

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

Wednesday 2 February 2022

**14:00**

Council Chamber, County Buildings, Stafford

John Tradewell  
Director of Corporate Services  
25 January 2022

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

1. **Apologies**
2. **Update on membership (if any)**
3. **Minutes of the Previous Meeting held on 17 November 2021** (Pages 1 - 6)
4. **An Update on Key Issues** (Pages 7 - 12)  

Report of the Deputy Chief Executive and Director for Families and Communities
5. **NASACRE Update** (Pages 13 - 14)  

Report of the Deputy Chief Executive and Director for Families and Communities
6. **Agreed Syllabus conference** (Pages 15 - 28)  

Report of the Deputy Chief Executive and Director for Families and Communities
7. **Reflection on the Workforce Census 2021** (Pages 29 - 34)  

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



8. **SACRE Budget 2021-2022** (Pages 35 - 36)  
 Report of the Deputy Chief Executive and Director for Families and Communities
9. **Development Plan 2021-2022** (Pages 37 - 42)  
 Report of the Deputy Chief Executive and Director for Families and Communities
10. **Applications for variation of practice** (Pages 43 - 44)  
 Report of the Deputy Chief Executive and Director for Families and Communities

11. **Dates of future meetings**

**2022**

29 June 2022 2pm  
 16 November 2022 2pm

**2023**

1 February 2023 2pm  
 28 June 2023 2pm  
 15 November 2023 2pm

<b>Membership</b>	
Mohamed Sedky	Vickie Longson
Linda Goodwin	Lydia Bartlett
Julie Thompson	Shaun Miles
Tajinder Singh	Maddy Belle
G Devadason	Harold Gurden
Rev. Preb. M. Metcalf (Chairman)	Zoe Cahalan
Sam Kirwan	Vicky Priestley
Dr Laow Panyasiri	Philip Atkins, OBE
Mohamed Parekh	Paul Northcott
Sam Phillips	Mike Wilcox
Lauren Nicholson Ward	Ian Horsewell
Judy Wyman	Kath Perry, MBE
Gabi Oldfield	Paul Snape

**MINUTES**

**Standing Advisory Council on Religious Education Meeting - 17 November 2021**

Present: **Rev. Preb. M. Metcalf**

Mohamed Sedky, Linda Goodwin, Julie Thompson, Sam Kirwan, Mohamed Parekh, Maddy Belle, Vicky Priestley, Philip Atkins, OBE, Mike Wilcox, Kath Perry, MBE and Paul Snape

Apologies for absence: Sam Phillips, Judy Wyman, Gabi Oldfield, Vickie Longson, Shaun Miles, Zoe Cahalan and Paul Northcott

Also in attendance - Mary Gale (SACRE advisor) and Mike Bradbury (Clerk)

**PART ONE**

**99. Welcome to New Members (if any)**

The Chairman welcomed two new members, Councillors Paul Snape and Kath Perry.

**100. Minutes of the Previous Meeting Held on 1 July 2021**

**RESOLVED:** That subject to the following amendment, the minutes of the SACRE meeting held on 1 July 2021 be approved and signed by the Chairman:

- Bottom of page 2 Staffordshire received approximately 2 % which was average, this should read "In line with recommendations" which was better than average.

It was noted that the Chairman had received verbal confirmation from the Cabinet Member that the review of the 'Agreed Syllabus' could be continued as planned.

**101. Update on Key Issues**

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

- Westhill legacy project – The project has restarted this year and was being very well received. There was now a waiting list of schools wishing to take part or contribute.
- CPD courses may start again after Christmas.
- Sacred Spaces support from Youthnet had not yet started back due to Covid but this would hopefully resume in the near future.

An update would be included at the next meeting. A question was asked on whether there had been any reluctance from schools to take part in extra curriculum activities and if they were concentrating on catching up on the core syllabus. It was reported that no change had been noticed in primary schools,

but it was felt that secondary schools may be giving more priority to the core curriculum.

- Ofsted inspections have now resumed. Mary Gale had used the website 'Watchsted' and searched for reference to religious education and Staffordshire. There were a number of references to RE, mostly positive. It was also noted that one school had received a recent inspection in Staffordshire and RE was referenced as the school was not using the Staffordshire's Agreed Syllabus, instead they were using a resource called 'Understanding Christianity'. The school had been contacted and the correct Syllabus is now being used. It was reported that this only happened occasionally as the AS was advertised widely to all schools.
- An 'Impact of SACRE' summary report had been written for 'Entrust' the trading organisation for SCC.
- NASACRE training had been provided and utilised online for the advisor on the writing of future SACRE annual reports. Appendix 1 outlined the format of future annual reports. The Chair pointed out that our annual report generally followed this format. The reports would be looked at by the DfE in future years.
- Training for advisors was also provided by AREIAC and Mary Gale, the advisor, would be attending the next available session on 30<sup>th</sup> November. A meeting of NATRE would also be held within the near future and Mary Gale would attend and provide a report for the next meeting of SACRE in February
- RE exam results – Provisional data suggests that Staffordshire had more entries in exams in 2020. Staffordshire are just 4% below the national average but this improvement may be due to the changes as a result of Covid-19 requiring teacher assessment grades and not externally marked exams.

It was noted that home educated children were not currently given direct support in RE but the syllabus was available on the web site. This may need further discussion with Council Officers who support home educated children.

**Religious Education Quality Mark (REQM).** SACRE have been approached by a school (St Chads Church of England Voluntary Controlled school, Pattingham) who felt that they had done all of the preliminary work to meet the REQM criteria, but they could not fund all of the application cost. The school had requested that SACRE fund part of the £475 cost of the application. SACRE members supported this application.

**RESOLVED:**

- a) That the report be received.
- b) That funding of £475 be provided to St Chads Church of England voluntary school, Pattingham for the application to apply for the REQM.

**102. NASACRE Update**

The Chairman reported on the following activities/work that had been undertaken by NASACRE since the last meeting:

- NASACE continued to work on the new Annual Report format.
- The online training seminars were being held every month. The next would be on *how to maximise your application for a Westhill award.*

- As the longstanding Treasure of NASACRE, Rev Metcalf, the Chairman, was due to hand over responsibility in May 2022. Currently he is working in conjunction with the future treasurer.
- NASACRE had grown significantly over the years and was exploring how to develop itself as a not-for-profit organisation.

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

### **103. Update on Agreed Syllabus review process**

The report was a recap for new members of the procedure for establishing an Agreed Syllabus Conference to develop/review the Agreed Syllabus.

The Education Act 1996 required Local Authorities to review their locally agreed syllabus every five years. Staffordshire's syllabus was due to be reviewed in 2021. An Agreed Syllabus Conference had to be established in order to produce a revised syllabus which would then be formally approved by the County Council.

The procedure for carrying out the review was listed in the report.

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

**The SACRE Meeting was adjourned in order for the Agreed Syllabus Conference to be convened.**

### **104. Agreed Syllabus conference**

The Agreed Syllabus Conference (ASC) was convened.

- a) The minutes of the last meeting were agreed.
- b) Mary updated the ASC on the work undertaken since the last meeting which included:
  - Working parties had been set up and had held virtual meetings.
  - Discussions with stakeholders had started via email, teams meetings, governors, pupils, teachers and governor information school packs.
 Questions asked included:-
  - what did they like about the syllabus?
  - what worked well?
  - what didn't they understand?
  - What would they like to see improved? etc.
- There had only been 7 replies so far (out of hundreds) but this would increase as a reminder was due to be sent out to schools in the next information pack to schools in January.
- A link to the questionnaire was in the agenda papers for information. Members were encouraged to take part.
- The Vice Chair was asking the children at her school what they think of RE. Members were encouraged to contact their schools or those in their communities and visit to ask pupils/teachers their views. It was requested that this information be passed to Mary Gale.
- Future actions and opportunities for engagement were listed in the report.

- Main feedback had been
  - a. Minor tweaks would be welcomed but not a major rewrite as schools were just getting to grips with the 2016 syllabus. However, one special school had requested a re-write, as they needed help with supporting their pupils.
  - b. The Early Years Foundation Stage (EYFS) information needed to be changed to comply with national changes.
  - c. There was little criticism of the current syllabus.
  - d. A number of schools had asked for support with planning the delivery of the syllabus and ways of marking the success of their delivery. This suggestion would also help in the development of the CPD courses.
  - e. A 'vision statement' had been requested, the Chairman pointed out that this should link in with the SCC's broader vision for education in the county.
  - f. Clarification on 'World Views' was also requested

It was noted that home schooling parents should use the syllabus. All parents have a right to withdraw their children from RE, whether home schooled or in school.

It was also noted that there is another subject where parents can also withdraw their children ie Sex aspects of the Relationship Health and Sex Education (RHSE) curriculum. The teaching of this subject became statutory in September 2021.

**RESOLVED:** Each of the four SACRE Committees agreed to the Religious Education Agreed Syllabus Review and the work undertaken to date.

### **The SACRE meeting formally reconvened.**

#### **105. Annual Report for 2020-2021**

SACRE considered the draft annual report which had been prepared, currently in the previous format, by the advisor, Mary Gale. The report covered the academic year 2020/21.

There was a small amendment to page 36 which related to a percentage error.

Members were asked that if they have any comments on the Annual report before the end of November, to let the Clerk know and these would be collated and forwarded to the advisor.

**RESOLVED:** That the draft Annual Report be noted and agreed subject to any minor changes made by the Advisor in consultation with the Chairman.

The report would then be shared with NASACRE and relevant SCC committees and schools.

#### **106. The SACRE Budget 2021-2022**

SACRE considered the update report on the current 2021/22 budget.

The meeting was informed that there had been a delay in the updating of the budget and that there had been a commitment of £5,000 which was not showing on the summary. The next outturn statement in February should show the correct position.

**RESOLVED:** That the budget position be noted.

#### **107. Development Plan 2021-2022**

The plan was a new process for the SACRE. It contained an action plan and also gave a RAG rating which estimated risk. This RAG rating would in future include additional arrows to further clarify the direction of travel.

**RESOLVED:** That the Development Plan be noted.

#### **108. Applications for variation of practice**

There were none on this occasion.

#### **109. Date of future meetings**

These were included on the agenda. The next meeting would be held on 2<sup>nd</sup> February 2022 at 2pm.

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



**Standing Advisory Council on Religious Education**  
**2<sup>nd</sup> February 2022**  
**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; These have been dealt with elsewhere or will be raised at future meetings of SACRE.

**Contact Officer**

**Mary Gale    07816374873**

**Key Issues Report February 2<sup>nd</sup>, 2022**

**i) Westhill Legacy project- Explore, Engage, Reflect (EER) in conjunction with Youth Net. Autumn Term 2021 report.**

SACRE have funded this project from the 2021-2022 budget through commissioning the Entrust Minority Ethnic Achievement Service- MEAS- to deliver workshops on Islam in conjunction with Youth Net who will deliver workshops on Christianity.

This project resumed in the autumn in October 2021 and continued until December 2021. A timetable of workshop support for schools was devised. The chosen schools were mostly concentrated in the Newcastle area. It was hoped at the start of the autumn term that seven schools would be supported by the end of term. This was the case as follows:-

5/10/2021 Langdale Primary

12/10/2021 St Luke's Silverdale Primary

10/11/2021 Silverdale Primary

16/11/2021 Betley Primary

23/11/2021 Westlands Primary

Additional schools for Islam EER only

6/12/2022 Our Lady's and St Werburghs

22/11/2021 Friars Wood Primary

Mary Gale visited three of the schools to receive feedback and quality assure the project in November and December. The comments from the evaluations and the feedback sessions were very positive. The pupils really enjoyed looking at all the resources and learning about the shared aspects between Christianity and Islam. They enjoyed the demonstrations of prayer. The children were all fully engaged and very interested in the exhibitions that were provided. Participation in this activity really increased pupils' knowledge and understanding of the Agreed Syllabus. It was interesting to note that in church schools the knowledge and understanding of RE was on a higher level than in community schools. They were equally fascinated by both exhibitions. In one school a child told me he was a Christian, but nobody knew. In the workshop feedback session, he told the group about his Faith. His teacher was surprised at his wealth of understanding. In other sessions- usually where there were year 6 pupils there were in depth discussions on '*what is God, where is God?*'

Staff also reported that the workshops supported them in increasing their knowledge and understanding of the Agreed Syllabus and the AS gave them ideas on how to use it to deliver RE in their schools in line with the three aims.

Here are some examples of the comments from the pupils.

- *I learnt that Christians don't pray on a mat*
- *They don't need to cover their hair like Muslims*
- *There are different ways of prayer*
- *There are different holy books called the bible and the Quran*
- *We enjoyed exploring and comparing the two religions*
- *We enjoyed both workshops, there was so much to learn*
- *The Bible is written in different languages.*
- *To give love is an important rule.*
- *One of the shared values is generosity towards others and giving money to charity.*

## ii) Continuous Professional Development

Mary Gale has been supporting RE leaders in several schools through email, virtual meetings 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*'. In addition, Mary is supporting a school to work through the Agreed Syllabus and how Understanding Christianity can dovetail into the AS.

Planning support is needed most. Mary has re-written some of the planning to support schools. One topic that needed a refresh was learning about *Sacred Texts* in year 5.

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

Governors through the Governor Information Pack have received an update on RE in Staffordshire, the status of the AS and the process for the review. They have been encouraged to work in their link governor roles to discuss the impact of the current AS. This information has reached 300 plus schools and over 200 leaders from these schools have joined an update webinar where RE was discussed as part and parcel of the information provided.

## iii) Update on mini-Christianity conference in conjunction with Youth Net

This project is aimed at key stage 3-years 7, 8 and 9 in High schools.

This conference has been designed to give an overview of Christianity and it covers Worship, Prayer, the Bible, Church, Jesus and Big Questions.

This experiential learning is supported with an introduction looking at 'Who is God' and then an opportunity for a Q and A session at the end.

This is now being advertised and schools have been offered the opportunity to take part.

A timetable of support for schools will then be devised.

So far only one school has asked for the RE mini conference and that will take place tomorrow on the 3<sup>rd</sup> Feb at King Edward's school with Year 8. To allow the whole year to access this resource, the conference will be delivered twice.

There has been unusually low interest in the conference and we're putting this down to the fact that schools are having to focus heavily on the core curriculum and bringing students out of timetable for RE is hard at the moment.

In contrast, we have had more interest in Sacred Spaces and RE lessons.

## iv) Association of Religious Education Inspectors and Advisors and Consultants (AREIAC) and the National Association of Teachers of Religious Education (NATRE) Meetings.

Mary Gale attended a virtual Midlands AREIAC group meeting on 30<sup>th</sup> November 2021. Items discussed mostly centred on a question by **Nick Gibb (Conservative)** Bognor Regis

and Littlehampton, Minister of State for Schools Standards to the then Secretary of State for Education. The questions stated

*'what level of religious education is legally required to have been achieved by the time a student reaches 16 at (a) maintained and (b) academic schools.'*

The answer was as follows:-

'State-funded schools in England have a duty to teach religious education (RE) to all pupils aged 5 to 18. While academies, free schools and most maintained schools designated as having a religious character may design and follow their own curriculum, all other maintained schools must follow their area's locally agreed syllabus for RE.

A locally agreed syllabus sets out what pupils should be taught and may include the expected standards of pupils' performance at different stages. Legislation requires that every agreed syllabus must reflect 'that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Neither legislation nor academies' funding agreements prescribe how much time should be devoted to RE or how it should be provided. However, we would expect an academy to have a plan or scheme of work which demonstrates how provision across the year groups is structured to ensure that all pupils receive RE which matches the legal requirement for an agreed syllabus as set out above.

Although not mandatory for all schools, teaching an accredited religious studies qualification at key stage 4 may be required by a locally agreed syllabus; and many schools teach religious studies GCSE. The Department has set out the educational outcomes and content coverage required for GCSE specifications in this subject, which can be found at: [www.gov.uk/government/publications/gcse-religious-studies](http://www.gov.uk/government/publications/gcse-religious-studies).

Where key stage 4 pupils do not take a religious studies qualification, the requirement to teach religious education still applies.

Department for Education guidance on religious education for maintained schools is at:

[www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010](http://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010);

and for academies and free schools at:

[www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools/religious-education-re-and-collective-worship-in-academies-and-free-schools](http://www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools/religious-education-re-and-collective-worship-in-academies-and-free-schools)

The next meeting is on 8<sup>th</sup> March 2022, these meetings are virtual.

In addition, Mary attended a local meeting of the NATRE group held as a combination of virtual and face to face meeting in Chadsmead Primary Lichfield on 23<sup>rd</sup> November 2021 at 4.30. A date for the next meeting is to be arranged. Discussion centred around the AS – see AS section, and updates on resources.

**v) Update on RE Quality Mark application- St Chad's Pattingham.**

The school received the SACRE grant to enable them to apply for this quality mark.

They are very grateful. The application was submitted before Christmas 2021, so the journey has commenced. The RE lead has downloaded the necessary documents and has started collecting evidence for the assessment. Due to Covid-19 this could be a virtual assessment and not a face-to-face assessment. They are awaiting more information.

Mary Gale will visit the school to ensure they have a strong evidence base before the assessment. They have recently had an Ofsted inspection with a good outcome. The report states that the school has been working on a broad and balanced curriculum and especially made a reference to their work on diversity by using appropriate texts and reading books. The school was praised for highlighting Black History month in its curriculum. This bodes well for a future positive assessment of the REQM.

**vi) Update on grants received last year.**

Mary Gale asked for impact reports from the schools who received £200 grants to enhance RE or Collective worship.

The reports are all positive and include some of the following comments:-

*We spent the small grant of £200 from SACRE on books and resources to support our teaching of Global education. These resources have had a real positive impact within our school. We now have a weekly global assembly/collective worship using a range of the resources bought and have developed a Global Education display in the hall for all the children to access. We have found this has inspired our children to discuss global issues and how we can make an impact on other people's lives. This has led us to sponsoring a 4-year-old girl in Haiti. The children are enjoying communicating with her.*

*We were very grateful for the money from SACRE which has been spent on some additional resources. In KS2 we used the money to buy resources for learning about Judaism; the children have very much enjoyed exploring the artefacts purchased (mezuzah, Sabbath tablecloth, Kippah, Pesover plates and other items) and are identifying these in books and videos.*

*In KS1 we are now using more age-appropriate resources for Islam, such as a Muslim child doll and his belongings which support the theme 'What do Muslims believe?' EYFS are using the money to purchase some additional Christianity resources.*

*At our school we have used the £200 grant to create new religious resource boxes. This means that we have individual boxes for different religions that hold special items associated to that religion.*

*We have just implemented a new R.E scheme and so the creation of these boxes will support the new topics/lessons being taught.*

*Additionally, during a recent R.E learning walk, feedback from children indicated that they remembered and enjoyed lessons more when they were able to see and handle real items such as prayer mats and prayer hats (instead of looking at pictures) so this has also influenced how we have spent this money.*

**vii) Report on Collective Worship (CW) during the pandemic and after the return to full time education.**

Mary Gale has spoken in depth to a cross section of schools on this very important subject. In total 25 schools were asked to comment on CW, some were faith schools, and some were community schools including Maintained schools and Academies.

Some Secondary and High schools reported assemblies/CW was not a priority for them during the pandemic as there were so many other aspects to be covered during online

learning. Faith schools reported otherwise as they strived to continue to fulfil their Christian vision for their schools.

Those pupils (key worker's children and vulnerable pupils) who were taught at schools did take part in their *bubbles* in assemblies/CW and enjoyed the opportunity to make a contribution in smaller groups. This increased their confidence and supported them in taking a more active part than they would normally have taken.

Those pupils learning from home did not have that opportunity, but they did take part in pastoral activities and well-being sessions with their form tutors or heads of year.

All agreed that on return to full time education one of the highlights was the return to face to face assemblies/CW. This highlighted the family feel of the school. Leaders were pleased that assemblies/CW generated the family feel, this was further evidenced by speaking to pupils and asking for their opinions about assemblies/CW on the return to full time education.

Primary, including First and Middle schools reported that they strived to promote at least twice weekly assemblies/CW for those pupils who were learning from home. These included, pre-recorded sessions, usually by leaders. Some were shared live sessions including those key worker and vulnerable pupils being taught at school.

Parents joined in with these opportunities and there was much positive feedback.

Those pupils in school during lock down continued to take part in assembly/CW on a regular basis and enjoyed planning and delivering worship to their *bubbles*. This was very positive.

In faith schools the local incumbent together with their pastoral team often pre-recorded regular assembly/CW sessions which were delivered at convenient times throughout the week. These were much appreciated and shared widely throughout the school community.

Many schools indicated that their delivery improved over the pandemic. This was because these aspects were better planned, and more research was carried out to recognise and include the diversity of the school community. Some schools used the suggestions provided by SACRE; others used resources from the Diocese or local faith communities. This has set a better foundation for assemblies/CW going forward.

When full time education resumed, 100% of schools reported that the return to face-to-face whole school assemblies/CW was an overwhelmingly positive experience. The spiritual elements of these experiences were reported over and over, especially the return to singing songs and hymns in the assembly/CW context and the sharing of prayers.

### **Future support for SACRE**

Mary Gale has been asked by SCC through Entrust if she would continue in her role as advisor to SACRE from April 2022 to March 31<sup>st</sup>, 2023, especially during this crucial period as the Agreed Syllabus continues to be reviewed. The Chair was asked to confirm that this would be appropriate. Mary Gale has agreed to continue in this role until March 31<sup>st</sup> 2023.

**Standing Advisory Council on Religious Education**  
**2<sup>nd</sup> February 2022**  
**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 verbal report.

**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. These have been held virtually due to Covid-19. Issues are discussed which have local or national importance for RE.

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**



## Religious Education Agreed Syllabus conference February 2<sup>nd</sup>, 2022

### Agenda

1. Present
2. Apologies
3. Minutes of the 17<sup>th</sup> November 2021 meeting- see minute 104 included in SACRE main minutes
4. Matters Arising
5. Update see below
6. Feedback from stakeholder meetings and survey
7. Reflection on the vision and aims
8. Next steps
9. Date of next meeting

### 5. Update on Milestones.

Convening of SACRE conferences to review and consider the recommendations for the new AS on the following dates

July 1<sup>st</sup> 2021- **completed.**

November 17<sup>th</sup> 2021- **completed**

February 2<sup>nd</sup> 2022- **today**

Continuation of SACRE mini working group to support wording- **volunteers have put forward their names and some have attended virtual meetings in October 2021 (10<sup>th</sup> and 19<sup>th</sup>) and January 2022 (18<sup>th</sup>) Further dates will be published for the spring term.**

Discussions with stakeholders Summer 2021 through to early Spring 2022-**commenced.**

**Survey sent out to over 300 schools including academies and maintained and faith schools across the county.**

See below for access to the survey

### Future actions

AS conferences June 29<sup>th</sup>, 2022.

First presentation of the reviewed AS will take place in summer 2022 after discussions in Feb 2022.

Entrust support for illustrations summer 2022

Final presentation summer 2022 ready for confirmation

Launch event if deemed appropriate- twilight event late summer term or early September 2022

Roll out to schools ready for autumn Term 2022

**Opportunity to take part as SACRE members**

Please could you encourage stakeholders to click the following link and provide comments on the current syllabus. These comments will support the review.

This is your opportunity to influence change. Link to the survey

<https://www.surveymonkey.co.uk/r/KR5XDTH>

## **6. Stakeholder review of the Staffordshire Agreed Syllabus for Religious Education carried out by SACRE (Standing Advisory Council on Religious Education)**

### **Feedback from October 2021 (10<sup>th</sup> and 19<sup>th</sup>) and January 2022 (18<sup>th</sup>) meetings. Plus feedback from the surveys.**

25 schools to date have provided feedback, this includes those who have taken part in the survey.

#### **Feedback summary comments- see also the additional sheets**

Vision for RE in the AS needs to be clearer

The purpose of the AS needs to be clearer and in line with SCC vision and Ofsted Intent Implication and Impact- References to the Education Inspection Framework are needed-

Keep the three aims of Exploring Engaging and Reflecting but emphasise world views and religious and non-religious world views.

Please do not make radical changes

Keep in British Values section and ensure 'respect' is highlighted

Inclusion of updated Early Years information required in line with new legislation- see sheets

More information on Special Educational Needs required- this could be included as an appendix.

Keep in comments about British Values

Provide planning examples

Provide more assessment examples

The syllabus needs to reflect the diversity of beliefs in the UK more and do more to enable teachers to compare and contrast beliefs within each unit. I feel each unit is far too 'single faith' driven, and the guidance given for each unit is poor. It lacks detail and is consistently viewed as being 'dry' by myself and the other teachers in my school, so we spend a lot of time outsourcing for ideas to enhance the planning. It is not an easy or enjoyable syllabus to teach, and the fact that we have a 99% white cohort of children and staff in our school means that RE teaching is vital to our children learning about the world around them. We feel this syllabus currently limits our success in doing this.

I will leave this to the experts! I am not sure I like the puddles books in Early Years. I have not invested in these yet. Maybe more internet-based support links, videos and quiz suggestions online.

Make assessment clearer although I probably need to read it more thoroughly. make it so you can access the medium-term plans for individual year groups easier. At the moment the medium-term plans are one whole document so when I want to send one electronically to a class teacher I have to screen shot and save to another word document or they get every document. I think as a whole the medium-term plans give so much more information than the previous ones did and are more supportive. It would be great if you could create child friendly knowledge organisers so we could give to parents and children - Just a thought but I will carry on and do them.

## **7. Reflection on the vision and aims**

### **Vision statement**

**Current wording from the 2016 syllabus is in bold and italics below**

***The role of Religious Education in schools is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy.***

***What does it mean to be 'religiously literate'?***

***A religiously literate person would have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they would also be open to engaging with the views of others in a plural world.***

**Possible rewording taking into account suggestions from various stakeholders**

## **Introduction**

Religious Education (RE) makes a significant contribution to learning in Staffordshire in line with the SCC Education Improvement Service's strategic priorities 'Excellence in Education'. The strategy promotes the provision of high-quality teaching and learning, effective leadership and effective school practice. In line with this, RE enriches the lives of children and young people by equipping them with the knowledge and skills they need to thrive academically, personally, and spiritually.

Studying Religious Education will them to encounter the complexity, dynamism and plurality that characterise human spirituality. In learning about both what it means to hold a religious commitment and, equally, to appreciate the perspectives of those who do not have a religious faith, the subject will equip those who study it with the knowledge, skills and attitudes that will help them to make sense of our rich and diverse population.

## **Curriculum Vision and Aims**

### **Vision**

The Agreed Syllabus 2022 vision for Religious Education is:-

*to prepare all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil a growing knowledge and understanding of beliefs, practices, spiritual insights, and world views, including religious and non-religious world views. They will express ideas and insights regarding the significant, searching and often profound questions that relate to human experience and the quest for meaning and value.*

*The AS will*

- *enrich pupils' religious literacy and build awareness, so that the most important aspects of a range of religious and non-religious perspective are understood.*
- *enable pupils to sensitively engage with the diversity of faith and belief perspectives that characterise contemporary British society*
- *support how pupils acknowledge the way in which religious communities seek to uphold and develop the well-being of the human family.*
- *enable pupils to recognise the dangers associated with violent extremism, whether this is associated with religion (either in the past or today) or with regimes that seek to repress faith and persecute believers.*

**This vision is supported by three important aims -Exploring, Engaging and Reflecting. These aims provide the foundation for effective teaching and learning.**

### **EXPLORING**

#### **1) An increasing core of insightful knowledge concerning world views (both religious and non-religious) and beliefs, both in Britain and in more global terms;**

By exploring religious and non-religious beliefs, rituals, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into faith traditions and non-religious belief experiences whilst living within a local, national and global community today and historically.

### **ENGAGING**

#### **2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;**

By engaging with fundamental questions and ethical principles that are connected with the major faiths traditions and non-religious beliefs – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience. All to be articulated in a respectful and constructive manner.

### **REFLECTING**

#### **3) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society;**

By reflecting on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice. Reflecting on the moral issues that confront them in their own lives and the challenges faced by faith and non-religious communities. All to be articulated in a respectful and constructive manner.

In order for all pupils to have equal access to high quality education in RE including non-religious world views the subject must be given adequate time and resources to enable this .

## Teaching and Learning Section

Religious Education should be taught in a way that is accessible and interesting to all pupils regardless of their personal faith and beliefs. This will be achieved when no one religious position or non-religious worldview is either promoted or undermined within the teaching of the subject.

Additionally, Religious Education should encourage pupils to acquire the qualities of compassion, respectfulness, thoughtfulness generosity, sensitivity and empathy. It should underline the importance of engaging with those who hold different perspectives without prejudice and enable the pupils' own sense of confidence and identity to grow and develop.

## Assessment section

Assessment judgements can be based not just on written work but upon observation of creative outputs, listening to pupils in group and class-based discussions, and through their participation in other imaginative activities.

Pupils will be expected to demonstrate a progression from Reception to Year 6 in line with the assessment criteria, which will move from

- naming and recognising, through retelling, describing, understanding and explaining to interpreting, talking about, through responding sensitively, making connections, applying ideas and expressing reasoned views to expressing insights with appropriate religious vocabulary.

At the end of each year, teachers will need to use their professional judgement to determine the extent to which pupils have met the age-appropriate expectations for Religious Education and provide feedback to both pupils and parents.

Add a section **on more able pupils** at the end as well as adding the part about SEND pupils assessment.

See other sheets for the section on assessment of SEND pupils. To be included as well are the words *The seven areas of engagement are responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation.*

The modification of learning activities for more able pupils can be achieved in a range of ways. These may include:

- Offering more challenging activities that focus on higher order skills.
- Encouraging pupils to engage with more profound questions and forms of speculative thought.
- Drawing on content and activities from higher age groups of key stages.

- Promoting the adoption of more specialist religious terminology.
- Inviting children to engage with primary sources, such as texts, artefacts and testimonies.
- Adopting assessment tasks that are based on extended or open-ended activities

## British Values

The Government first set out its definition of British values in 2011 as part of its Prevent Strategy, which was introduced as part of a series of initiatives designed to combat violent extremism. Since 2014, Ofsted has been charged with the responsibility of scrutinising the place of British values and making a judgement about the effectiveness of schools in promoting them as part of the inspection process. Guidance on the implementation of British values is provided in the document 'Promoting fundamental British values as part of SMSC in Schools: Departmental Advice for Maintained Schools', which was published by the Department for Education in November 2014.

Effective teaching and learning in Religious Education will provide a range of opportunities for pupils to engage with and think about British values. This is because the subject addresses universal human values and considers the place of moral and ethical concerns within religions and worldviews, which underline the importance of human dignity, fairness, trust, respect, justice and freedom. This Agreed Syllabus provides opportunities through its three aims to address British Values.

The British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

## 8. Next steps

### Original contents pages and in italics what is required

**Preface** *Minor tweaks needed with regard to dates*

**Introduction** *-Ben Adams wrote this last time so need to confirm that Johnathan Price will do this for the revised version.*

**Foreword** *-This was written by Rev Prebendary Michael Metcalf our chair last time and we can presume he will do this again.*

**Curriculum Aims** – *This section needs to include our vision statement as well as the aims - see additional sheet.*

**Teaching and Learning** – *This would be a good place to add the section on Intent implementation and impact- The Early Years section needs tweaking- see additional sheet*

*Also we could add the Special school subsection here as this has requested*

**Planning your Religious Education-** *The Early Years section needs tweaking. We could add some example planning in an appendix?*

**Programmes of Study -** *The Early Years section needs tweaking*

**A Framework for Assessment-** *The Early Years section needs tweaking as there is no Exceeding criteria in the EYFS profile and this needs to be stated*

**RE Framework: Age Related Aspects -***The Early Years section needs tweaking*

**Legal Framework-** *This section just needs a check to ensure the wording is clear enough*

**Ensuring your Setting is Compliant –** *This does not need any changes, but it will be checked*

**Acknowledgements –** *This is to include the names of schools who have helped and updated list of the members of SACRE*

**Notes**

**Date of next meeting**



**Discussion paper that was presented to the stakeholder group on 19<sup>th</sup> January 2022.**

**The comments from the group are included in italics at the end of each section.**

### **RE in the Early Years Foundation Stage (EYFS)**

Religious Education is, unlike the subjects of the National Curriculum, an entitlement/statutory requirement for all registered pupils, aged 4-19: In line with the DfE's 2020 Early Years Foundation Stage (EYFS) statutory framework, schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides opportunities for pupils through exploring the Prime Areas of learning as per the Early Years Foundation Stage statutory framework.

**In the Early Years both the Staffordshire Agreed Syllabus and the Early Years Foundation Stage statutory framework apply. Criteria for both can be integrated.**

In the EYFS pupils should have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths and a wide religious vocabulary raises awareness of the diverse nature of the world and provides a structure in which to develop their learning.

Schools should build upon this foundation in subsequent key stages.

Children in Nursery classes/other early years' settings are required to cover the religious and spiritual aspects of the EYFS.

Pupils should encounter religions and worldviews through exploring engaging and reflecting. This enables pupils to take their place within a diverse society.

Pupils should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.

They should be supported to:-

- use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. (Explore)
- ask questions. (Engage)
- reflect on their own feelings and experiences. (Reflect)

Three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These include:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics

- understanding the world
- expressive arts and design

**Prime area: Communication and Language: RE enables pupils to:**

- Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and worldviews.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

**Prime area: Personal, Social & Emotional Development. RE enables pupils to:**

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values, right and wrong and good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.

**Specific areas through which the prime areas are strengthened and applied.**

**Specific area: Literacy. RE enables pupils to:**

- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs.
- Use RE examples to write simple phrases or sentences that can be read by others.

**Specific area: Mathematics. RE enables pupils to:**

- Recognise, create and describe some patterns, sorting and ordering objects simply.

**Specific area: Understanding the World. RE enables pupils to:**

- Talk about the lives of people around them, understanding characters and events from stories.
- Describe their immediate environment – e.g. on a visit to a place of worship.
- Know some similarities and differences between **different religious and cultural communities** in this country, drawing on their experiences and what has been read in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of wonder, awe and questioning.

**Specific area: Expressive Arts and Design. RE enables pupils to:**

- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively.

- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

These learning intentions for RE are developed from the relevant areas of the Early Years Foundation Stage Profile (DfE, 2020), supported by the Early Learning Goals (ELGs) which define the level of development children should be expected to have attained by the end of the EYFS.

*Feedback from the working party January 19<sup>th</sup> 2022*

*All agreed that this section should be included as it is statutory requirement.*

**The majority of this would be added as an appendix.....**

### **SEND Provision and the Agreed Syllabus**

What opportunities are provided for pupils with Special Educational Needs and Disabilities in RE?

The Staffordshire SACRE vision is that every pupil can achieve and benefit from good quality RE, including all pupils with SEND. RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with Special Educational Needs and Disabilities (SEND) are found in all contexts and all teachers are teachers of SEND pupils. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. The law states that the Agreed Syllabus is to be taught to SEND pupils 'as far as it is practicable.' RE provision for different groups of pupils will vary but all pupils are included.

### **Assessment**

The achievements and learning of pupils with special educational needs can be measured and credited using the (older) Performance Descriptions for RE ('P' Scales), or the (newer) materials based upon the DfE's Engagement Model. These can both provide teachers with indicators of progress for pupils with SEND within RE. Instead of focusing on linear progress, which was the case with the P-scales, the new model is structured around seven aspects of engagement, which have been developed as a basis for assessing pupils with complex learning difficulties and disabilities.

Teachers who work with children working within the parameters of the 'Engagement Model' will find some published guidance (e.g. Routes for Learning or Quest for Learning or EQUALS units) to support them to implement the syllabus practically and record the progress a pupil has made through the earliest stages of development.

Specifications to support assessment in general are found in two documents published by the Standards and Testing Agency (STA): Pre-key stage 1: pupils working below the national curriculum assessment standard and Pre-key stage 2: pupils working below the national curriculum assessment standard. These documents seek to provide a clearer, more inclusive and improved statutory assessment system that will provide, for those pupils that are able to if possible, make the transition onto the National Curriculum's assessment framework.

For pupils who may need modified provision, material may be selected from earlier or later key stages, where this is necessary, to enable individual pupils to progress and achieve. Such material should be presented in contexts suitable to the pupil's age. In making decisions about adjusting the content of the key stage, teachers should take into account the previous experience of the pupil as well as the necessity to communicate a specific differentiated approach to entitlement to subsequent teachers

## **SEND Suggested Teaching support**

### **Pupils with complex learning difficulties and disabilities (CLDD)**

Quality RE begins with the unique experience of each pupil. A calm and peaceful space can enable pupils to experience and enjoy a sense of spirituality as an individual. RE for CLDD pupils involves developing a sense of themselves, their emotions, senses and feelings.

### **Pupils with severe learning difficulties (SLD)**

Quality RE begins with the unique experience of each pupil. RE for SLD pupils involves developing a sense of themselves, their emotions, senses and feelings. Multi-sensory approaches can aid the enjoyment of spiritual experiences. The use of story, music and shared outdoor experiences will enhance such experiences. RE can also support the development of relationships and the understanding of the needs of other peoples' needs.

### **Pupils with moderate learning difficulties (MLD)**

RE for MLD pupils can provide an insight into the world of religions and human experience. Pupils can develop a sense of themselves, their emotions, senses and feelings. Multi-sensory approaches can aid the enjoyment of spiritual experiences. This can support pupils in making links with their own lives in their own family and local community, which should include local religious communities.

### **Pupils with emotional and behavioural difficulties (EBD)**

RE for EBD pupils can enable them to address deep issues of concern in the world of religions and human experience. Pupils can develop a sense of themselves, their emotions, senses and feelings, many which can be complex in nature. The school can provide a safe space to aid this development. Multi-sensory approaches can be utilised to deepen these feelings. RE can also assist the development of pupils' maturity. This can support pupils in making links with their own lives in their own family and local community, which should include local religious communities.

The 2021 Government standards for assessing pupils working towards the standards of KS1 can be found at:

the DfE website. <https://www.gov.uk/government/publications/pre-key-stage-1-standards>.

The 2021 engagement model for pupils with SEND is available here: <https://www.gov.uk/government/publications/the-engagement-model>

*Feedback from the working party on January 19<sup>th</sup> 2022*

*The group felt it was necessary to include this section but felt that the section currently on SEND in the AS gave a summary of these aspects and would like this information to be included in an appendix*

=====

## **RE Expectations**

### **Intent Implementation and Impact.**

The Ofsted Education Inspection Framework (EIF) places greater emphasis than ever on the role of subjects in setting high standards of learning. This syllabus is carefully designed to support teachers in the following inspection priorities for **Intent Implementation and Impact**.

Inspectors look for an RE curriculum which has similar ambitions to the National Curriculum subject orders. This syllabus offers such a curriculum, and requires schools to provide time, staff leadership and investment to ensure that pupil entitlements to quality RE are met

### **Setting your intentions for RE.**

We help schools to clearly establish their own intentions for learning through our vision, aims and learning intentions, and by prescribing which religions are to be studied in each key stage.

### **Implementation**

This syllabus supports the implementation of a high quality and ambitious RE curriculum. It is intended to be intellectually challenging and personally enriching for all learners. The specific aims of Exploring, Engaging and Reflecting support the implementation of this syllabus. These three curriculum aims are supported by six broad dimensions:

1. Beliefs, teachings and sources
2. Practices and ways of life
3. Expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments

The Programmes of study are woven into every unit of work to enable lesson by lesson and unit by unit progress towards the age-related outcomes for pupils in each year group including the end of key stage 3 and 4 and post 16 outcomes which includes GCSE expectations.

### **The impact of the curriculum on pupils.**

We have specified the main progression points in the assessment section of the syllabus. These assessment outcomes are woven into every unit of work. The age-related expectations can be used as a whole to provide an overview of reasonable expectations of achievement across the three aims of Exploring, Engaging and Reflecting for each year group. For each statement a pupil can be assessed as working at greater depth within the expected standard (GDS), working at the expected standard (EXS) or working towards the expected standard (WTS):

*Feedback from the working party on January 19<sup>th</sup> 2022*

*The group felt it was necessary to include this section to show the connectiveness within the curriculum in line with all other subjects. This section supports the current Education Inspection Framework- the EIF and teachers would flounder a little if there were not references to these aspects.*

**Standing Advisory Council on Religious Education  
February 2<sup>nd</sup> 2022  
Report of the Deputy Chief Executive and Director for Families and  
Communities**

**1 Purpose of Report**

1.1 To provide members of SACRE on the workforce census from 2020

**2 Summary**

2.1 A breakdown of the workforce census was provided by NATRE as part of our subscription

**3 Recommendation**

3.1 That members of SACRE receive and reflect on the report

**4 Background**

4.1 A workforce census has to be filled in by each school annually for the DfE

4.2 Please note information in the explanation page below and the census return.

4.3 This will continue to be monitored

**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 direct Financial implications

**Contact Officer:  
Mary Gale 07816374873**

**Notes to accompany the release of school level data from the 2020 DfE School Workforce Census.**

**This data was reported by schools to the DfE as part of the school census in November 2020.**

The national data trends were published in June, but this dataset was extracted from the data as part of a memorandum of understanding between NATRE and the DfE. 2928 schools are included in the sample which includes the majority of state funded secondary schools but not all; some have not reported any data this year for a variety of reasons.

Hours taught for years 7 to 13, in subjects RE, philosophy and all subjects, reported by a sample of state-funded secondary schools with electronic timetabling software.

**School Workforce Census 2020**

To note:

1. I calculate that around 20% of schools that completed their SWF this year chose not to report of RE but did report other subjects – some of those reported the more obvious “0.0%” last year.
2. Where schools reported that they allocate teaching hours to a specific year group, but have not included RE in that report, **this is indicated by a dot** in that year group column. **SACREs are advised to investigate** this issue as it appears unlikely that a discrete lesson of RE is being taught in these circumstances.
3. I've created a couple of new columns to indicate possible reporting issues e.g. where RE is either possibly not reported or under reported but Philosophy is reported (instead?). This can easily happen if the lesson on the timetable is Philosophy and Ethics or even Philosophy, Religion and Ethics. The timetabling software often looks at the first part of the title and makes a judgment about which code to allocate. Some schools report RE and Philosophy.
4. There has been an increase in provision in some schools and a decrease in others. These two figures, as a proportion of reporting schools, are roughly the same. Increases and decreases are labelled. Some of the differences are very small.
5. Where schools report zero hours in any year group, these are highlighted in pink.

The usual health warning applies: This data is a conversation starter not definitive indicator of what schools are doing, so SACREs need to treat the information alongside other information such as the school website, public examination results (where available) and school visits. I always write to schools to ask them to clarify, if there is no data or if the data suggests they are non-compliant.

The next step for a SACRE might be to use its statutory remit ‘to advise the local authority’ to formally report the fact that schools in their area have reported data to the DfE that suggests they are non-compliant with the law in relation to RE and in the case of academies,

their funding agreements.

The LA can be asked to investigate and report their findings back to SACRE after a conversation with a school leader.

**Deborah Weston: NATRE Research Officer**

**Issues to investigate for the next meeting in June 2022 by Mary Gale**

- The 0 hours allocations- anywhere in the list. This includes 7 schools.
- The schools where there are dots- showing no hours recorded for RE/RS but I feel this is not essentially a true account as the census form may have been populated incorrectly.  
Some of these are Catholic schools and we are certain that RE/RS is taught.

Eg Blessed William Howard Catholic school..... on the school website it is clear that it allocates 5 hours per every two weeks for the teaching of RE/RS for all year groups.

Paget High school allocates 50 minutes per week to RE/RS for some year groups and for other year groups 1 hour 40 minutes per week

- Looking at the increase and decrease column- there are a number of schools that are showing a decrease in hours taught for RE. Is this a Covid-19 impact? Although the census was taken when schools were fully open to full time teaching?

16 schools have increased the time allocated to the teaching of RE/RS.

22 have decreased the time allocated to the teaching of RE/RS



URN	School name	Religious character	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% mixed hours - RE	% all hours - RE 2020	% all hours - RE 2019	Change from 2019 to 2020 in total hours of RE	Reporting issues	Adviser
141700	The King's CofE (VA) School	Church of England	Voluntary aided school	6.0	6.3	7.8	7.9	7.1	.	6.3	5.7	Increase		
124392	Paget High School	Does not apply	Community school	.	.	.	.	.	.	.	.	.		
124395	Norton Canes High School	Does not apply	Community school	.	.	.	.	.	.	.	unavailable	unavailable		
124399	Moorside High School	Does not apply	Community school	4.4	4.4	5.4	5.4	4.5	.	4.8	5.5	Decrease		
124400	Codsall Community High School	Does not apply	Community school	.	.	.	.	.	.	.	.	.		
124408	King Edward VI School	Does not apply	Community school	0.0	0.0	0.0	7.0	7.1	.	2.7	unavailable	unavailable		
124445	King Edward VI High School	Does not apply	Community school	.	.	.	.	.	.	.	.	.		
124449	Abbot Beyne School	None	Voluntary controlled school	0.0	3.0	4.1	0.0	2.3	.	1.5	unavailable	unavailable		
124453	Billbrook CofE (VC) Middle School	Church of England	Voluntary controlled school	5.6	5.3	.	.	.	.	5.4	3.9	Increase		
124467	Stafford Manor High School	None	Foundation school	0.0	0.0	1.3	0.8	3.3	.	1.1	.	Decrease		
138435	Tamworth Enterprise College Academy	None	Academy sponsor led	3.6	3.6	3.6	0.0	0.0	.	2.2	2.3	Decrease	RE and Philosophy reported	
138728	The Rawlett School (An Aet Academy)	Does not apply	Academy converter	.	.	.	.	.	.	.	0.0	.	Philosophy reported but not RE	
140123	Alleyne's Academy	Does not apply	Academy converter	.	.	8.1	10.4	0.0	.	5.2	5.7	Decrease		
124396	Blythe Bridge High School	Does not apply	Foundation school	4.5	4.5	4.5	4.6	2.2	.	3.6	3.9	Decrease		
137384	Cannock Chase High School	None	Academy converter	3.9	4.1	2.0	0.0	0.0	.	1.7	0.8	Increase		
140802	St John Fisher Catholic College	Catholic	Academy converter	.	.	.	.	.	.	.	.	.		
142980	Codsall Middle School	Does not apply	Academy converter	.	.	.	.	.	.	.	.	.		
138936	The Wilnecote School	Does not apply	Academy converter	3.2	4.1	4.1	2.3	1.9	.	3.2	3.0	Increase		
136886	Erasmus Darwin Academy	None	Academy converter	.	.	.	.	.	.	.	0.0	.	Philosophy reported but not RE	
146907	The Friary School	Does not apply	Academy converter	.	.	.	.	.	.	.	.	.		
145889	John Taylor Free School	None	Free schools	7.8	7.6	7.3	.	.	.	7.6	7.8	Decrease		
147574	Paulet High School	Does not apply	Academy converter	4.4	4.4	4.0	0.0	2.0	.	2.3	3.5	Decrease		
136323	John Taylor High School	Does not apply	Academy converter	3.2	7.2	6.1	3.7	6.7	.	5.2	5.5	Decrease		
142313	Kingsmead School	None	Academy converter	.	.	.	.	.	.	.	.	.		
136136	Landau Forte Academy, Amington	Does not apply	Academy sponsor led	6.2	5.8	6.7	0.0	0.0	.	3.5	3.3	Increase	RE and Philosophy reported	
145381	Wolgarston High School	Does not apply	Academy converter	.	.	.	.	.	.	.	.	.		
144206	Penkridge Middle School	Does not apply	Academy converter	4.9	4.7	.	.	.	.	4.8	3.8	Increase		
137356	Biddulph High School	Does not apply	Academy converter	.	.	1.3	1.0	0.0	.	0.5	0.6	Decrease		
142983	Sir Graham Balfour High School	Does not apply	Academy converter	.	.	.	.	.	.	.	0.0	.	Philosophy reported but not RE	
145176	Brewood Middle CofE Academy	Church of England	Academy sponsor led	0.0	4.1	.	.	.	.	1.8	4.0	Decrease		
139171	St Edward's Church of England Academy	Church of England	Academy converter	7.3	7.4	.	.	.	.	7.3	8.0	Decrease		
146235	Blessed Robert Sutton Catholic	Roman Catholic	Academy converter	9.8	9.8	9.6	10.5	10.6	.	10.1	9.8	Increase		
137164	Staffordshire University Academy	Does not apply	Academy sponsor led	4.2	4.6	0.0	0.0	0.0	.	1.5	1.2	Increase		
143899	Chase Terrace Academy	Does not apply	Academy converter	5.6	5.4	5.3	3.5	4.0	.	4.7	4.3	Increase		
136959	The Cheadle Academy	Does not apply	Academy converter	.	.	.	.	.	.	.	.	.		
146914	James Bateman Middle School	Does not apply	Academy converter	4.3	4.5	.	.	.	.	4.4	4.8	Decrease		
136414	The de Ferrers Academy	Does not apply	Academy converter	4.3	4.2	4.1	0.0	0.9	.	2.7	3.2	Decrease		
139234	The JCB Academy	Does not apply	University technical college	.	.	.	.	.	.	.	.	.		
136961	Christ Church Academy	Church of England	Academy converter	4.8	4.7	.	.	.	.	4.7	4.3	Increase		



**Standing Advisory Council on Religious Education  
February 2nd 2022  
Report of the Deputy Chief Executive and Director for Families and  
Communities  
Current budget 2021-22**

**1 Purpose of Report**

1.1 To advise members of SACRE on the current budget position for 2021-2022.

**2 Summary**

2.1 A breakdown of the current SACRE budget for the financial year 2021-2022.

**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 2021-22 as approved by the Corporate Director (Children and Lifelong Learning).

4.2 The 2021-2022 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**



**Standing Advisory Council on Religious Education  
February 2<sup>nd</sup> 2022  
Report of the Deputy Chief Executive and Director for Families and  
Communities**

**1 Purpose of Report**

1.1 To updated members of SACRE on the development plan for 2021-22

**2 Summary**

2.1 A breakdown of the current SACRE plans for the year 2021-2022.

**3 Recommendation**

3.1 That members of SACRE receive and approve the report

**4 Background**

4.1 A plan is available to support the work of SACRE

4.2 Please note information on the plan

4.3 The plan will continue to be monitored and reviewed

**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 covered in the budget plan.

**Contact Officer:  
Mary Gale 07816374873**



February 2<sup>nd</sup> 2022

**SACRE DEVELOPMENT PLAN and AS PLAN**

Staffordshire SACRE								
Chair	Michael Metcalf			Date Range for completion:	June 2021 – September 2022			
Commissioned support adviser	Mary Gale							
Self-evaluation:				Self-evaluation:				
Objective	Activities	Time scale	Led by	Success criteria	Evidence	Evaluation Feb 2022	RAG updated Feb 2022	
Page 39	1. New members become familiar with roles and responsibilities	Attendance at 3 annual meeting	July 2021-Summer 2022	Chair and consultant	SACRE members are familiar with roles and responsibilities	Through meetings, knowledge is evidenced of the process	As meeting are convened then new members become familiar with their roles.	A+
	2. SACRE are made aware of current philosophy regarding RE and CW	Update information received at meetings	July 2021-Summer 2022	Chair and consultant	SACRE members are aware of current philosophy regarding RE and CW	Through meetings, knowledge is increased.	This is always an update at each meeting and is ongoing	A+
	3. Review of the Agreed Syllabus-system and processes review	Familiarisation of procedures and processes regarding review. Seek clarification on funding and agreement from SCC to carry out the review.	July 2021	Chair	SACRE members are familiar with procedures and processes regarding review. Funding is identified.	Through meetings, knowledge is evidenced of the process. Budget is monitored	This is underway	G
	4. ASC conference is convened	ASC members confirmed. ASC conference delegates meet and the outcomes minuted x3 Agreement on next steps eg working party identified	July 2021-September 2021	Chair and consultant	ASC members are identified and attend ASC first conference meeting and next steps identified. Working party members identified	Minutes of ASC.  Feedback from the working party under	These are underway and 2 to date have been held	G

					Agenda item of November 2021 and Feb 2022 SACRE meeting		
5. ASC working party meet	Working party meet in virtual environment and become familiar with current AS and its content	October 2021	Chair and consultant	Working party re familiarise itself with content of current 2016 AS	Feedback from the working party under Agenda item of November 2021 and 2022 February SACRE meeting	Feedback is presented at Feb meeting	A++
6. Engagement with stakeholders	Review of opportunities for greater and more effective engagement. Virtual meeting with stakeholders.  Survey sent to 300 plus schools.	Autumn Term 2021-Spring 2022	Chair and consultant  Chair and consultant.  Consultant	Engagement activities - opinion and debate on current AS.  Survey results provide information	Feedback minuted under Agenda item of November 2021 and February 2022 meeting  Feedback minuted under Agenda item of November 2021 and February 2022 SACRE meeting	On-going	A++
7. Content of current AS reflected upon and modified if appropriate.	Current AS reflected upon and modified if appropriate in light of feedback from stakeholders	Autumn Term 2021-Spring 2022	Chair and consultant.	ASC delegates feel confident in their decisions about modified.  Stakeholder's views on modified content sought.	Feedback minuted under Agenda item of November 2021 and February 2022 SACRE meeting	On going	Was Red now Amber
8. Draft versions of 2022 syllabus produced for scrutiny and agreed on.	ASC	June 2022	Chair and consultant.		New 2022 AS is available and completed by graphics department	Future intention	R

9. Launch of AS -	Launch of AS -schools receive copies of the AS and reassurance on dates of roll out.	July 2022	LA with Entrust and members of SACRE		New AS is utilised in schools.	Future intention	R
<b>Impact Summary</b>				<b>Area/s for further development</b>			



**Standing Advisory Council on Religious Education**  
**2<sup>nd</sup> February 2022**  
**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.

**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**

