

Standing Advisory Council on Religious Education

Monday, 9 February 2015
2.00 pm
Kingston Centre, Stafford

John Tradewell
Interim Chief Executive
30 January 2015

A G E N D A

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Membership

Sam Kirwan	Muhammad Parekh
Julie Thompson (Co-Optee)	Sam Phillips
Susan Devereux	Sue Blackmore
Mick Dwyer	Mary Gale
Sonia Andjelkovic	Colin Hopkins
Ann Hewetson	Rosemary Woodward
Diana Cutler	Peter Davies
Tajinder Singh	Terry Finn
Paul Lewis	Conor Wileman
G Devadason	David Williams
Hifsa Haroon-Iqbal (Vice-Chairman)	Caroline Wood
Rev. Preb. M. Metcalf (Chairman)	Bill Walley
Dr Laow Panyasiri	

MINUTES

Standing Advisory Council on Religious Education Meeting - 12 November 2014

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

Sonia Andjelkovic, Diana Cutler, G Devadason, Dr Laow Panyasiri, Muhammad Parekh, Sam Phillips, Rosemary Woodward, Peter Davies, Conor Wileman, David Williams and Bill Walley

Also in attendance - Emma Jardine, Louise Barnett

PART ONE

1. Election of Chairman and Vice-Chairman

Nominations had been received from the Reverend Metcalf as Chairman and Hifsa Iqbal as Vice Chairman. The Reverend Metcalf agreed to continue as Chairman and it was requested that Hifsa be contacted to confirm that she would be happy to continue in her role as Vice Chair.

Resolved: That Reverend Metcalf be appointed as the SACRE Chairman.

2. Welcome to New Members

The Chairman informed the Committee that due to other commitments on a Wednesday and competing pressures on her time Trisha Budd had had to hand in her resignation. She was the first Humanist to sit on SACRE and the Chairman thanked her for her contribution. Sam Kirwan, representing the Teacher Association, was welcomed onto SACRE. Bill Walley was also welcomed back onto the Committee.

3. Declaration of Any other Business

There were none received.

4. Minutes of the meeting held on 9 July 2014

The minutes of the meeting on the 9th July were agreed and signed by the Chairman as an accurate record. There were a number of matters arising and it was requested that;

- The replacement of Liz O'Brian should be pursued.
- The Chairman referred to the annual interfaith network meeting which discussed how to tackle sensitive areas and where there might be instances of community alienation for. The discussions raised important questions about the need for trust to ensure that issues of conflict can be discussed openly.
- There will be a conference in Birmingham in two weeks time which Emma and the Chairman will be attending.

- There is currently a consultation on the place of religion in public life. This has been forwarded to Friends of Faith. It would be complex to respond to collectively but individual responses were encouraged.
- The Chairman referred to the reference in the minutes to the RE handbook and it was confirmed that this was published by the Department of Education.

5. An Update on Key Issues

Feedback was requested on the SACRE lecture held on the 16th September. Members who had attended were positive about the lecture. It had been interesting, clear and people had valued the opportunity to engage on higher level issues. There had been a good turn out. The examples were based on real classroom research. It was revealing that the language used in the syllabus had not changed in a long time and even though people were unclear about what it meant. Questions had been raised about why it had taken so long to revise it. The Staffordshire syllabus uses similar wording and did not have in-depth content which made it difficult for teachers without RE training to use. Teachers had valued the opportunity to attend and had taken away ideas. It was confirmed that Dilwyn Hunt had been invited back to lead the RE conference for teachers on the 4th March 2015 which would focus on assessment.

The importance of guidance for Governors was referred to. It was suggested that the two briefing papers based on the work of the All Party Parliamentary Group be shared and that information be submitted into the handbook for Governors. It was confirmed that there was no legal requirement for Governors to review RE in schools or for schools to undertake the recommendations but schools had a legal responsibility to provide RE. Members agreed to include the information in the Governor briefings. It was also suggested that a letter should be sent to all Chairs of Governors to single out the issue. One of the findings of the All Party Parliamentary Group was that the ability of SACRE's had been reduced as a result of funding decisions by local authorities however it was commented that this was due to the reduction in funding to local authorities. It was suggested that all schools could be asked when they last reviewed RE in the school and it was confirmed that this question would be included in the RE survey.

Resolved:-

- SACRE agreed to endorse the recommendations. Emma Jardine would investigate sending a letter to the Chair's of Governors and would take the matter forward.
- A question on when RE was last reviewed to be included in the RE survey to schools.

6. Agreed Syllabus Conference

SACRE noted the minutes of the Agreed Syllabus Conference held on the 9th July 2014.

Councillor Wileman confirmed that he had spoken to the Cabinet Member for Learning and Skills, Councillor Ben Adams.

That the minutes be signed as a true record of what was discussed.

Resolved:-

- That an agreed syllabus conference advisory group meeting be arranged to take place before Christmas.
- More information on the cost of buying in a syllabus from elsewhere to be shared with SACRE at the next opportunity.
- That the minutes be amended to reflect the title of the meeting.

Note from Clerk: The SACRE meeting was formally closed whilst the Agreed Syllabus Conference was convened. Once the Agreed Syllabus Conference had concluded the SACRE meeting was formally re-opened.

7. Applications for Variations of Practice

Resolved: It was confirmed that no applications for variation of practice had been received.

8. NASACRE Update

The Chairman confirmed that he would be attending a NASACRE conference in two weeks time looking at the issues raised by the Trojan Horse investigation. Charles Clarke former Secretary for Education was the invited speaker for the May meeting. NASACRE was contributing to the work of the Expert Advisory Group on the Development of the Syllabus. There would be a launch of interfaith activity shortly focussed on young people and intergenerational work.

9. Annual SACRE Report

A draft copy of the SACRE Annual Report was circulated. The Chairman thanked Emma for her work in pulling together the report.

Resolved: That SACRE members feed back to Emma by the end of the week if they had any suggested amendments for the report.

10. The SACRE Budget

The cost of refreshments was queried and members agreed that biscuits would not be provided at future SACRE meetings. It was identified that although many items remained unchanged, extra's would no longer be funded by Entrust although the SACRE lecture would be funded this year. The money spent on the SACRE awards was highlighted and it was explained that this would not be provided going forward but had been paid for this year out of last year's budget.

Resolved: In light of the financial position, biscuits would not be provided at future meetings.

11. AOB

It was suggested that a group of SACRE members should meet informally before Christmas to discuss the way forward with the Agreed Syllabus Conference as a matter of urgency. The meeting should take place at a venue that would be free to hire and a number of SACRE members suggested possible locations.

Resolved: That a meeting would be scheduled to take place before Christmas.

12. Date of next meeting

The Chairman confirmed that Emma Jardine could not attend the next meeting. It was confirmed that the meeting would be rescheduled.

Resolved: That the meeting be rescheduled.

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

Documents referred to in these minutes as Schedules are not appended, but will be attached to the signed copy of the Minutes of the meeting. Copies, or specific information contained in them, may be available on request.

Standing Advisory Council on Religious Education
9th February 2015
Report of the Deputy Chief Executive and Director of People
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 autumn 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
Telephone number:

Emma Jardine
01785 277997

Cover for RE Consultant to Staffordshire SACRE

Maternity cover for Emma Jardine, consultant to Staffordshire SACRE, will be required from April 2015. Mary Gale has been successfully recruited to fulfil this role. Mary has experience of SACRE having been a member for several years and is also a SIAMs inspector. In addition Mary has been a consultant for Entrust since retiring from headship and has a good understanding of the relationship between SCC and Entrust giving her the insight and ability to guide the SACRE going forward in the interim period.

Letter from Lord Nash to SACRE's

Lord Nash, Minister responsible for faith schools has sent a letter to all SACRE Chairs, Clerks and Directors of Children's Services. It emphasises the importance of good teaching of religious education and the central role of SACREs and the duty of local authorities.

The letter is attached.

NASACRE response following the Charlie Hebdo murders

Following the Charlie Hebdo murders and the Hyper Casher hostage deaths in Paris, NASACRE has issued a statement about teaching Islam:

The letter is attached.

Guidance on promoting fundamental British values as part of SMSC in schools

Emma Jardine attended the AREIAC conference on the Trojan Horse Affair in November 2014. This was closely followed by a release of official guidance from the DFE on promoting fundamental British values as part of SMSC in schools (see agenda item 6). Emma has shared some guidance with school governors initially via the Entrust Governor information Pack will now be using this information further to lead a series of briefings on this matter for schools later this month.

Good news story:

Following attendance at the spirited Arts course led by Emma Jardine, schools within the Biddulph Schools Partnership Trust are embarking on a spirited arts Week commencing 9th February 2015. The aims are to:

- increase pupil awareness and understanding of faith and culture, including Christianity.
- Increase knowledge of the main faiths through story, dance, art and music
- Develop practical skills in art, music and dance
- Showcase the products of the learning within the community
- Evidence Spiritual, moral, social and culture in schools.



Lord Nash

Parliamentary Under Secretary of State for Schools

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

7 January, 2015

Dear colleague

I am writing to you as Minister responsible for faith schools. I have recently had many conversations about the important role SACREs and local authorities have in supporting this area, which have encouraged me to write.

I would like to emphasise the importance of good teaching of religious education and the central role of SACREs and local authorities. All pupils benefit from good quality religious education teaching. RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are vitally important in our diverse society. The recent events in some schools in Birmingham have highlighted the importance of promoting the crucial values of respect and tolerance in our schools.

The role of a SACRE is to support the religious education curriculum and collective worship within schools. Local authorities have a duty to enable SACREs to fulfil their statutory responsibilities in these areas. They should assure themselves that the SACRE is functioning well and holding regular meetings. It may also be appropriate for the local authority to support the SACRE's work to provide teacher training in RE and collective worship training.

It is vital to continue to improve the academic rigour of RE in schools so that pupils develop their knowledge and understanding of this subject. The last Ofsted review of the subject found that the potential of RE was not being realised in many schools. The introduction of the new and more demanding national curriculum makes the importance of improving religious education even clearer.

The recent events in Birmingham schools have also highlighted the importance of all schools promoting the fundamental British values of the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In some schools in Birmingham, inappropriate religious education teaching and a distorted school ethos served to undermine those fundamental British values. We have recently publishing guidance for all schools to make clear their responsibilities in this area, and have introduced new legislation for independent schools, academies and free schools to actively promote fundamental British values. The guidance is available at <https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>.

Good progress has been made recently to improve religious education. All students studying a GCSE in religious studies will now be expected to study two religions along

with textual analysis, or philosophy and ethics, which will broaden their knowledge and understanding. We have also taken measures to ensure we have sufficient high-quality religious education teachers, who have detailed subject knowledge and expertise. We have introduced a new bursary scheme for the recruitment of high-quality RE teachers in 2015/16. Trainees who hold a 1st class degree qualify for a £9,000 bursary, and those with a 2:1 £4,000.

SACREs are well placed to contribute to this important work through their development of appropriate and demanding RE syllabuses, and their support to schools on the effective teaching of RE, including continuing professional development for RE teachers.

It is inappropriate for any school, whether they are a faith school or not, to offer their pupils a narrow interpretation of religious education. All schools should ensure their pupils are aware of the tenets of all the major faiths represented in Great Britain. SACREs can support this through their development of locally agreed RE syllabuses, and their advice to schools on collective worship and on effective RE teaching. I would encourage SACREs to consider the ways in which their locally agreed syllabus helps pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

As part of their responsibilities, SACREs must provide an agreed syllabus to support the religious education curriculum in schools, which must be reviewed every five years. A report must also be produced annually outlining the activities of the SACRE. All SACREs are encouraged to submit their annual reports to NASACRE for inclusion on their website to enable members to showcase the important work that is going on around the country, share knowledge and learn from best practice. The Department intends to commission a review of SACRE annual reports to identify good practice, and ensure that all SACREs are fulfilling their statutory duties.

SACREs would not be able to exist without the advice, help and support of the many dedicated individuals and communities, who work together to fulfil their many and varied roles. I understand that many members offer their time and expertise voluntarily, and they continue to offer professional and personal support to schools and communities in an increasingly complex and demanding environment. I would like to offer my sincere thanks to everyone who serves the pupils in their area in such a way.

Yours sincerely



JOHN NASH

Teaching Islam after the Charlie Hebdo murders and the Hyper Casher hostage deaths

A statement from NASACRE

9 January 2015

Without doubt this has been an awful week for the people of Paris and France. A country that has a strong tradition of freedom of speech and expression has, nevertheless, been a country that has welcomed others from around the world to become citizens in its nation and extended full rights to all. This is one reason why France has the largest Muslim population of any west European country. So shocking have these events been that people across the world have joined in solidarity with the French people to uphold the right to freedom of speech and expression.

Issues relating to RE

It would be wrong to assume that the situation in France is not having an impact on other parts of Europe, indeed the world. We at NASACRE have been made aware that there are renewed efforts to get parents to withdraw their children from the teaching of Islam as part of RE. Islam is being characterised as a religion that promotes violence and intolerance and a religion that pupils should not have to learn about. Similarly, Muslims are being characterised as supporting terrorism and violence – either explicitly or implicitly.

NASACRE recognises the right that parents have to withdraw their child(ren) from RE as part of a school's basic curriculum, or as part of the funding agreement with Academies and Free Schools. Nevertheless, NASACRE also supports religious education that is 'in the main the teaching of Christianity with reference to the principal religions represented in Great Britain' (Education Act 1996). As Islam is the second largest religious tradition in Great Britain every Agreed Syllabus in England requires that pupils should learn about it, usually at more than one key stage.

Schools must grant the request of withdrawal from RE by a parent, in whole or in part, but there is also an expectation that schools will work with parents to minimise withdrawal from RE. In discussion with parents it is important to stress that the vast majority of Muslims in this country, and across the world, deplore and denounce the type of events that we have seen in Paris and London in recent times. One of the policemen who lost his life in Paris protecting Charlie Hebdo's offices was himself a Muslim, as was the person who sheltered and protected shoppers from the attack on the kosher supermarket – Hyper Casher. Therefore, to let terrorists define what a religion is, as opposed to the vast majority of its adherents, is to let terrorism itself win.

Issues relating to Muslim teachers, pupils and their families

We have also been made aware of the increased danger to which Muslim teachers, pupils and their families themselves feel exposed. Schools have an absolute duty of care to their staff and pupils and they should be aware of the increased stress that pupils especially, may be experiencing. To imagine that these events would not affect them would be a mistake. Therefore senior leaders should be particularly sensitive at this time to the bullying and intimidation that Muslim pupils might experience.

As the officers and executive of NASACRE we utterly condemn these barbaric actions and we believe that these events put Muslim teachers, pupils and their families at real risk. Therefore we are asking SACREs, local authorities, schools and academies to be particularly vigilant at this time.

Many of NASACRE's partner organisations in the RE community have also been responding to the recent events in Paris and seeking to address the needs of schools, teachers and pupils in the wake of those tragedies. Links to their websites are available on our own website (<http://www.nasacre.org.uk/links>) and NASACRE members may like to make use of some of these materials too. Members might also find this website: <http://since911.com/education-programme> useful to share with schools.

Standing Advisory Council on Religious Education
9th February 2015
Report of the Deputy Chief Executive and Director of People
Agreed Syllabus Review 2014/15

1 Purpose of Report

1.1 To set in motion the process to review the Staffordshire Agreed Syllabus for Religious Education

2 Summary

2.1 The Education Act 1993 requires the Local Authority to institute a review of its locally agreed syllabus every five years after the completion of its last review.

2.2 The Staffordshire Agreed Syllabus was last reviewed and issued to school in 2009. A review therefore falls due in 2014.

2.3 It is for the Local Authority to convene an agreed syllabus conference for the purpose of reviewing a syllabus. However the SACRE can, in writing, request that the LA reconsider its agreed syllabus.

3 Recommendation

3.1 This is the fourth meeting of the Agreed Syllabus Conference. At previous meetings members decided to formally begin the Agreed Syllabus review process with the support of Cllr. Adams.

3.2 Members also began the process of sourcing funding for a radical review of the Agreed Syllabus. This included letters and meetings. Entrust will be unable to fund any Agreed Syllabus review. The Chair of SACRE will update on responses from Staffordshire County Council. .

3.3 The Agreed Syllabus Conference may wish to discuss ways forward.

4 Background

4.1 The last revision of the Staffordshire Agreed Syllabus was issued to schools in 2009.

4.2 Since the revision a number of major changes have taken place in education which have a direct impact on religious education:

- From September 2013 a new curriculum will be introduced to all schools (Key Stages 1-4), with a clear focus on slimming down the curriculum to allow for more cross curriculum dimensions and inter-disciplinary studies and the removal of levels of attainment. Religious education needs to take account of these changes in order to play a full and active role in the new curriculum.
- In 2012 the REC completed a review of the current National Non-Statutory Framework for Religious Education. This is the document that SACRE's must take account of and is referred to in all national documentation relating to RE, including examination syllabuses and the SACRE self-evaluation materials produced by Ofsted.

4.3 It was originally proposed that should any revisions be required the revised Staffordshire agreed syllabus should be in place for September 2014 in order to make best use of the momentum generated by the implementation of the changes in the curriculum. In reality, however, the review process is a 12 month process from start to finish.

4.4 SACRE has a number of options available to it. SACRE may choose to make radical changes to the syllabus. SACRE may choose to make small changes to the syllabus. SACRE may choose to make no changes to the syllabus. What follows is a proposal for potential radical change.

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 Expenses incurred will be met from the SACRE budget.

Contact Officer

Emma Jardine

Telephone number:

01785 27799

5.a update

Since the November meeting an agreement in principle to a review of the Agreed syllabus was given the go-ahead by SCC via the commissioning process. SACRE were asked to forward a more detailed breakdown of the costs involved in the different types of review that had previously been outlined. The attached paper was sent in December 2014. It was compiled with input from RE Today and was approved by Sharon Kelly prior to sending. A further response from SCC is yet to be received.

Members may wish to write to SCC to request a progress update going forward.

Minutes of the Agreed Syllabus Conference Meeting held on 12 November 2014

Present:

Sonia Andjelkovic
Diana Cutler
Peter Davies
G Devadason
Rev. Preb. M. Metcalf
Dr Laow Panyasiri

Muhammad Parekh
Sam Phillips
Bill Walley
Conor Wileman
David Williams
Rosemary Woodward

Also in attendance: Emma Jardine

Apologies: Susan Devereux, Terry Finn, Hifsa Haroon-Iqbal, Colin Hopkins and Caroline Wood

PART ONE

1. Minutes of the Agreed Syllabus Conference held on 9 July 2014

Resolved – That the minutes of the Agreed Syllabus Conference held on 9 July 2014 be confirmed and signed by the Chairman.

2. Consideration of Options

The Chairman confirmed that Councillor Ben Adams had arranged a meeting for himself and Emma Jardine to meet with Trudy Pyatt, Senior Commissioning Lead for School Improvement, and Matthew Prisk, Relationship Manager, Education and Wellbeing. The intension of the meeting was to identify what support was available for the agreed syllabus review. The County Council is happy to commission Emma to support the review for five days.

The County Council has commissioning agreements with Entrust. Five days work would enable some areas to be reviewed and amended including, for example, general updates, but there would not be the time or resource to do an in-depth review exploring sixth form to early years. The assessments would need to be changed to be bought in line with the National Curriculum which was a huge task. In one area a pilot had taken place which took eighteen months to complete.

The review would have to take place without consultation with schools even though it would be helpful to give teachers the opportunity to raise issues. Councillor Ben Adams had suggested approaching local charities to fund consultants to support the review and was aware that SACRE could only do a basic review of the syllabus with the current resources.

It was suggested that as other areas had recently commissioned new syllabus there might be the opportunity to look at these, and amend them to reflect Staffordshire's needs. It was confirmed that a selection of syllabus available for consideration at the meeting. It was noted that these were protected by copyright.

It was confirmed that it would cost approximately £500 per day for a consultant to support the review. There may also however be additional costs as headteachers were used to being funded for their attendance at meetings and for taking time out of school, which SACRE could not afford.

There were three possible options: a gold, silver or bronze syllabus review and SACRE were invited to comment on the examples presented. To do nothing and stay with the bronze option would cost very little, a silver syllabus would need approximately ten days of work and cost around £5000, a gold syllabus which would include resources for teachers and would require approximately twenty days of work and cost around £10,000.

The curriculum aims within the syllabus were currently very out of date as the national curriculum now focussed on one single outcome for each year group. Teachers would find more information on the process and clearer guidance very helpful. A gold syllabus would be clear about what should be taught and would include programmes of learning with teaching resources. The Sandwell Syllabus, with a CD of resources to guarantee good teaching and assessments was provided as an example of a gold syllabus. A bronze syllabus would result in the content of the syllabus and the assessments remaining the same. The Derby and Sheffield documents provided examples of a silver syllabus which would provide updated guidance and ideas for things to teach. They did not provide a bank of resources but outlined some key questions, themes and plans for teachers to follow.

The cost of buying in a gold style syllabus was queried. It was confirmed that this would cost a significant amount of money that SACRE would need to fund. The syllabus would also need to be amended to reflect Staffordshire census figures. The County Council had no money to buy in a syllabus but did have some capital to spend on the resource to undertake the review. Emma Jardine undertook to find out how much it would be to buy in and then adapt a syllabus from elsewhere.

The lack of specialist RE teachers was referred to and Members discussed the need to support teachers with resources to enable them to teach RE appropriately and involve them in the review to encourage them to buy into and deliver the syllabus. The gold example of a syllabus was the preferred option.

The Shopshire E-Learning syllabus was referred to and it was suggested that an online syllabus could be helpful as it could be updated as and when required.

It was commented that anything less than the Gold standard syllabus would only be a short term fix and would in the long term be a waste of money. It was suggested that SACRE approach local County Councillors who each have £10,000 to give to community groups, asking them for a contribution towards work to revise the syllabus.

It was highlighted that if SACRE did decide that a gold syllabus was the way forward then decisions would have to be made about what religions schools should look at, as the syllabus would need to prescribe what would be taught and when.

The number of schools who in the future would use the syllabus needed to be considered as academies and free schools did not have to use it but an online e-learning resource would enable the syllabus to be password protected and only available if paid for. Catholic and Church of England dioceses had their own syllabuses which approximately one third of schools in Staffordshire used. It was currently challenging to find syllabus and resources online.

It was suggested that further work on the syllabus could not wait until the next SACRE meeting in February and therefore a working group of the Committee should be formed to meet before Christmas to take this work forward. Diana Cutler, Dr Laow, Sam Phillips, Rosemary Woodward, Bill Walley put themselves forward to be part of this working group.

RESOLVED: That a working group would be convened to be consider the next steps in taking forward work to revise the syllabus.

Chairman

Documents referred to in these minutes as Schedules are not appended, but will be attached to the signed copy of the Minutes of the meeting. Copies, or specific information contained in them, may be available on request.

Staffordshire SACRE options for Agreed Syllabus Review

Requirements:

SACRE must consider reviewing its RE Agreed Syllabus after five years. An Agreed Syllabus Conference can be set up to conduct the review.

An agreed syllabus must *'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'*.

Education Act (1996 Section 375 (3)) / School Standards and Framework Act (1998, Schedule 19, para.5)

The development of a clear, well-structured agreed syllabus is probably the single most important function of SACRE. Combined with on-going implementation training and resources, a new syllabus offers the possibility of raising achievement in RE in all local schools.

Ofsted RE subject reports 2010 and 2013 highlight the need for syllabuses to:

- be clear about expected knowledge and understanding about religion(s) and belief(s)
- support and empower teachers to plan effectively
- offer coherent progression across the ages and key stages
- support clear and focused assessment
- encourage enquiry-based RE

The RE Council (REC) Review of RE produced the National Curriculum Framework for RE (NCFRE) in October 2013, to run in parallel with National Curriculum changes, with a foreword by the Secretary of State. The links will enable RE programmes of study to be easily understood and implemented alongside the new orders for National Curriculum subjects such as Science or History. To this end, the NCFRE should be taken into account when revising the agreed syllabus, as well as building on what is good in the current agreed syllabus.

Feedback from Staffordshire SACRE Agreed Syllabus Conference meeting 9th July 2014

SACRE strategy group had a long discussion about the value of the current syllabus, the changes to national education policy and their implications for a review. The detailed discussion is available, but here are the options set out by the Group:

The options for SACRE include:

- a) **Complete re-write**, based on new Framework. This is probably unfeasible due to cost, unless the LA finds substantial extra funding
- b) **Keep the current syllabus and offer a supplement** to update it a little. This is a possibility – there will be costs for producing the new supplement. One advantage of this is the continuity it will bring. The disadvantage is that it does not reflect the new Framework directly. The basic structure of the Staffordshire syllabus dates back into the 1990s.
- c) **Buy into the RE Today ‘model’ syllabus**. There will be some draft material on this if the LA wish to see it, although that will be commercially sensitive as far as RE Today are concerned. Four LAs are currently further along with this than Staffordshire in buying into this process.

Staffordshire SACRE are not opposed to adopting an agreed syllabus which has been produced by a different SACRE. Members have explored syllabus currently in use in Luton and Bedfordshire, Derbyshire, Sandwell and... Members would, however, prefer this to be modified to suit Staffordshire e.g. new front cover.

Staffordshire SACRE have expressed a preference for an online syllabus/online materials which could be updated. Staffordshire maintained schools could gain free access, academies or other schools e.g. VA, could purchase that access.

NB all of the review and rewrite options detailed are based on additional funding/days to be commissioned through the School Intervention SDA

Option A: Bespoke Staffordshire review

The LA could fulfil its statutory duty by requiring a local review of the agreed syllabus.

This would involve:

- an Agreed Syllabus Conference (ASC) over-seeing the review (already established through SACRE);
- a survey of teachers;
- initial drafts by the adviser;
- teacher working groups to feed into the process of reviewing the drafts;
- re-writing by adviser;

- approval from ASC, SACRE and the Local Authority;
- design and production of text and/or online version.

This would need to be launched with either a county conference day or a series of regional CPD sessions, to provide training and resources to enable teachers to implement the syllabus in their schools. A syllabus with strong implementation training support will be far more effective than one with no training.

The production of support materials can extend the value of the revised syllabus.

Relevant recent examples:

RE today Services are our preferred partner for option A. RE Today Services have had recent involvement with LAs in Leicester, Sheffield, Wakefield, Oldham, Cambridge, Peterborough, North Yorkshire, Derbyshire, Kensington and Chelsea, Brighton and others in their Agreed Syllabus reviews; all of these LAs published a new syllabus in the last couple of years. They are currently working with Redbridge and Havering, Nottinghamshire and others. RE Today has a unique breadth of involvement in this work, which enables us to offer cutting edge nationally informed advice.

Advantages:

- Involvement of local teachers strengthens the commitment to the syllabus, resulting in greater buy-in for the revised syllabus
- The process is a form of professional development for those involved, who can then support local schools in the implementation process.
- The syllabus can reflect the local area closely.

Disadvantages:

- Costs are probably greater than a joint syllabus
- Duplication of work with other local SACREs.

Likely cost:

£11500 (establishing, managing and supporting the review process, writing time, draft and redraft services and production supervision; run teacher consultations: setting the parameters for writing review materials, and developing local applications of national materials; teachers to represent different phases/key stages) plus cost of teacher days c£1000 plus cost of production c£1000

Total: c£13,500

	What is involved	opportunities	risks
<p>Option A</p> <p>10 days additional funding through the School Intervention SDA at £575 a day total £5750</p> <p>10 days additional LA funding outside of SDA for RE Today consultant at £400 a day £4000</p>	<ul style="list-style-type: none"> • Funding for both Entrust consultant (10 days) via 10 days SDA funding and further funding for an external consultant e.g. RE Today (10 days at £400 per day) via additional LA funding • Day 1: Thorough review of the syllabus to identify information which is no longer in date • Day 2-4: Creation of new inclusions e.g. reference to the census, a statement on British values, new initial statement of purpose of RE, new information about what is required in different schools, links to EYFS, new requirements for KS4 and 5 • Day 4-6: Creation of a new approach to assessment without levels • Day 7-9: Creation of outline long term plans to support the 	<ul style="list-style-type: none"> • A comprehensive rewrite of the syllabus • Involvement of local teachers strengthens the commitment to the syllabus, resulting in greater buy-in for the revised syllabus • The process is a form of professional development for those involved, who can then support local schools in the implementation process. • The syllabus can reflect the local area closely. 	<ul style="list-style-type: none"> • <i>Costs are much greater than a joint syllabus or an additional supplement</i> • <i>Duplication of work with other local SACREs.</i> • <i>No individual lesson by lesson plans (these could be produced later for a supplement)</i> • <i>This doesn't include the cost of printing and production</i> • <i>This doesn't include any costs associated with holding focus groups e.g. supply/transport costs</i>

	<p>implementation of the syllabus effectively in the classroom</p> <ul style="list-style-type: none"> • Day 10-12: Focus groups held with SACRE, headteachers, teachers, students in order to account for their views in the creation of the syllabus • Day 13-15: re-draft of syllabus materials taking account of focus groups • Day 16 SACRE validation day as all updates subject to SACRE approval, members can adapt the new materials and a final version approved • Day 17 Final redraft then submission to print • <i>NO Planning and resources for use within the classroom</i> 		
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Option B: Staffordshire supplement

In 2011, Gloucestershire added a 24-page supplement updating its 2006-2011 syllabus. This model could be applied to the Staffordshire syllabus.

This process would be the same as for the full re-write but would take less time, and cost less in terms of development and production, and involve the Strategy Group rather than teacher groups.

This would need to be launched with either a county conference day or a series of regional CPD sessions, to provide training and resources to enable teachers to implement the syllabus in their schools.

Advantages:

- This builds on the strengths of the current syllabus, and allows for continuity at a time of great change.
- The syllabus can reflect the local area closely.
- It is a cheaper option than a full review.

Disadvantages:

- The current syllabus does not easily allow for an insert, so it would be a separate document, leading to some confusion about the syllabus, perhaps.
- The master copy of the current syllabus is currently held by members of the Central Print team due to the advanced programmes that they have on their computer. It may be possible to commission them to update our master copy as opposed to a supplement.
- It won't be possible to reflect the new Framework fully, or RE in the post-levels new National Curriculum context: danger: half baked RE
- Some changes (e.g. use of levels for assessment) are significant changes with implications throughout the 2011-2016 syllabus, so a supplement may not be feasible.
- Duplication of work with other local SACREs.

Likely cost:

£2,875 (as with full review, just fewer words and less time: establishing, managing and supporting the review process, writing time, draft and redraft services and production supervision; setting the parameters for writing review materials, and developing local applications of national materials) plus cost of

production/distribution c£1000 dependent on whether you supply schools with a paper copy or opt for an online only version.

Total: c£3,875

	What is involved	opportunities	risks
<p>Bronze</p> <p>5 days additional funding through the School Intervention SDA at £575 per day</p> <p>total £2,875</p>	<ul style="list-style-type: none"> • 5 days funded via SDA for Entrust consultant to review the syllabus • Day 1: Thorough review the syllabus to identify information which is no longer in date • Day 2-4: Creation of new inclusions e.g. reference to the census, a statement on British values, new initial statement of purpose of RE, new information about what is required in different schools, links to EYFS, new requirements for KS4 and 5 • Day 5: SACRE validation day as all updates subject to SACRE approval, members can adapt the new materials and a final version approved 	<p>A statutory and updated offering to schools</p>	<ul style="list-style-type: none"> • <i>The current syllabus does not easily allow for an insert, so it would be a separate document, leading to some confusion about the syllabus, perhaps.</i> • <i>The master copy of the current syllabus is currently held by members of the Central Print team due to the advanced programmes that they have on their computer. It may be possible to commission them to update our master copy as opposed to a supplement.</i> • <i>It won't be possible to reflect the new Framework fully, or RE in the</i>

			<p><i>post-levels new National Curriculum context</i></p> <ul style="list-style-type: none"> • <i>Some changes (e.g. use of levels for assessment) are significant changes with implications throughout the 2011-2016 syllabus, so a supplement may not be feasible.</i> • <i>This doesn't include the time/cost needed for further writing, drafting and production following day 5. Further days may be needed.</i> • <i>NO new approach to assessment</i> • <i>NO teacher focus groups</i> • <i>NO Planning and resources for use within the classroom</i>
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Option C: Purchase an RE Today Syllabus plus schemes of work.

RE Today is currently writing a model agreed syllabus, based on the NCFRE and NSNF, and building on all of the experience in syllabus writing that the charity has developed over the last three decades.

A syllabus would provide the minimum for a SACRE / LA to fulfil its legal requirement.

To make a positive impact on raising standards in RE in the county, additional resources will be available for purchase (by individual schools or by LA).

Costs are set out below.

Advantages:

- Full syllabus available with minimal effort from LA/SACRE
- Up to date, informed by very latest best practice
- Flexibility built in to allow schools to adapt to their particular situation
- Support materials available
- On-going support from RE Today with potential upgrades within the 5-year review period if necessary.
- Worcestershire is buying into this syllabus, which would make cross-county support and co-operation much easier for future savings.

Disadvantages:

- Little involvement from local teachers or SACRE on the content and style.

Details and likely costs

Syllabus licensed for adoption by SACREs.

Syllabus includes:

- Aim/purpose of RE
- Legal requirements

- Contribution of RE to whole-school: SMSC, well-being, literacy, PSHE, citizenship
- Breadth of study: which religions/beliefs and when
- Programmes of study EYFS-KS5
- Core knowledge outline
- Assessment processes
- Planning processes
- Inclusion
- Creative curriculum and cross-curriculum outlines
- Application of syllabus requirements to special school contexts

Flexibility and freedom will be built in to requirements, to encourage creative development and adaptation within a school.

Scale of costs as at November 2014:

	Individual school	2-20 schools	21-50 schools	51-100 schools	101-300 schools
Syllabus	£150	£100	£60	£45	£35

In Staffordshire the number of schools which would need a statutory copy of the syllabus (i.e. schools that are not academies or voluntary aided) is 294 (correct as of cop 20.11.14) so our initial purchase price would be **c.£10,290 to be fully funded by the LA outside of SDA**. This will change should more schools become academies between this date and the purchase date.

In addition, RE Today will be developing schemes of work, 28 units for primary and 12 for secondary, to support the model syllabus. These will be available to buy, with discounts for schools if ordering through the LA.

SACRE / the LA could purchase exemplar SoW for all schools as a way of demonstrating its on-going support for RE provision. If schools wanted more support in terms of units of work, they could purchase these from RE Today.

	Individual school price	If bought through the LA	RRP
Exemplar SoWs (1 each EYFS-Y9)	£58	£48	£85.50
Primary Full SoW (28 units)	£180	£150	£238
Secondary Full SoW (12 units)	£75	£65	£102
Full primary + secondary SoW (40 units)	£255	£215	£340
On-going support	E.g. updates to syllabus within the 5 year cycle.		
Annual NATRE membership	E.g. discounted rate negotiated for your schools, if purchased through LA		

On-going support

On-going support would be negotiated with RE Today. Minor updates within the 5 years of adopting the syllabus would be included in the price; major revisions would be chargeable.

Launch events

In conjunction with the local RE advisor RE Today would set up and run a series of launch events to introduce the syllabus to schools, for which schools would pay. These costs will be confirmed by RE Today before agreement. Up to 2 additional days would need to be commissioned annually through the School Intervention SDA to enable the Entrust RE Consultant to launch the syllabus and support/maintain it locally.

FAQs/ Legalities:

If we were to buy into the RE Today syllabus what are the terms and conditions for that? T&C are currently in development. The offer at the moment is that all Staffordshire schools get a disc and a print copy of the syllabus, and it is customised to Staffordshire SACRE with a front cover and introduction – RE today have a print on demand service. This means we can have the syllabus on the LA / SACRE /Entrust website as part of our license agreement with them.

The agreement lasts for 5 years, what happens if RE Today stops trading in that time? This is unlikely of course, but RE today would deposit assets with us in this eventuality.

Where would the syllabus be held...within the Staffordshire/Entrust computer system...or would it be held by RE Today with Staffordshire schools having a log-in to your system? The main syllabus held in within Staffordshire and within RE today. Exemplar and / or full schemes of work, if purchased, RE today aren't quite committed to the detail of this yet.

Report produced by Emma Jardine RE Consultant to Staffordshire SACRE

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Standing Advisory Council on Religious Education 9th February 2015

Report of the Deputy Chief Executive and Director of People Guidance on promoting fundamental British values as part of SMSC in schools

1 Purpose of Report

- 1.1 To present members of SACRE with a brief update on the new guidance for Promoting fundamental British values as part of SMSC in maintained schools

2 Summary

- 2.1 Members of SACRE will receive a brief report on this guidance. This is a matter 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 On the 27 November 2014 The Department for Education published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.
- 4.2 Until now schools have been required to 'respect' these values, but as a result of changes brought in earlier in the year all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so. In a letter to the Education Select Committee in March, the Parliamentary Under Secretary of State for Schools Lord Nash explained the changes were designed to "tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism".
- 4.3 Ofsted and the independent inspectorates now take the work of schools in this area into account during inspections.
- 4.4 Members may wish to consider this guidance and its implications and opportunities for RE going forward.

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
Telephone number:

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01785 27799



Department
for Education

Promoting fundamental British values as part of SMSC in schools

**Departmental advice for maintained
schools**

November 2014

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Summary

About this departmental advice

This is non-statutory advice from the Department for Education. Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.

Expiry or review date

This advice is valid until amended or withdrawn.

Who is this advice for?

This advice is primarily for:

- headteachers and other staff of maintained schools who are responsible for curriculum matters, and governing bodies

Main points

The main points of this advice are to make clear:

- that maintained schools should promote pupils' spiritual, moral, social and cultural (SMSC) development;
- what is expected of schools in promoting fundamental British values; and
- how this aligns with schools' duty to promote SMSC.

Introduction

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

Fundamental British values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs¹. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

¹ The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Accountability

As part of a section 5 inspection, Ofsted inspectors must consider pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement of a school. However this advice should not be read as guidance for inspection purposes. Ofsted publish their inspection framework and handbook, which set out how schools are assessed in relation to pupils' spiritual, moral, social and cultural development. Schools should refer to Ofsted's documents to understand what inspectors look for in assessing this.

Enquiries

Any enquiries about this advice, or issues raised by it, should be sent to:
<mailto:registration.enquiries@education.gsi.gov.uk>.

Associated resources

- [Prevent Strategy](#)
- [Teachers Standards](#)
- [Equality Act 2010 Advice for Schools](#)



Department
for Education

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**Standing Advisory Council on Religious Education
9th February 2015**

**Report of the Deputy Chief Executive and Director of People
An Analysis of Examination Results for Staffordshire Schools 2014**

1 Purpose of Report

To present SACRE members with a statistical analysis of the standards achieved in GCSE (Full Course), Advanced Level and Advanced Subsidiary GCE Religious Studies by pupils examined in the summer of 2014.

2 Summary

Members of SACRE will receive a graphical analysis of the standards achieved.

3 Recommendation

That members of SACRE receive the report.

That letters be sent on behalf of SACRE to identified schools offering congratulations or Support as appropriate.

4 Background

A statistical analysis of the standards achieved by Staffordshire schools in examinations held in summer 2014 is attached to this report.

Key issues identified in the analysis are as follows:

Overall

- a) In 2014 entries for GCSE Full Course have risen sharply and there have been no entries for GCSE Short Course. Since 2012 there are now 2233 more entries for full course GCSE
- b) This increase reflects the national changes in the examination system and the de-valuing of the short course GCSE.
- c) It is positive that entries overall have not declined and that examination and accreditation is still favoured at KS4. The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus; these findings show that the vast majority of schools are compliant.
- d) Standards achieved at GCSE have declined in Staffordshire. This decline may reflect the fact that, amongst other things, as entries have increased sharply this may be the first attempt at full course RE for many schools; there may be staffing pressures in schools; staff may need further training in teaching the full course as opposed to the short course; teaching time for pupils may not have been increased to take account of the extra content involved in short course.
- e) Overall 58 students across 19 schools were entered for AS level and 162 students across 23 schools were entered for A Level at the end of KS5. There is a small drop in the number of entries at both AS and A Level.

Full Course GCSE

- a) The number of schools entering pupils for the Full Course has risen sharply this year. 48 of Staffordshire's 54 schools enter pupils for Full Course GCSE.
- b) The percentage of pupils attaining grades A* to C in Full Course nationally has decreased. This coincides with a decrease in Staffordshire. The differential between the national average and the Staffordshire average is -0.65 percentage points. For the first time in 2 years Staffordshire students have performed slightly below the national average.

Short Course GCSE

- a) There was no local data for GCSE Short Course RE this year.

Advanced Subsidiary (AS) Level GCE

- a) The number of entries at AS level has fallen slightly this year.
- b) The number of boys has remained steady but entries from girls have fallen.
- c) The percentage of pupils gaining higher grades A-B is below the national figures.

Advanced (A) Level GCE

- a) The number of pupils entered for A Level (A2) has fallen slightly. This is not unexpected and is a reflection of the fall in entries in 2013.
- b) At the higher grades Staffordshire pupils attainment is slightly below with the national average for both boys and girls.

Teachers and pupils in Staffordshire schools are to be congratulated on their hard work and continued efforts to raise the standard of attainment in the County.

Effective ways to raise standards at all levels are under consideration.

5 Equal Opportunities

This report has been prepared in line with the County Council's policy on Equal Opportunities.

6 Financial Implications

There are no financial implications

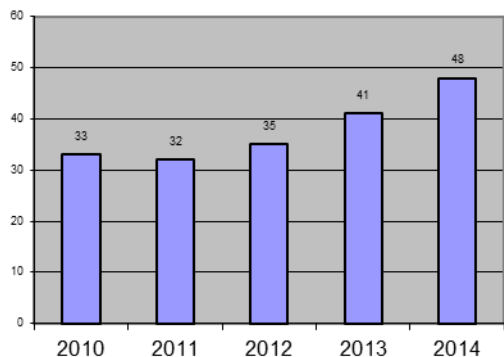
Contact Officer:	Emma Jardine
Telephone Number	01785 277997

Full Course GCSE in Religious Studies Results Analysis 2014

National Average A* to C 70.7%

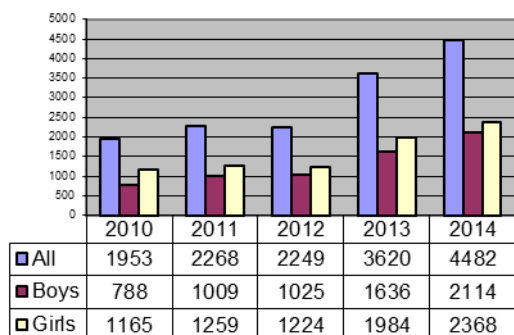
Staffordshire Average A* to C 68.3%

Number of schools entering pupils for GCSE
Full Course



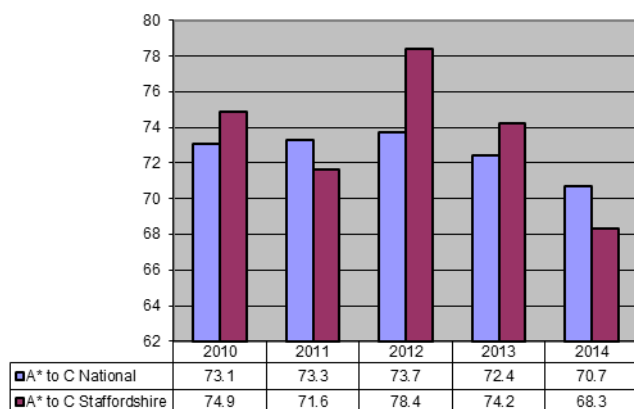
- The number of schools entering pupils for Full Course GCSE typically fluctuates slightly year on year. This year the number has risen once again from 41 to 48.
- As there were no entries for GCSE Short course RE in Staffordshire in 2014 this rise reflects both the changes in the national examination system and also the lack of entries for Short course.

Number of students entered for Full Course
GCSE



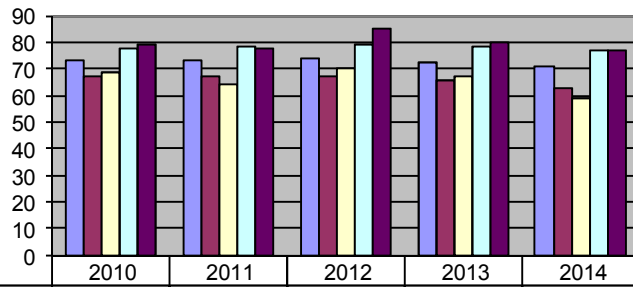
- The numbers of entries has significantly increased once again this year for both boys and girls.
- Since 2012 there are now 2233 more entries for full course GCSE
- This increase reflects the national changes in the examination system and the de-valuing of the short course GCSE.
- The increase in entries is once again a strong indication that in Staffordshire the feared impact on RE of changes nationally has been relatively small.
- The increase is also a positive indication that the KS4 recommendations in the agreed Syllabus are being followed and that schools are working hard to credit their students learning and achievements.

Percentage of students gaining A* to C grades in Full
Course



- The percentage of pupils attaining grades A* to C in Full Course nationally has decreased. This coincides with a decrease in Staffordshire.
- The differential between the national average and the Staffordshire average is -0.65 percentage points. For the first time in 2 years Staffordshire students have performed slightly below the national average.
- This decline may reflect the fact that as entries have increased sharply this may be the first attempt at full course RE for many schools, there may be staffing pressures in schools, staff may need further training in teaching the full course as opposed to the short course, teaching time for pupils may not have been increased to take account of the extra content involved in short course.

Attainment by gender Full Course



	2010	2011	2012	2013	2014
A* to C National	73.1	73.3	73.7	72.4	70.7
A* to C Boys National	67.1	67.2	67.1	65.5	63
A* to C Boys Staffordshire	68.9	64.1	70.1	67	59
A* to C Girls National	78	78.5	79.4	78.3	77
A* to C Girls Staffordshire	78.9	77.5	85.3	80.2	77

- In 2014 Staffordshire boys have performed slightly below the national average and girls have performed in line with the average for girls nationally.

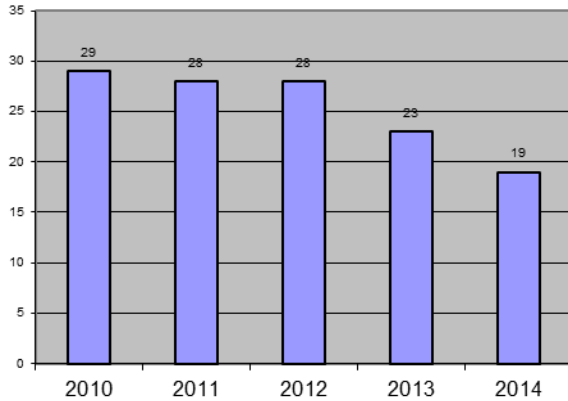
Advanced Subsidiary (AS) GCE in Religious Studies Results Analysis 2014

National Average A to B 27.1%

Staffordshire Average A to B 20.7%

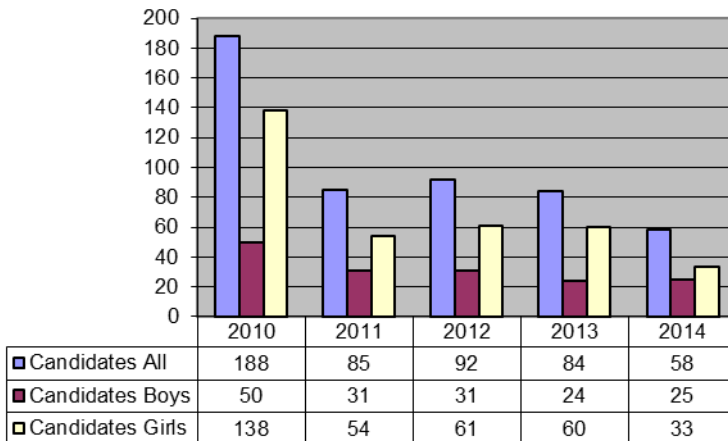
Year 12

No of schools entering students for AS in Year 12



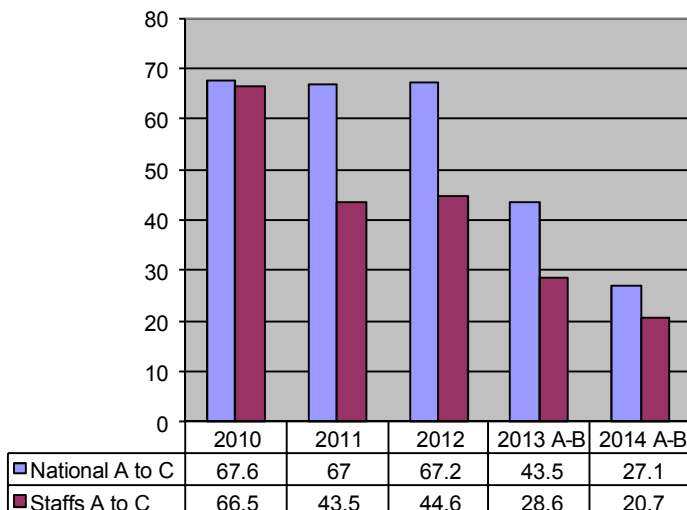
- The number of schools entering students for AS in Year 12 has fallen slightly this year.

Number of students entered for Advanced Level AS in Year 12



- The numbers of students entered for AS has fallen.
- Staffordshire continues to be in line with entries nationally.

Percentage of students gaining A to C in Year 12



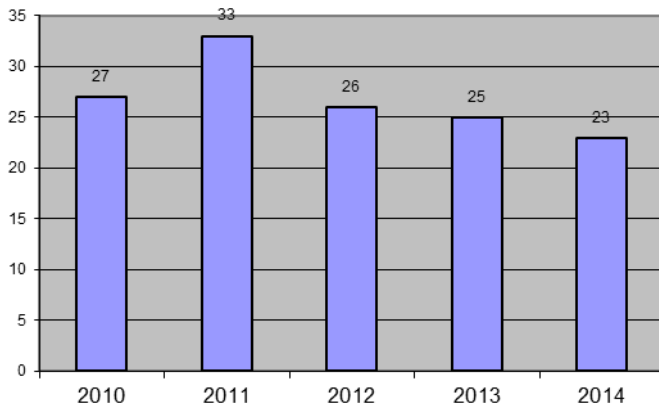
- This graph shows results in Staffordshire for grades A-C at AS RS. The measure has changed, however to A-B which is reflected in the figures for 2013 and 2014.
- Grades nationally have fallen. Results in Staffordshire at the higher grades A-B continue to fall slightly below the national average.

Advanced (A) Level GCE in Religious Studies Results Analysis 2014

National Average A* to B 51.7 %

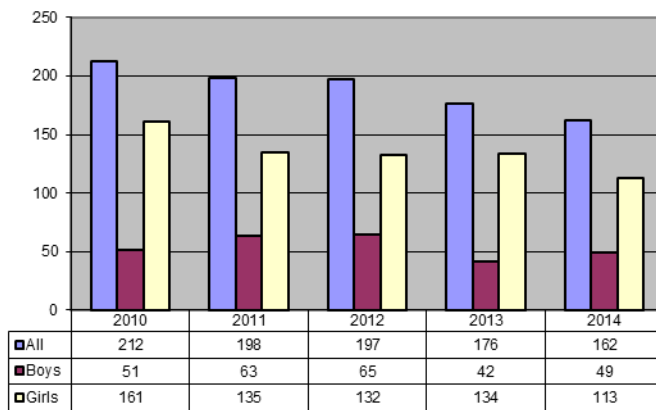
Staffordshire Average A to B 42.6 %

Number of schools entering pupils for
Advanced Level A2



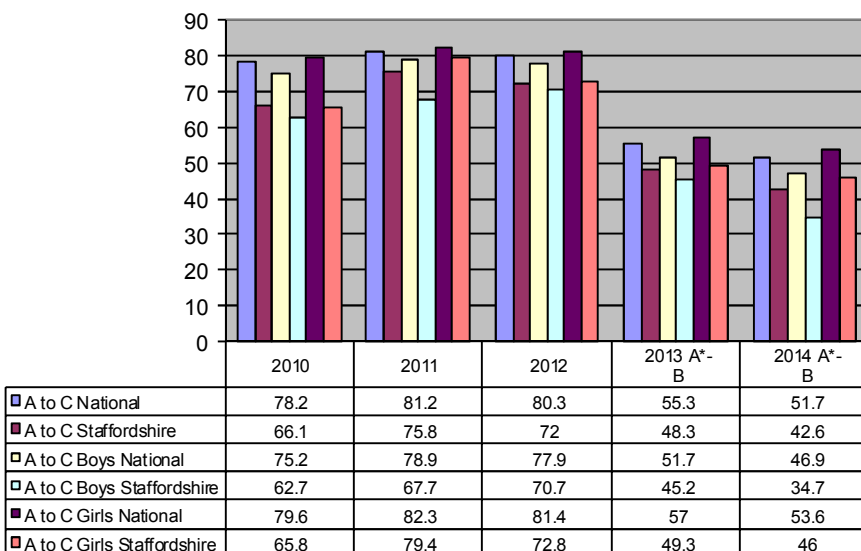
- The number of schools entering students for Advanced Level (A2) RS fluctuates slightly from year to year.
- 23 schools entered students in 2014.

Number of students entered for
Advanced Level (A2)



- The number of Staffordshire pupils entered for Advanced Level (A2) has remained fairly consistent for the past five years but has fallen slightly this year.
- The ratio of girls to boys is approximately 3:1

Percentage of students gaining A to C grades at Advanced
Level (A2)



- This graph shows results in Staffordshire for grades A*-C at AS RS. The measure has changed, however to A-B which is reflected in the figures for 2013 and 2014.
- Results in Staffordshire at the higher grades A-B continue to fall below the national average for both boys and girls.

Staffordshire schools well above the national average

GCSE Full Course

School	Number On Role	Number Of Entries	Well above national average A* to C (70.7%)
Burton Short Stay School	17	2	100
King Edward VI School, Lichfield	208	13	100
Tamworth Enterprise College and AET Academy	177	3	100
Norton Canes High School, Cannock	101	11	90.9
Cannock Chase High a Specialist Science School	231	50	90
Nether Stowe School, Lichfield	91	16	87.5
Chase Terrace Technology College	214	22	86.4
Moorside High School, Werrington	142	141	85.8
Thomas Alleynes High School, Uttoxeter	294	234	84.2
John Taylor High School	224	222	80.6
The Friary School, Lichfield	209	118	80.5
Clayton Hall Business & Language College	194	186	79
Wolstanton High School, Newcastle	220	19	78.9
Walton High School, Stafford	186	21	76.2
Alleynes High School, Stone	225	180	75.6
Wilnecote High School, Tamworth	203	41	75.6
Great Wyrley Performing Arts High School	184	12	75

Staffordshire schools well below the national average

GCSE Full Course

school	NOR	NOE	Well below national average A* to C (70.7%)
Maryhill High School Media Arts College	132	13	46.2
Blythe Bridge High School and Sixth Form	178	165	46.1
NCHS - The Science College	94	92	35.9
Clough Hall Technology School, Kidsgrove	108	103	25.2
Stafford Sports College	59	53	13.2

Staffordshire schools well above the national average

AS level

school	NOE	Well above national Average A to B (27.1%)
Chase Terrace Technology College	1	100
King Edward VI School, Lichfield	1	100
Landau Forte Academy, Amington	2	50
Thomas Alleyne's High School, Uttoxeter	4	50
Edgecliff High School, Kinver	5	40

Staffordshire schools well above the national average

A level

school	NOE	Well above national Average A to B (51.7%)
The Cheadle Academy	1	100
Landau Forte Academy, Amington	18	77.8
Westwood College	4	75
John Taylor High School	11	63.6
Cannock Chase High a Specialist Science School	12	58.3

Agenda Item 8

Standing Advisory Council on Religious Education 9th February 2015 Report of the Deputy Chief Executive and Director of People An Update 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 key 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 are held to which members of SACRE are invited and encouraged to attend. 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
Telephone number:

Emma Jardine
01785 277997

Standing Advisory Council on Religious Education
9th February 2014
Report of the Deputy Chief Executive and Director of People
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 disapply 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

Emma Jardine

Telephone number:

01785 277997

Standing Advisory Council on Religious Education
9th February 2015
Report of the Deputy Chief Executive and Director of People
SACRE Budget 2014 - 2015

1 Purpose of Report

1.1 To advise members of SACRE of the current budget position

2 Summary

2.1 A breakdown of the SACRE budget for the financial year 2014 - 2015 to date will be presented at the meeting.

3 Recommendation

3.1 That members of SACRE receive the report

4 Background

4.1 A budget has been made available to support the work of SACRE during the financial year 2014 – 2015 as approved by the Corporate Director (Children and Lifelong Learning).

4.2 The budget will be monitored strictly this year in terms of the number of days that the RE consultant is permitted to support the SACRE. This is required to reflect the funding.

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
Telephone number:

Emma Jardine
01785 27799

SACRE Budget 2014/2015		
Cost Centre EM1100		
Expenditure from 01/04/14 to 31/03/15		
Allocation	12,150.00	
	12,150.00	
Expenditure	£	
E Jardine Time - SDA 11 days	6,500.00	
E Jardine Time - SDA 6 days	3,450.00	
Other		
RMB018097 09/07/14 SACRE Meeting	75.00	
RMB018099 12/11/14 SACRE Meeting	75.00	
Printing - Job No 76319 Brochures & Pamphlets	18.37	
National Assoc of SACRES	90.00	
Dilwyn Hunt	337.80	
NASACRE Subscription	95.00	
AREIAC	70.00	
AREIAC Conference	75.00	not paid as yet
Printing of Annual report		not paid as yet
NATRE membership		not paid as yet
SACRE meeting 09.02.15		not paid as yet
	10,786.17	
Balance Remaining	1,363.83	
Updated 26/01/15		

SACRE non negotiables	Consultant Days	Income from EM1100 £12030	Work against budget correct as of 26.01.15
Annual Membership of NASACRE		95	X
Annual Membership of AREIAC		70	X
Membership of NATRE		100	
Attendance at NASACRE AGM (Chair of SACRE)		90	X
Attendance at AREIAC 1 day conference (Consultant to SACRE) Fee:		90	X
Consultant time to attend conference	1	575	X
Total	1	1020	
Minimum Required Consultant Support for SACRE			
3xhalf day meetings including 3 days prep	3	1725	X
Monitoring RE provision including creating, distributing and collating surveys	2	1150	1 DAY
Liaison with Chair/Clerk	1	575	X
Budget	0.5	300	X
Annual report	2	1725	X
Printing and distribution of annual report		878	X
Strategic information and advice via phone/email to schools	2.5	1450	2 DAYS
Admin and research	1	575	X
Responding to SACRE instructions	1	575	X
Analysis and reporting of data	2	1150	X
Familiarisation and Liaison with related organisations e.g. NATRE, AREIAC, NASACRE	1.5	875	X
refreshments at meetings x3		81	X
Total	17.5	12079	

