularity.

This summer, only 264,000 students gained an RS qualification at GCSE level, a decline of 3.8 per cent compared with last year's total of 276,000.

But looking back further, the numbers of children taking RS has fallen significantly: by 28 per cent in the past four years and 43 per cent since 2011.

This means that more than 200,000 fewer pupils are taking the subject compared with eight years ago

Nationally only 30 per cent of pupils from non-faith schools received the qualification last year, compared with 95 per cent of students at Roman Catholic schools and 68 per cent of those at Church of England schools.

There were also links to poverty: schools that did offer RS GCSE on average had fewer pupils on free school meals.

More than 700 schools stopped offering RS at GCSE level altogether from 2017 to 2018, the researchers also found.

Overall, GCSE results across Britain improved. Grades rose for the second year running after an initial fall in 2017 when harder exams were introduced.

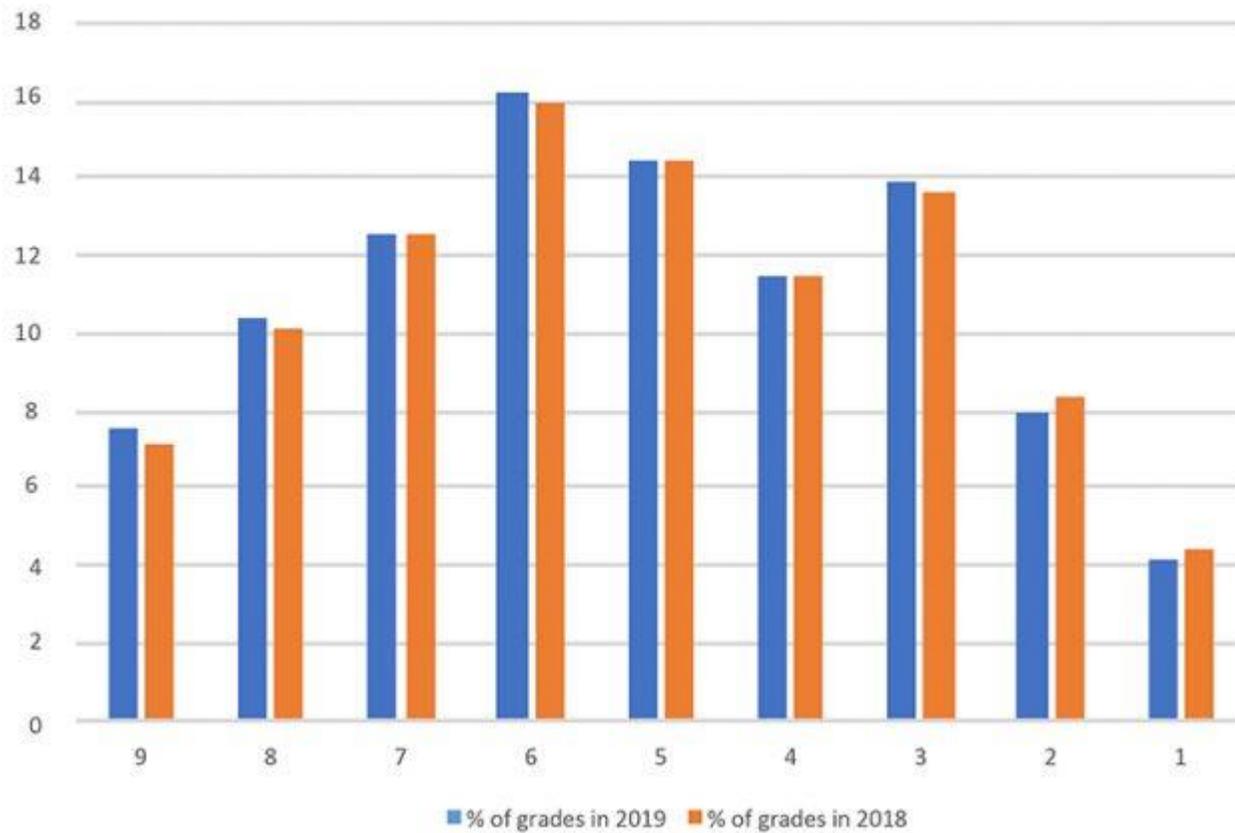
More than one in five — 20.8 per cent — of GCSE entries scored one of the top three grades (7, 8, or 9, which are equivalent to the old A and A\*), a slight increase over the 20.5 per cent last summer

The data shows a steep rise in the top very grades at GCSE religious studies this year, with more results being awarded at grades 8 (10.4 per cent) and 9 (7.5 per cent). However, the proportion of grade 7's has remained stable at 12.6 per cent, while grade 5 has seen a small decline. Entries in the subject continued to decline, from 229,189 last year to 227,913 this year 2019

The 2019 summer grade 9 was awarded in the majority of GCSE subjects. Grade 9 is not the same as A\*, it is designed to recognise the very highest performing students, so there are fewer grade 9s than there were A\*s. Grade 8 straddles the top of the old A and the bottom of the old A\*, so there is no direct comparison with A\*.

The decline in GCSE RS is mirrored by a similar fall at A level: 26 per cent fewer pupils are taking the subject beyond GCSE than did in 2017

### Religious studies GCSE grade distributions



## National Headlines

### Religious studies GCSE entries (England all ages)

2019	2018	2017	2016	2015
227,913	229,189	256,729	271,973	271,917

Entries in religious studies have decreased across the UK over the last five years. The -15.8% change compared to a change of +5.1% in all GCSE entries over the last five years. Over the same period, the 16-year-old population has changed by approximately -4.7%.

Across the UK, a greater proportion of students achieved good passes in religious studies in 2019 compared to all GCSE subjects. A total of 72.4% of pupils achieved grade 4/C or higher in religious studies compared to 67.3% for all subjects. The combined English and Maths was at 50% for 9-5 grades. In RS this was 60.9%.

#### Full Course GCSE in Religious Studies Results Analysis 2019

2019 National Average 9 to 5.... 60.9%

2019 State Schools National Average 9 to 5..... 60.2% (2018... 59.7%)

2019 Staffordshire Average 9 to 5..... 50.9%

2019 National Average 9 to 4..... 72.4%

2019 State Schools National Average 9 to 4..... 71.4% (2018... 71%)

2019 Staffordshire Average 9 to 4.... 64.7%

2019 Staffordshire Average 9 to 5.... 50.9% is a decline from Staffordshire 2018 when the 9-5 average was 51.6%

Staffordshire results compared to the National figures

GCSE Full Course Results All Pupils

Est. No.	Centre	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1
-	National (All)	227913	7.4	10.5	12.6	16.1	14.3	11.4	14.0	8.00	4.2	1.5	60.9%	72.4%	98.0%
	State National	100690	6.8	9.8	12.4	16.4	14.8	11.2	15.2	8.00	3.7	1.3	60.2%	71.4	98.3
-	Staffs LA (State Funded)	4092	3.9	7.6	9.8	14.5	15.1	13.8	18.3	10.3	5.0	1.8	50.9	64.7%	98.2
4500	Abbot Beyne School	79	5.1	7.6	6.3	16.5	17.7	15.2	13.9	15.2	2.5	0	53.2	68.4	100
4067	Blythe Bridge High School	46	2.2	6.5	13.0	15.2	21.7	13.0	17.4	8.7	0	2.2	58.6	<u>71.6</u>	97.8
5403	Cardinal Griffin	136	0.7	1.5	7.4	11.8	14	16.2	16.2	12.5	11	8.1	35.4	51.6	91.9
4075	Codsall Community High	27	14.8	11.1	29.6	25.9	7.4	3.7	0	0	0	0	<u>88.9</u>	<u>92.6</u>	100.0
4077	Endon High School	113	7.1	12.4	15.0	15.0	17.7	12.4	15.9	3.5	0.9	0	<u>67.3</u>	<u>79.7</u>	100.0
4181	King Edward VI High School	125	1.6	0	6.4	11.2	8	17.6	19.2	19.2	12	4.8	27.2	44.8	95.2
4087	King Edward VI School	55	0	1.8	5.5	9.1	30.9	20.0	27.3	3.6	1.8	0	47.3	67.3	98.0
4072	Moorside High School	142	2.1	4.2	7.0	19.7	18.3	15.5	26.1	6.3	0.7	0	51.4	66.9	100.0
4066	Norton Canes High School	30	0	6.7	13.3	16.7	23.3	13.3	13.3	10	3.3	0	<u>60</u>	<u>73.3</u>	100%
4051	Paulet High School	27	3.7	7.4	18.5	14.8	14.8	11.1	25.9	3.7	0		59.3	<u>71.4</u>	100.0
4055	Paget High	140	64.5	10.7	10.7	12.1	16.7	8.6	25	13.6	6.4	1.4	45	54.1	98.6

School															
4126	The Friary School	20	25.0	30.0	25.0	10.9	0	0	0	0	0		<u>100</u>	<u>100</u>	100.0
4012	The King's CofE (VA) School	15	6.7	13.3	20.0	26.7	26.7	6.7	0	0	0	0	<u>93.3</u>	<u>100</u>	100.0

### GCSE Full Course Results Female Pupils

Est. No.	Centre	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1
-	National (Girls)	123,535	10	13.1	14.6	14	14	10.4	11.4	6.1	2.6		68.7%	79.1%	98.0%
	National State	55,010	9.3	12.4	14.6	17.5	14.4	10.3	12.5	6.0	2.3	0.6	68.1%	78.4%	99.1%
-	LA (State Funded)	2138	5.4	10.1	12.6	17.2	15.8	12.7	15.7	7.3	2.4	0.7	61.1%	73.8%	99.3%
4500	Abbot Beyne School	43	7.00	2.3	7.00	20.9	23.3	18.6	9.3	11.6	0	0	60.5	69.8	100
4067	Blythe Bridge High School	28	3.6	10.7	17.9	17.9	25.0	7.1	10.7	7.1	0	0	<u>75.0</u>	<u>77.1</u>	100
5403	Cardinal Griffin	66	0.0	1.5	13.6	16.7	13.6	19.7	16.7	12.1	1.5	4.5	45.5	65.2	95.5
4075	Codsall Community High	23	13.00	8.7	30.4	26.1	8.7	8.7	4.3	0	0	0	<u>87.0</u>	<u>95.7</u>	100.0
4077	Endon High School	61	8.2	18.0	16.4	16.4	11.5	1.6	15.9	3.5	0.9	0	<u>75.4</u>	<u>77</u>	100.0
4181	King Edward VI High School	30	0	0	10.00	13.3	40.00	23.4	13.3	0	0	0	63.3	<u>86.7</u>	100.0
4087	King Edward VI School	104	4.8	11.5	12.5	16.3	11.5	9.6	19.2	11.5	2.9	0	56.7	65.7	100.0
4072	Moorside High	74	4.1	6.8	10.8	21.6	14.9	13.5	20.3	6.8	1.4	0	58.1	71.6	100.0

School															
4066	Norton Canes High School	22	0	9.1	18.2	9.1	22.7	18.2	9.1	9,1	4.5	0	60	<u>78.2</u>	100%
4051	Paulet High School	11	9.1	9.1	0	9.1	27.3	9.1	36.4	0	0		54.5	63.6	100.0
4055	Paget High School	76	10.5	3.9	11.8	13.2	10.5	6.6	23.7	13.2	6.6		50.0	56.6	100
4126	The Friary School	12	25.0	41.7	16.7	16.7	0	0	0	0	0		<u>100</u>	<u>100</u>	100.0
4012	The King's CofE (VA) School	12	8.3	16.7	25.0	16.7	25.00	8.3	0	0	0	0	<u>91.7</u>	<u>100</u>	100.0

#### GCSE Full Course Results Male Pupils

Est. No.	Centre	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1
-	National (Boys)	104,378	4.4	7.3	10.3	15	14.7	12.6	17.2	10.4	6.1		51.7%	64.4%	98.0%
	National state	45,680	3.7	6.7	9.7	15.2	15.3	12.3	18.5	10.5	5.4	2.3	50.6%	62.9%	97.3%
-	LA (State Funded)	1954	2.1	4.8	6.7	11.7	14.4	14.9	21.1	13.5	7.8	3	39.7%	54.6%	97%
4500	Abbot Beyne School	36	2.8	13.9	5.6	11.1	11.1	11.1	19.4	19.4	5.6	0	44.4	<u>66.6</u>	100
4067	Blythe Bridge High School	18	0	0	5.6	11.1	16.7	22.2	27.8	11.1	0	5.6	33.3	<u>55.5</u>	94.4
5403	Cardinal Griffin	70	1.4	1.4	1.4	7.1	14.3	12.9	17.1	12.9	20.0	11.4	25.7	38.6	88.6
4075	Codsall Community High	4	25.00	25.0	25.0	25.0	0	0	0	0	0	0	<u>100</u>	<u>100</u>	100.0
4077	Endon High School	52	5.8	5.8	13.5	13.5	19.2	13.5	21.2	5.8	1.9	0	<u>57.7</u>	<u>71.2</u>	100.0
4181	King Edward VI High School	25	0	4.00	0.00	4.00	20.00	16.00	44.00	8.00	4.00	0	28.00	44.8	100.0

4087	King Edward VI School	95	0	2.1	5.3	13.7	17.9	16.8	16.8	15.8	7.4	4.2	38.9	<u>56.5</u>	95.8
4072	Moorside High School	68	0	1.5	2.9	17.6	22.1	17.6	32.4	5.9	0	0	44.1	<u>61.7</u>	100.0
4066	Norton Canes High School	8	0	0	0	37.5	25.0	0	25.0	12.5	0	0	<u>62.5</u>	<u>62.5</u>	100
4051	Paulet High School	16	0	6.3	31.3	18.8	6.4	12.5	18.8	6.3	0	0	<u>62.5</u>	<u>75</u>	100.0
4055	Paget High School	64	1.6	6.3	9.4	10.9	10.9	10.9	26.6	14.1	6.3	3.1	39.1	50	96.9
4126	The Friary School	8	25.0	12.5	37.5	0	25.0	0	0	0	0		<u>100</u>	<u>100</u>	100.0
4012	The King's CofE (VA) School	3	0	0	0	66.7	33.3	0	0	0	0	0	<u>100</u>	<u>100</u>	100.0

**Overall GCSE results 2019....** This continues to use the new grading of 9-1, with 9 being the exceptional grade.

- **Staffordshire's 2019 Grade 9-5 are at 50.9%** (51.6% in 2018)
- The national results in 2019 for Grade 9-5 are at 60.9% (71% in 2018)
- The state school results in 2019 for Grade 5-9 are at 60.2%
- So, Staffordshire school results are **10% lower** than the National when comparing grades 9-5;
- So, Staffordshire school results are **9.3% lower** than the state schools when comparing grades 9-5;
- **Staffordshire's 2019 Grade 9-4 are at 64.7** (66.7% in 2018)
- The national results in 2019 for Grade 9-4 are at 72.4% (71% in 2018)
- The state schools results in 2019 for Grade 9-4 are at 71.4% (71% in 2018)
- So, Staffordshire school results are **7.7% lower** than the National when comparing grades 9-4
- So, Staffordshire school results are **6.7% lower** than the state schools when comparing grades 9-4
- Results for all pupils show that pupils in Staffordshire achieved below the national average at grades 9-5 and 9-4 but above national average for grades 9-1 (National was 98.0% and Staffordshire was 98.2% which is in line with 2018 results) The results for both male and female pupils reflect the results for all pupils.

- Nationally girls out-perform boys at all grades and more girls opt to take RS than boys, this is mirrored in the Staffordshire results, where 61.1% of girls achieved grades 9-5 compared to 39.7% of boys and where 73.8% of girls achieved grades 9-4 compared to 54.6% of boys and approximately 100 more girls were entered for the RS GCSE full course.
- However, a closer look at the results tables reveal that there were several schools achieving results above the national average. SACRE members may wish to congratulate these schools on their achievements.
- When looking at the results for all pupils SACRE would be mindful to take note of the number of entries. This gives an insight into the provision that different schools have in place for pupils at KS4.
- Of the 13 schools who entered students in for GCSE and comparing to the **National results** 2019 Grade 9-5 at 60.9%, 4 schools were above the National, 2 broadly in line and 7 below- this is similar to 2018.
- Of the 13 schools who entered students in for GCSE and comparing to the **State school results** 2019 Grade 9-5 at 60.2%, 4 schools were above the National, 2 broadly in line and 7 below- this is similar to 2018.
- Of the 13 schools who entered students in for GCSE and comparing to the **National results** 2019 Grade 9-4 at 72.4%, 5 schools were above the Staffordshire, 2 broadly in line and 6 below.
- Of the 13 schools who entered students in for GCSE and comparing to the **State school results** 2019 Grade 9-4 at 71.4%, 6 schools were above the National, 1 broadly in line and 6 below- this is similar to 2018.
- The Staffs boys in 10 schools achieved either in line or above the state national %- this is good news.
- Overall we need to be mindful that there is a dip in standards this year, this was the case last year,,,,, which could be attributed to the new grading and the raising of the challenge within the GCSE syllabus.

<b>Advanced Level GCE in Religious Studies Results Analysis 2019</b>		
<b>2019 National Average A* to B</b>	<b>50.5%</b>	<b>(52.3 % in 2018)</b>
<b>2019 National Average A* to A</b>	<b>21.9%</b>	<b>(22.8% in 2018)</b>
<b>2019 National Average A* to E</b>	<b>100%</b>	
<b>2019 Staffordshire Average A* to B</b>	<b>39.1%</b>	<b>(43.5% in 2018)</b>
<b>2019 Staffordshire Average A* to A</b>	<b>12.9%</b>	<b>(14.5% in 2018)</b>
<b>2019 Staffordshire Average A* to E</b>	<b>97%</b>	<b>(97.8% in 2019)</b>

THE number of students sitting A levels in religious studies in the UK has dropped again. The A-level results showed that 19,406 people took the exam.

The number is down from 20,527 in 2018, and 26,086 in 2017 a drop of 5.5 per cent from 2018, and 25.6 per cent from 2017. The data, published by the Joint Council for Qualifications, shows that more than twice the number of female students took the RS exam than males, 13,972 against 5434. Just 2.4 per cent of students overall took the course.

Entries in religious studies have decreased sharply across the UK over the last five years. The -24.7% change compared to a change of -5.8% in all A-Level entries over the last five years. Over the same period, the 18-year-old population has changed by approximately -7.7%. Across the UK, a smaller proportion of students achieved the top grades in religious studies in 2019 compared to all A-Level subjects. A total of 21.9% of pupils achieved A\*-A grades in religious studies compared to 25.5% for all subject

Ben Wood, chair of the National Association of Teachers of RE, said that it was sad to see not more students taking religious studies, especially “at a time when high levels of religious literacy have never been more important”.

He said: “Unfortunately, there has again been a decline in the number of entries for A level this year, though thankfully, this fall is much less than last year. The continuing problem of the number of schools that are failing to provide RS at Key Stage 4, and thus are failing in their statutory duty, means that fewer students are given the chance to study for a GCSE religious studies’

#### Staffordshire Key Stage 5 GCE A Level Results All Pupils

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E
-	National (all entries)	19.406	4.3	17.6	28.6	26.2	15.4	6.1		1.8		21.9	50.5	100
	Staffordshire	202	2.5	10.4	26.2	25.7	23.8	8.4		3		12.9	39.1	97
4075	Codsall Community High School	7	0	57.1	14.3	28.6						<u>57.1</u>	<u>100</u>	100.0
4087	King Edward VI School	32	6.3	12.5	25	34.4	15.6	0		6.3		18.8	37.5	93.8
4066	Norton Canes High School	7			14.3	14.3	28.6	42.9					14.3	100.0
4126	The Friary School	4	0	25	25	25	25					<u>25</u>	<u>50</u>	100
4067	Blythe Bridge High	4	0	0	0	75	0	25				0	0	100
4181	King Edward VI High	1	0	0	0	0	0	100	0	0		0	0	100

#### KS5 GCE A Level Results Female Pupils

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E
-	National (all entries)	13.972	4.3	17.8	28.7	26.5	15.3	4.9		2.5		22.1	50.8	100

	<b>Staffordshire</b>	<b>158</b>	<b>1.3</b>	<b>11.4</b>	<b>27.8</b>	<b>25.3</b>	<b>24.1</b>	<b>8.2</b>		<b>1.9</b>		<b>12.7</b>	<b>40.5</b>	<b>98.1</b>
4075	Codsall Community High School	6		66.7	16.7	16.7	0	0	0	0		<u>66.7</u>	83.4	100.0
4087	King Edward VI School	24	0	8.3	29.2	37.5	20.8	0	0	4.2		8.3	37.5	95.8
4066	Norton Canes High School	6	0	16.7	16.7	16.7	50	0	0	0		16.7	33.4	100.0
4126	The Friary School	4	0	25	25	25	25	0	0	0		<u>25</u>	<u>50</u>	100
4181	King Edward VI High	1	0	0	0	0	0	100	0	0		0	0	100
4067	Blythe Bridge High	3	0	0	0	66.7	0	33.3				0	0	100

#### KS5 GCE A Level Results male Pupils

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E
-	National (all entries)	5434	4.3	16.9	28.5	25.4	15.7	6.5		2.5		21.1	49.7	100
	Staffordshire	44	6.8	6.8	20.5	27.3	22.7	9.1		6.8		13.6	33.6	93.2
4075	Codsall Community High School	1				100								100
4087	King Edward VI School	8	25	25	12.5	25	0	0	0	12.5		<u>50</u>	<u>62.5</u>	87.5
4066	Norton Canes High School	1				100								100.0
4126	The Friary School	0												
4067	Blythe Bridge High	1	0	0	0	100	0	0	0	0		0	0	100
4181	King Edward VI High	0	0	0	0	0	0	0	0	0		0	0	0

#### Points to note:

- The gap in results achieved nationally in comparison with those achieved in Staffordshire for A level grades A-B has widened.
- Only 6 maintained schools are now included in the results data base, but all 22 Staffordshire schools are included in the overall %
- Staffordshire's 2019 results are lower than national at 39.1%, (2018-43.5%) but still an improvement on the 2017 results of 36.6%.

- Results for all pupils show that although pupils in Staffordshire achieved below the national average at grades A\*-B, they performed at nearly the national of 100% across the full spectrum of grades A\*-E at 97%.
- The results for male and female pupils show that more girls are entered for Religious Studies at A level than boys. But the Staffordshire. results overall show that the gap between boys and girls has diminished. This is similar to the National picture.
- The number of entries per school is often small. This is not unexpected at KS5 for which examination courses will be optional.
- Two schools exceeded the National A\* A %.
- Staffordshire boys exceeded the National A\* A %.at 6.8% with the national % at 4.3%
- Staffordshire maintained schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.



**Standing Advisory Council on Religious Education**  
**5<sup>th</sup> February 2020**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**Report on the Westhill Project Legacy**

## **1 Purpose of Report**

1.1 To present SACRE members with an update on the Westhill Project Legacy

## **2 Summary**

2.1 Follow up on the Explore-Engage-Reflect Westhill legacy project. This report shows how this work now continues to support learners in Staffordshire with difference and diversity through the exploration of Christianity and Islam

## **3 Recommendation**

That members of SACRE receive the reports

## **4 Background**

4.1 During the year 2017-2018 SACRE received a grant from Westhill/NASACRE to launch the new Staffordshire Agreed Syllabus for RE through a conference entitled Explore-Engage-Reflect. SACRE was successful in carrying forward the grant into 2018-19 and 2019-20. Youth Net in conjunction with the Entrust Minority Ethnic Achievement Service (MEAS) team continue to take this forward and are providing support and resources and workshops on Christianity and Islam, for those schools who choose throughout Staffordshire. Mary Gale continues to monitor the use of the grant and broker the support.

## **7 Equal Opportunities**

7.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

## **8 Financial implications**

8.1 Financial implications that need to be considered are whether SACRE is willing to provide further funds from its budget to support the project into the Summer term so that Staffordshire learners receive the opportunity to take part in this project. There are three schools awaiting confirmation for the Summer term. Costs that need to be covered include the input from the Entrust MEAS team to support the learning on Islam. This in turn keeps the costs down for Youth Net and therefore the costs for schools.

Contact Officer: **Mary Gale 07816374873**

**Explore, Engage, Reflect Westhill Legacy Project**

## Background

During the year 2017-2018 SACRE received an award grant from Westhill/NASACRE to support the implementation of the new Staffordshire Agreed Syllabus for RE through a conference entitled "Explore, Engage Reflect".

Youth Net in conjunction with the Entrust MEAS team have taken this forward and are providing support through resources and workshops on Christianity and Islam, for those schools who choose throughout Staffordshire. This enables learners to encounter diversity at first hand.

## Report

Schools continue to receive an invitation letter to take part in the project. There is a choice of morning or afternoon sessions. The sessions in 2020 were run at Rising Brook Baptist Church Stafford ST17 9LT on Wednesday 22<sup>nd</sup> January from 9.30-12 noon and 1-3pm. Members of the SACRE were invited to attend and support.

The schools involved in the project were Burton Manor Primary Year 5/ 6 with 87 pupils, St Paul's CE VC Primary, year 5/6 with 42 pupils and Veritas Primary with 30 pupils.

This project has been further extended into the Burton-upon-Trent area in line with SACRE request. The Burton dates include 5<sup>th</sup> and 12<sup>th</sup> February, the hosts are Victoria Community and Tower View Primary with River View and Shobnall Primary attending.

The project offers an inspirational face to faith experience for pupils run by a team of education consultants who are also adherents of Christianity or Islam thus enabling pupils to learn together about issues regarding faith, diversity and what it means to live out beliefs today, in dynamic and exciting ways. It also acts as an exceptional CPD opportunity for the staff and volunteers attending as throughout the day, they were given an opportunity to increase their own subject knowledge, and how to use the methods of 'Explore, Engage, Reflect' to enhance learning back in their schools in line with Agreed Syllabus.

Pupils are given the opportunity:

- To learn about faith and beliefs through **exploring** artefacts, images and text
- To think for themselves, **engaging** with key questions relevant to the people of faith they will meet
- To think deeply and creatively about the value of faith **reflecting** on what it means for people to live a faith within England through a real opportunity for dialogue.

The learning methods are creative and focused on thinking about the values, traditions and lives of modern Christians and Muslims in England today.

The children experience both Christian and Islam exhibitions enhanced with additional hands on activity related learning.

After speaking to staff and pupils at the start of the project, it is apparent that their knowledge about Christians and Muslims is confused. However, at the end of the project input staff and pupils stated that they now understood much more, and their knowledge base had increased. This knowledge needs to be consolidated once back at school.

## Mary Gale Adviser to SACRE

**Standing Advisory Council on Religious Education**  
**5<sup>th</sup> February 2020**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**An Update on Relationship & Sex and Health Education**

**1 Purpose of Report**

1.1 To present members of SACRE with a brief update on key issues that have developed or arisen since the last meeting of SACRE.

**2 Summary**

2.1 Members of SACRE will receive a brief report on the rolling out of the statutory Relationship & Sex and Health Education curriculum and the implications for SACREs and the advice from NASACRE

**3 Recommendation**

3.1 That members of SACRE receive the report and note the contents

**4 Background**

4.1 There will be a statutory requirement to provide Relationship & Sex and Health Education- RHE in primary schools and RSHE in secondary schools from September 2020.

4.2 Members will be briefed on any key developments.

**5 Equal Opportunities**

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere or will be raised at future meetings of SACRE.

Contact Officer:

Mary Gale

07816374873

## **SACREs & Relationships, Sex and Health Education Advice from NASACRE**

The requirement to provide RHE in primary schools and RSHE in secondary schools becomes statutory in 2020. NASACRE welcomes this and sees it as a hugely positive development. There are, however, some points of contention for various faith and non-faith groups about the content and approach schools may take toward RSHE. NASACRE have been asked about the role of SACREs in supporting schools in this area.

Some SACREs enjoy the support of an advisor whose remit is for PSHE as well as for RE and Collective Worship, with specific expertise in this area. In such cases that individual may feel able to provide support and advice to schools.

*(This is not the case here in Staffordshire, although Mary Gale does collate the information regarding Relationships, Sex and Health Education Advice from SCC and Entrust and provides this advice in the Governor Information Pack for governors and headteachers).*

However, this is not the case for all SACREs, and so it is important that SACREs are clear about their *statutory* role in this respect and recognise the limits of their powers in this area. **It should be recognised that SACREs have no statutory duty or powers to provide RSHE advice or support to schools.** Therefore, no SACRE should feel duty-bound or be placed under pressure to provide such advice to their schools or local authority (LA).

It is the responsibility of the local authority, or Academy trust, to consult within the local community, including amongst faith groups. Faith representatives on SACRE have been appointed for their expertise in RE and collective worship and have not been given a remit to discuss issues of relationships or sex education. However, it may be that some SACREs are well-placed to be a space where faiths, schools and the authority can discuss concerns and offer feedback. Other SACREs may be able to signpost LAs/ MATs to faith representatives within the area, due to the relationships they have with faith communities. Some SACREs may have little capacity or expertise in this area and so, if schools specifically ask their SACRE for advice, they should be directed to their LA or MAT.

If SACREs feel they are coming under pressure to provide advice or support they are unable to give, they should seek the support of NASACRE in dealing with this. Additionally, we would like to hear from SACREs who are engaging with work in this area.

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**This is the most recent advice on Relationships and Sex Education and Health Education – Update from the Department of Education that was included in the GIP for Spring 2020**

As you are aware from last term's Governor briefings, as of September 2020 all primary schools will need to start teaching Relationships and Health Education, and secondary schools will start teaching Relationships, Sex and Health Education.

### **Advice on Engaging with Parents**

Engagement with parents is an important part of implementing these new subjects. To support primary schools with this, the DfE have developed new advice on parental engagement on Relationships Education, in partnership with the NAHT, NGA and ASCL.

This resource provides information on what is expected of schools and why, alongside tips and case studies on effective parental consultation. It also includes information on where to go for help, and the important role Governors and trustees can play in this process.

Primary schools can use this resource this academic year to start adapting their curriculum and consulting their parents, ready for teaching to begin in September 2020.

[Download the DfE, NAHT & NGA advice on engaging parents >](#)



**Standing Advisory Council on Religious Education  
February 5<sup>th</sup> 2020  
Report of the Deputy Chief Executive and Director for Families and  
Communities  
Current budget 2019-2020**

**1 Purpose of Report**

1.1 To advise members of SACRE on the current budget position for 2019-2020.

**2 Summary**

2.1 A breakdown of the current SACRE budget for the financial year 2019-20, if available an additional report will be presented at the meeting

**3 Recommendation**

3.1 That members of SACRE receive the report

**4 Background**

4.1 A budget had been made available to support the work of SACRE during the financial year 2019-2020 as approved by the Corporate Director (Children and Lifelong Learning). A draft outturn statement is provided.

4.2 Please note the carry forward of the Westhill project money.

4.3 The 2019-2020 budget will continue to be monitored and clarified.

**5 Equal Opportunities**

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

6.1 Financial implications are indicated in the budget account.

**Contact Officer:  
Mary Gale 07816374873**



## Screen Data Export - SACRE (2019-20)

Option NML400  
 Username  
 Date  
 Time

GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/\*\*\*\*\* to EM1100/\*\*\*\*\* / Enquiry Year: 2019/  
 Period: 00 to 12

<u>GL Account Code</u>	<u>Description</u>	<u>Current Budget (v2)</u>	<u>Actual + Grni</u>	<u>Actuals</u>	<u>Variance Bud v(Act +GRNI)</u>	
EM110010002	SACRE Teachers Gross	0.00	0.00	0.00	0.00	
EM110041008	SACRE Catering Provisions	0.00	0.00	0.00	50.00	
EM110046204	SACRE Conference Fees	0.00	200.00	0.00	675.00	Natre & Nasacre subs
EM110047202	SACRE Subscriptions General	0.00	0.00	0.00	0.00	
EM110048342	SACRE Contingency	6,070.00	0.00	0.00	(6,070.00)	
EM110064550	SACRE Tfrs to Oth Accounts	0.00	0.00	0.00	0.00	Will be an in year adjustment
		<b>6,070.00</b>	<b>200.00</b>	<b>0.00</b>	<b>(5,345.00)</b>	
	Westhill Endowment received 2017-18	0.00	(2,725.00)	0.00	(2,725.00)	Bought forward
	<b>Total Available before commitments</b>				<b>(8,070.00)</b>	
	Less committed amounts: books				346.00	
	Less committed amounts for KS 3 project				2,400.00	
	Engage Project	0.00	1,150.00	0.00	1,150.00	
			1,150.00		1,150.00	
	less support for agreed syllabus				475.00	
	<b>Total Available</b>				<b>(2,549.00)</b>	



**Standing Advisory Council on Religious Education**  
**5<sup>th</sup> February 2020**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**Applications for variation of practice**

**1 Purpose of Report**

- 1.1 To consider any applications for variation of practice to religious education and or collective worship.

**2 Summary**

- 2.1 Upon receipt of a written application from a headteacher of a county school SACRE should determine whether it is appropriate to dis-apply the requirement for broadly Christian collective worship and/or make amendments to the way the Agreed Syllabus is followed in the case of that school.

**3 Recommendation**

- 3.1 That members of SACRE are updated on any new developments in this area.

**4 Background**

- 4.1 No applications have been received at this time. SCC has however received a Freedom of Information Request regarding historical requests for variations of practice, this information was provided.

**5 Equal Opportunities**

- 5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

- 6.1 There are no immediate financial implications

Contact Officer:

**Mary Gale 07816374873**

