

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

Wednesday, 11 November 2015

**2.00 pm**

Entrust Headquarters, Riverway

John Tradewell  
Director of Strategy, Governance and Change  
3 November 2015

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

1. **Apologies**
2. **Election of Chairman and Vice Chairman**
3. **Declaration of Any other Business**
4. **Minutes of the SACRE Meeting held on 8 July 2015** (Pages 1 - 6)
5. **An Update on Key Issues** (Pages 7 - 14)  
  
Report of the Deputy Chief Executive and Director for Families and Communities
6. **Agreed Syllabus Review** (Pages 15 - 18)  
  
Report of the Deputy Chief Executive and Director for Families and Communities  
  
It is possible that at this point that the SACRE meeting be suspended in order to convene the Agreed Syllabus Conference.
7. **An Update on NASACRE** (Pages 19 - 20)  
  
Report of the Deputy Chief Executive and Director for Families and Communities



8. **Application for Variation of Practice** (Pages 21 - 22)  
 Report of the Deputy Chief Executive and Director for Families and Communities
9. **SACRE Budget 2015 - 2016** (Pages 23 - 24)  
 Report of the Deputy Chief Executive and Director for Families and Communities
10. **Reports on Stafford and District Friends of Faith** (Pages 25 - 26)  
 Report of the Deputy Chief Executive and Director for Families and Communities
11. **Update on Spiritual Moral Social and Cultural education in schools in the new Common Inspection framework** (Pages 27 - 32)  
 Report of the Deputy Chief Executive and Director for Families and Communities
12. **Key Recommendations of Charles Clarke and Linda Woodhead "A New Settlement Religion and Belief in schools"** (Pages 33 - 38)  
 Report of the Deputy Chief Executive and Director for Families and Communities
13. **Draft SACRE annual report 2014 - 2015** (Pages 39 - 92)  
 Report of the Deputy Chief Executive and Director for Families and Communities
14. **AOB**
15. **Date of the next SACRE meeting**

The next SACRE meeting is scheduled for 10 February 2016, 2.00pm, Entrust Headquarters, Riverway, Stafford.

<b>Membership</b>	
Margaret Crossland	Rev. Preb. M. Metcalf (Chairman)
Paul Moseley	Dr Laow Panyasiri
Sam Kirwan	Muhammad Parekh
Julie Thompson (Co-Optee)	Sam Phillips
Susan Devereux	Sue Blackmore
Mick Dwyer	Colin Hopkins
Sonia Andjelkovic	Rosemary Woodward
Ann Hewetson	Peter Davies
Diana Cutler	Terry Finn

Tajinder Singh  
Paul Lewis  
G Devadason  
Hifsa Haroon-Iqbal (Vice-  
Chairman)

David Williams  
Caroline Wood  
Ian Lawson



## MINUTES

### Standing Advisory Council on Religious Education Meeting - 8 July 2015

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

Susan Devereux, Sonia Andjelkovic, Ann Hewetson, G Devadason, Dr Laow Panyasiri, Muhammad Parekh, Sam Phillips, Sue Blackmore, Rosemary Woodward, Peter Davies, David Williams, Caroline Wood and Ian Lawson

Apologies for absence: Sam Kirwan, Julie Thompson, Mick Dwyer, Diana Cutler, Paul Lewis, Hifsa Haroon-Iqbal, Colin Hopkins, Terry Finn, Bill Walley and Paul Moseley

Also in attendance - Helen Phillips and Mary Gale

## PART ONE

### 23. Welcome to New Members

The Chairman welcomed Ian Lawson who replaces Conor Wileman on Committee D. The Chairman also informed Members that Paul Moseley was the new Humanist representative on the SACRE, and Julie Thompson was the Baha'i co-opted representative, although they were unable to attend this meeting.

### 24. Minutes of the meeting held on 9 February 2015

**RESOLVED** – That the minutes of the SACRE meeting held on 9 February 2015 be confirmed and signed by the Chairman.

### 25. An Update on Key Issues

SACRE received an update on key issues that had occurred since their last meeting' including:

- a) Cover for RE consultant to Staffordshire SACRE: Mary Gale, previous SACRE member, is covering Emma Jardine's maternity leave, which commenced in April. Congratulations to Emma and her family whose daughter Mia was born on 20 April;
- b) Guidance on promoting fundamental British values as part of SMSC in schools: following AREIAC and Entrust training on fundamental British values and SMSC in schools Mary Gale has continued to share guidance with schools/governors;
- c) Two briefing papers based on the work of the All Party Parliamentary Group had been shared with governors. The papers confirmed there was no legal requirement for Governors to review RE in schools or for schools to undertake the recommendations but that schools had a legal responsibility to provide RE. In the next school survey on RE and collective worship schools will be asked when they last reviewed their RE as per the SACRE recommendations in 2014;

- d) SACRE lecture: Entrust had agreed to sponsor this years SACRE lecture on the condition that promotional material would be made available at the event for their forthcoming courses. The arrangements for this event were yet to be confirmed but Members suggested an October or early November date for the event would be preferable; and,
- e) Further good news story: following the spirited arts course led by Emma Jardine a variety of schools have embarked on spirited arts projects throughout the term, which has been evidenced through link governor reports.

**RESOLVED** – That the update on key issues be noted and the SACRE lecture be arranged for an October or early November twilight session.

## **26. Agreed Syllabus Conference**

SACRE noted the minutes of the Agreed Syllabus Conference held on 9 February 2015.

It was proposed that SACRE convene a meeting of their Agreed Syllabus Conference.

**RESOLVED** – That SACRE convene the second meeting of their Agreed Syllabus Conference.

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

## **27. NASACRE Update**

The Chairman gave an update on recent NASACRE events, including:

- During April this year a number of NASACRE representatives were part of a visit to Bosnia and Sarajevo remembering the Srebrenica genocide. The Chairman shared his experiences from the trip, including the international missing persons initiative which aimed to identify the many un-named bodies found following the genocide. The purpose of the visit was to try and learn from this tragedy and to make a commitment to share the experience with others. Teaching materials were being produced for use in schools and would be available shortly;
- The NASACRE AGM had been very successful. Charles Clarke had been an inspirational visiting speaker. He had jointly produced (with Linda Woodhead) a document entitled “A new settlement: Religion and Belief in Schools” which considered a new structure for RE and collective worship in schools, a copy of this very interesting document would be forwarded to SACRE Members after the meeting; and,
- NASACRE was part of the Interfaith network which was currently looking at the diverse range of religious presence and considering accepting more than the nine recognised religious groups.

**RESOLVED** – That the oral update by the Chairman be noted and that a copy of the Charles Clarke, Linda Woodhead document “A new settlement: Religion and Belief in Schools” be forwarded to SACRE members.

## **28. Application for Variation of Practice**

There were none on this occasion.

## **29. SACRE Budget 2014-2015 end of year Current Budget 2015-2016**

SACRE received an end of year budget breakdown for 2014-15 and details of their current budget for the financial year 2015-16.

The 2015-16 budget would continue to be monitored in terms of the number of days that the RE consultant was permitted to support the SACRE.

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

## **30. Monitoring Provision**

Members received details of survey results on monitoring of provision in schools during 2014-15. Staffordshire schools were invited to respond to SACRE monitoring surveys via the E Newsletter, with the on-line survey undertaken via Survey Monkey.

The number of primary schools who had taken part in the collective worship survey was disappointing, however there had been a better response to the primary RE provision survey, in line with the numbers who responded last year.

The secondary school participation numbers were disappointing for both collective worship and secondary RE provision.

Overall responses showed a similar picture to last year. Members were aware that in next years survey schools will be asked when they last reviewed their RE syllabus.

It was also proposed that for next years survey Governors are encouraged to check whether their schools have completed and returned the survey.

SACRE were also informed that Voluntary Controlled or Voluntary Aided schools have a SIAMs inspection. This is on top of the usual Ofsted inspections. SIAMs is the Statutory Inspection of Anglican and Methodist Schools under Section 48 of the Education Act 2005. The inspections consider the work of the school, including its RE, and the faith ethos within which the school operates. SACRE noted with pleasure that 5 out of the 6 SIAMs inspections that had taken place within Staffordshire this academic year had been very positive.

**RESOLVED** – That SACRE note the results of the monitoring provision surveys for RE and collective worship in schools.

## **31. Suggestions for SACREs to consider**

Throughout the 2015 NASACRE conference, keynote speakers and NASACRE Executive Committee members made a number of suggestions that SACRE's may consider adopting in their meetings. Members received details of 21 suggestions and

within small groups considered those which they felt were a priority for the Staffordshire SACRE.

All three groups considered engaging governors as a priority. Two groups considered the following two issues as a priority:

- Celebrate good practice and encourage the use of high quality resources
- Reflect on the British values agenda

One group each put the following as a priority:

- Take a note of the information in the booklet “A new settlement: Religion and Belief in Schools”
- Consider what are the successful ways in which you engage with local schools, including academies, to support their RE
- How do you raise the profile of RE with local partners and communities
- How do you know what schools are providing in RE when there is now such a range of types of school
- Engage with teachers in working parties when developing a locally agreed syllabus. Process is important not just the end product and this involves and develops teachers.

Members discussed the British values agenda, with some concern expressed at the possibility of this being too nationalistic. They were aware that this was part of an underlying agenda for people to identify as British but felt that these values were international. SACRE will wish to hear from schools in the future on how this agenda develops. It was suggested that schools are asked to identify how this agenda is working as part of the monitoring survey next year. SACRE also noted the RE Today document on British Values and asked that the possibility of getting a copy of the document for all Staffordshire schools be explored.

**RESOLVED** – That: a) the priority areas for SACRE to consider be noted for future development; and  
b) the possibility of getting a copy of the RE Today “British Values” document for all Staffordshire schools be explored.

## **32. AOB**

Members received a copy of the House of Commons Briefing paper no. 07167, Religious Education in schools.

A Friends of Faith Festival of Peace will be held in Stafford on 16 November.

Dr Loaw Panyasiri informed SACRE Members of a faith forum festival on 16 August and a children’s day on 23 August at the Buddhist Temple in Kings Bromley, everybody would be welcome.

Concerns were shared over the new GCSE RE syllabi which were not yet available. There was frustration amongst many teachers as they worked towards the GCSE from Y9 and therefore this delay would impact on their examination students. It was agreed that Staffordshire SACRE write to the examination boards registering their concerns.



**33. Date of next meeting**

**RESOLVED** – That the next SACRE meeting is scheduled for Wednesday 11 November 2015, 2.00pm, Entrust HQ, Riverway, Stafford.

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

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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**  
**11<sup>th</sup> November 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 summer term meeting of the SACRE there have been developments in a number of areas which had previously been agenda items for SACRE or which have local or national importance for RE.

4.2 Members will be briefed on these key developments.

## **5 Equal Opportunities**

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

## **6 Financial implications**

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

**Contact Officer**

**Mary Gale Telephone number: 07816374873**

## **Cover for RE Consultant to Staffordshire SACRE**

Maternity cover for Emma Jardine continues to be carried out by Mary Gale. The tasks involved are varied, ranging from organising the annual SACRE lecture, advising on RE quality mark application, worship in schools, SMSC, Governor queries, liaison with national bodies, the LA and resource provision to supporting the MEAS team with their valuable work.

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

Mary Gale has attended AREIAC and The National Centre for Diversity training on British values and SMSC in schools. This training explored the messages in the official guidance from the DFE on promoting fundamental British values as part of SMSC in schools (see agenda item 11). Mary has continued to share this guidance with headteachers, school governors, and school/agency clerks via governor updates, bespoke training and the Entrust Governor Information Pack. This will continue into the spring term through the Entrust Governor Information Pack and further headteacher updates.

A continued series of briefings will be provided to further up-date schools. These briefings will be led by the MEAS team. (Minority Ethnic Achievement Service)

## **SACRE lecture See attached Flier in Appendix 1**

The annual SACRE lecture, entitled "RE Matters" 2015-2016 was held in the conference room at Riverway, Stafford on November 10<sup>th</sup> with arrival from 5.30-6pm for networking and refreshments with the lecture from 6pm-7.15pm. This lecture was open to SACRE members and all schools. The key note speaker was Helen Harrison. Helen Harrison served as a Head of RE in several secondary schools before becoming Lancashire's Consultant for Religious Education. This full time post involved supporting Lancs SACRE, leading syllabus revisions and creating and developing Lancashire Youth Voice. This post also entailed working closely with wide range of schools and faith communities. More recently she was the UK coordinator for Face to Faith, linking students across the world to dialogue about faith matters.

Helen has been deputy chair of the RE Council and the National Association of Teachers of RE (NATRE) She was on the executives of the National Association of SACREs (NASACRE) and also the Association of RE Inspectors, Advisors and Consultants (AREIAC). Although in theory she retired last year, she continues to serve on the Board of the REC, developing the Young Ambassador scheme and still supports certain aspects of Lancashire SACREs work. She is passionate about the difference good RE can make to young people, local communities and to our society generally.

I hope SACRE members enjoyed the lecture and the opportunity to engage with the school communities they support.

**Further good news.**

RE teachers have been invited to attend NATRE meetings. The most recent was held on 22<sup>nd</sup> October 2015 at Brewood, organised by SACRE member Sam Kirwan and supported by SACRE adviser Mary Gale. The meeting was well reasonably well attended. Information was shared about the role of SACRE and the application process for the RE quality Mark.

The Woolf Institute has convened a [Commission on Religion and Belief in British Public Life](#) (full title: Commission on Religion and Belief in British Public Life: community, diversity and the common good). Please could members note the publication of the report at this stage. A commentary is available in Appendix 2.



THE 11<sup>TH</sup> ANNUAL SACRE LECTURE  
**RE MATTERS**

Tuesday 10 November 2015

5.00pm - 7.30pm

**Entrust, Riverway Centre, Riverway, Stafford, ST16 3TH**

Are you interested in finding out why RE really matters? Are you confused by conflicting advice on the teaching of RE? This lecture provides an opportunity for Headteachers, RE teachers, including Primary leaders and teachers, faith leaders and SACRE members to meet together and reflect on current practice in the world of Religious Education.

Suitable for Primary, First, Middle and High school colleagues to share experiences first hand with Helen Harrison a representative from the Religious Education Council, reflecting on her views, current practice and practical tips on how to make Religious Education relevant to pupils in schools today.

A FREE resource pack to support the teaching of British Values will be available on the evening.

Join us at 5.00pm for registration and refreshments, networking and an opportunity to visit trade stands supporting the work of RE in schools. The Lecture will run from 6.00pm-7.30pm.

To book your FREE place call 0300 111 8030 or visit [www.entrust-ed.co.uk/courses](http://www.entrust-ed.co.uk/courses) using booking code REDN15028001





### **Commission on Religion and Belief in British Public Life**

The Woolf Institute has convened a [Commission on Religion and Belief in British Public Life](#) (full title: Commission on Religion and Belief in British Public Life: community, diversity and the common good).

#### **Purpose**

The Commission on Religion and Belief in British Public Life has been convened by the Woolf Institute, Cambridge, to: a) consider the place and role of religion and belief in contemporary Britain, and the significance of emerging trends and identities b) examine how ideas of Britishness and national identity may be inclusive of a range of religions and beliefs, and may in turn influence peoples self-understanding c) explore how shared understandings of the common good may contribute to greater levels of mutual trust and collective action, and to a more harmonious society d) make recommendations for public life and policy.

#### **Steering group**

Baroness Butler-Sloss is assisted by a steering group whose members.

#### **Membership**

The commission's membership reflects a range of backgrounds in terms of religion, conviction, occupation, age, gender and geographical location. Each member serves in an individual capacity and not as an official representative or delegate of an institution. The commission will meet for six weekends over a period of two years, November 2013– June 2015.

#### **Local and national hearings**

There will also be five local public hearings arranged - in Belfast, Cardiff, Glasgow, Leeds and Leicester. In addition, there will be two national public hearings – one in London and the other, focusing on young people, in Birmingham. The commission will also issue a general call for evidence from individuals and organisations. All evidence taken from the hearings and the general call will be fed into the final weekend meeting of the Commission before the final report.

#### **Reporting**

The commission will report in late spring or early summer of 2015

***Dr Matt Gibson, Lecturer in the School of Law at the University of Liverpool, comments on the Equality and Human Rights Commission's report into religion or belief in the workplace and service delivery:***

“There exists widespread public confusion over laws protecting religion or belief. This is the conclusion of a report published by the Equality and Human Rights Commission. The report's findings stem from research undertaken between August 2014 – October 2014 which aimed to capture ‘the direct and personal experiences of employees and service users concerning religion or belief, as well as the views of employers, service providers, relevant organisations and the legal and advice sectors’.

#### **Overview of the Report**

Overall, 2483 individuals or organisations took part in the project. The report notes a range of positive experiences encountered by people in relation to manifestation of religion or belief in employment or service delivery. Here, attempts to create inclusive

environments for a range of different beliefs encouraged mutual tolerance, respect and dignity.

However, the report also highlights the many negative experiences involving religion or belief faced by employees, employers, service users and service providers.

For example, religious and non-religious people discussed how they often felt ostracised in the workplace or service sectors due to hostility about the nature of that belief. Non-religious individuals expressed concern about harassment or unwelcome proselytising from religious workers or service providers. Both religious and non-religious individuals sometimes felt disadvantaged by perceived favourable treatment of their non-religious and religious counterparts, respectively. In particular, religious employees – and employers – mentioned difficulties in determining the extent to which religiously-based requests should be accommodated at work. Furthermore, religious conscientious objection by employees and service providers on matters of sexual orientation presented problems. How far, if at all, should these beliefs be protected? What effect – if any – might this have on gay or lesbian colleagues/service users? Is there an emerging ‘hierarchy’ of legal protection between religion or belief and sexual orientation?

### **The Effectiveness of Current Legislation**

Equality and human rights legislation provides the core legal framework for adjudication of religion or belief issues in the workplace and service delivery. Respondents disagreed on the effectiveness of this current framework. Whilst it has encouraged the positive recognition of religion or belief diversity in society, some individuals felt that it had not gone far enough in protecting minority or non-religious beliefs. Notably, Christian employees/employers and services users pointed towards a link between the framework and a loss of status for Christianity. Many individuals suggested systems of practical guidance and checklists for employers and service providers which would complement existing laws, enabling religion or belief matters to be determined more transparently and effectively.

The Equality and Human Rights Commission has announced that the results of this report will inform a further report, to be published later this year, on the adequacy of laws protecting religion or belief. In addressing religion or belief concerns, it will be intriguing to see whether that second report proposes a continuation of guidance *on* the law, or whether it will advocate bolder, more substantive, changes *to* the law.

**Standing Advisory Council on Religious Education**  
**11<sup>th</sup> November 2015**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**Agreed Syllabus Review**

## **1 Purpose of Report**

1.1 To continue 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 fifth 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 is sourcing funds for the 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:

- September 2014 a new curriculum was introduced to all schools, except for Year 2 and Year 6 and KS3 and 4 (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.
- September 2015 the new curriculum applies to all pupils at KS 1 and KS 2.

- 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 required to 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 had 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.

4.5 These decisions were placed on hold pending further communication from Entrust and SCC regarding costings.

## **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**  
**07816374873**

**Mary Gale Telephone number:**

## **Update**

Since the November 2014 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. This 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.

Mary Gale and Michael Metcalf have been in contact with Sharon Kelly, Ben Adams and Anna Halliday.

Further correspondence indicates that they are in agreement to a review but the funding sources need to be finalised. The detailed breakdown of costs involved was re-sent to support the process.

## Minutes of the SACRE - Agreed Syllabus Conference Meeting held on 8 July 2015

Present:

Sonia Andjelkovic  
Sue Blackmore  
Peter Davies  
G Devadason  
Susan Devereux  
Ann Hewetson  
Ian Lawson

Rev. Preb. M. Metcalf  
Dr Laow Panyasiri  
Muhammad Parekh  
Sam Phillips  
David Williams  
Rosemary Woodward  
Caroline Wood

**Also in attendance:** Helen Phillips and Mary Gale

**Apologies:** Diana Cutler, Mick Dwyer, Terry Finn, Hifsa Haroon-Iqbal, Colin Hopkins, Sam Kirwan, Paul Lewis, Paul Moseley and Bill Walley

### PART ONE

#### 3. Minutes of the Agreed Syllabus Conference held on 9 February 2015

**RESOLVED** - That the minutes of the Agreed Syllabus Conference (ASC) held on 9 February 2015 be confirmed and signed by the Chairman.

#### 4. Update on Review

The Chairman shared his continued frustration with the lack of progress on whether funding could be found to complete the agreed syllabus review. Members had previously considered options for the review and had agreed that a complete review was required to ensure the syllabus was fit for purpose, in particular around assessment and levels.

The Chairman felt that there was some indication that progress may be made this term but at present the review remained in a state of suspense.

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

**Chairman**

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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**  
**11<sup>th</sup> November 2015**  
**Report of the Deputy Chief Executive and Director of Families and**  
**Communities**  
**An Update on NASACRE**

## **1 Purpose of Report**

1.1 To present members of SACRE with a brief oral 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:**

**Mary Gale**  
**07816374873**





**Standing Advisory Council on Religious Education**  
**11th November 2015**  
**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

<b>Contact Officer :</b>	<b>Mary Gale</b>
<b>Telephone number:</b>	<b>07816374873</b>



**Standing Advisory Council on Religious Education**  
**11<sup>th</sup> November 2015**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**SACRE Budget 2015 – 2016**

**1 Purpose of Report**

1.1 To advise members of SACRE of the current budget position for 2015-2016.

**2 Summary**

2.1 A breakdown of the current SACRE budget for the financial year 2015-2016 is included, a further update will be presented at the meeting.

**3 Recommendation**

3.1 That members of SACRE receive the report

**4 Background**

4.1 A budget had been made available to support the work of SACRE during the financial year 2015 – 2016 as approved by the Corporate Director (Children and Lifelong Learning). The outturn statement is provided below.

4.2 The 2015-2016 budget will continue to be monitored in terms of the number of days that the RE consultant is permitted to support the SACRE. This is required to reflect the funding. See budget.

**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:**

**Mary Gale**  
**07816374873**

<b><u>SACRE Budget 2015/2016</u></b>	
<b>Cost Centre EM1100</b>	
<b>Expenditure from 01/04/15 to 05/10/15</b>	
<b>Allocation</b>	<b>12,370.00</b>
<b>Carry forward</b>	<b>800</b>
	<b>13,170.00</b>
<b><u>Expenditure</u></b>	<b>£</b>
<b>Time - SDA 11 days</b>	<b>6,500.00</b>
<b><u>Other</u></b>	
<b>RMB029127 - 08/07/15 SACRE Meeting</b>	<b>105.00</b>
<b>RMB024580 - 08/07/15 SACRE Meeting</b>	<b>45.00</b>
<b>*Mary Gale Consultancy</b>	<b>1260.00</b>
<b>National Assoc of SACRES conference cost</b>	<b>90.00</b>
<b>NASACRE Subscription</b>	<b>95.00</b>
<b>Balance Remaining</b>	<b>5075</b>
<b>*this should have been taken out of the SDA line.</b>	

**Standing Advisory Council on Religious Education**  
**11<sup>th</sup> November 2015**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**An update the Stafford and District Friends of Faith**

**1 Purpose of Report**

1.1 To present members of SACRE with a brief oral update on the Stafford and District Friends of Faith (SDFF)

**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 The SDFF are open meetings and SACRE members are invited and encouraged to attend. Issues are discussed which have local or national importance for RE. SDFF is affiliated to the National Inter-Faith Network (UK)

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**

**Telephone number:**

**07816374873**



**Standing Advisory Council on Religious Education  
11<sup>th</sup> November 2015**

**Report of the Deputy Chief Executive and Director for Families and  
Communities  
Update on Spiritual Moral Social and Cultural education in schools in the new  
Common Inspection framework**

## **1 Purpose of Report**

To present SACRE members with an update on SMSC under the new Ofsted CIF

## **2 Summary**

In Autumn 2015 a new CIF was introduced for all education settings this replaces the previous Ofsted framework of 2012. One very important aspect which is being inspected is the impact of SMSC on pupils/students.

## **3 Recommendation**

That members of SACRE accept the updated information as shown in Appendix.

## **4 Background**

It is good practice for SACREs to receive and update themselves on such issues

## **5 Equal Opportunities**

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

## **6 Financial implications**

There are no immediate financial implications

**Contact Officer :** Mary Gale

**Telephone number:** 07816374873





**Update on Spiritual Moral Social and Cultural education in schools in the new Common Inspection framework September 2015**

The School Inspection Handbook explains, in paragraph 132, that inspectors will consider the provision for pupils' spiritual, moral, social and cultural (SMSC) development when forming their judgement about a school's overall effectiveness.

Paragraph 98 says that a school will be judged to have serious weaknesses (the lowest category possible) if one or more of the key judgements are 'inadequate' and/or there are "important weaknesses in the provision for pupils SMSC development"

RE is one of the most obvious vehicles for the exploration of SMSC. It is in RE that the "bigger" questions of life are considered.

**Spiritual** The handbook states that the **spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

**Questions to consider: spiritual development**

One of our associate education experts and trained inspector, Jeremy Bird, suggested that schools should ask themselves:

- Do teaching and collective worship provide opportunities for reflection?
- To what extent does the curriculum motivate pupils, and encourage them to imagine and enquire?
- 'Who am I?'
- 'From life to death: where are we going?'
- 'Why is it hard to believe in God?'

**Moral** The handbook states that pupils' **moral development is shown by their:**

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and ability to understand and appreciate the viewpoints of others on these issues

### Questions to consider: moral development

- How well do pupils adhere to the school's behaviour expectations?
- Do they behave well without adult supervision?
- Do staff follow agreed behaviour processes, and use rewards/sanctions consistently?
- Are pupils articulate in discussing ethical issues?
- Do they show understanding of values such as tolerance and respect?
- 'What is the best type of guidance?'
- 'What does justice mean to Christians?'
- 'Technology – beauty or beast?'

**Social** The handbook states that **pupils' social development is demonstrated by their:**

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

### Questions to consider: social development

- How well do pupils collaborate in their learning and play?
- Do all groups of pupils feel valued and included in the life of the school?
- How much do pupils talk about their school experiences in relation to British values?
- 'What are we doing to the environment?'
- 'How and why do people worship?'

**Cultural** The handbook states that the **pupils' cultural development is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

#### Questions to consider: cultural development examples

- What opportunities are provided for pupils to learn about democracy?
- Can all pupils talk about their learning (showing depth and understanding) in various subjects such as art?
- Do pupils show values such as respect and tolerance in their day-to-day life at the school, both in classrooms and around the school?
- 'What is Christianity?'
- 'Who am I?', 'What does it mean to be a Jew?'
- 'How should a mosque call its members to prayer?'
- How does a Hindu worship?

In addition the handbook informs schools that from July 1<sup>st</sup> 2015 each school has a legal duty to prevent people from being drawn into terrorism and this legal duty can be carried out through an effective SMSC curriculum.

The **National Centre for Diversity** has developed an Ofsted recognised online audit tool to support schools in evaluating, reviewing and then putting into action areas for development with regard to SMSC – more information from [www.nationalcentrefordiversity.co.uk](http://www.nationalcentrefordiversity.co.uk) telephone 01133880145



**Standing Advisory Council on Religious Education  
11<sup>th</sup> November 2015**

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

**Key Recommendations of Charles Clarke and Linda Woodhead “A New Settlement  
Religion and Belief in schools**

## **1 Purpose of Report**

To present SACRE members with the key recommendations of the Charles Clarke and Linda Woodhead “A New Settlement Religion and Belief in schools

## **2 Summary**

During the 2015 NASACRE conference, keynote speaker Charles Clarke brought this report to the attention of NASCARE members.

## **3 Recommendation**

That members of SACRE note the recommendations in the Appendix.

## **4 Background**

It is good practice for SACREs to review and reflect on such recommendations

## **5 Equal Opportunities**

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

## **6 Financial implications**

There are no immediate financial implications

**Contact Officer : Mary Gale**

**Telephone number: 07816374873**



**Key Recommendations of Charles Clarke and Linda Woodhead “A New Settlement  
Religion and Belief in schools**

**Recommendations on the Act of Collective Worship**

We recommend that the current requirement in statute for an Act of Collective Worship should be abolished, and the decision about the form and character of school assemblies should be left to the governors of individual schools. Schools should be required to set out their statement and strategy for promoting Spiritual, Moral, Social and Cultural Education, with school community assemblies as an important part of that strategy, upon which they would be inspected by OFSTED. The government should provide non-statutory guidance to help achieve this.

**Recommendations on RE**

The kind of commitment which is needed to improve RE teaching, provide better RE resource material, and give real focus to the subject will only come if a national RE curriculum is established.

The law should be amended to require that the curriculum for Religious Education should now be set in accordance with a nationally agreed syllabus and programmes of work. We would suggest that this covers

Key Stages 1-3 of the curriculum. We turn below to the discussion about Key Stage 4. This approach would not be dissimilar to those for the other National Curriculum subjects, but with one very important difference: the nationally agreed syllabus would not be determined by the Secretary of State independently, but in agreement with a newly created national statutory ‘Standing Advisory Council on Religious Education (SACRE)’ which would be established to discuss this syllabus with the Secretary of State.

An important consequence of these changes is that, like the changes which we recommend in relation to the act of collective worship, the argument for parents to have the right to withdraw their children from this part of the curriculum should no longer exist, as the curriculum would have lost its ‘instructional’ or ‘confessional’ nature. We therefore recommend that this right be removed if the changes we recommend are introduced.

On balance, and recognising the complexities, we think that when a more holistic change at Key Stage 4 of the National Curriculum is considered, there is a strong case for changing the requirement to study RE to a requirement to study religious, spiritual, moral, ethical, social, and cultural values. Such reform should better integrate RE and other elements of the curriculum such as PSHE, sex and relationship education, and education about values, and help ‘de-exceptionalise’ RE. This area of study would be different from and complementary to the GCSE in RE.

We recommend that the best way to promote community cohesion across the school system is to make the kinds of curriculum change which we are proposing and to establish a strong inspection system to ensure that all schools, faith or not, play a constructive role in their practice. This will help ensure that Islamist and other extremist ideas are tackled by way of serious critical discussion in the classroom, in the context of a proper engagement with

religious and non-religious traditions. We believe that this offers a more robust and effective way of dealing with extremist beliefs amongst young people than driving such ideas underground or presenting 'British values' as a kind of 'counter-propaganda'. Values of respect, liberalism and democracy can then be promoted in practice as well as in theory.

### **Recommendations on the RE Curriculum**

We recommend that consideration be given to using the phrase 'Religious and Moral Education' rather than 'Religious Education' in describing this part of the statutory curriculum.

We recommend that the Religious Education syllabus in county and voluntary controlled schools should no longer be set by a system of agreed local syllabuses, but by an agreed national syllabus which would have a similar legal status to the requirements of other subjects in the National Curriculum.

We recommend that the nationally-agreed syllabus would be determined by the Secretary of State in agreement with a newly created 'National Standing Advisory Council on Religious Education (NASACRE)' comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies, and representatives of religions, humanism and other belief systems. This nationally-agreed syllabus should be reviewed every 5/7 years.

We recommend that the government discusses with the faith school providers, including academies and free schools, the merits of voluntary aided and foundation faith schools adopting this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all maintained schools to adopt this syllabus.

We recommend that the government also discusses with faith school providers including academies and free schools, the importance of making a distinction within schools between religious instruction, formation and education, including agreement that religious instruction (even of a kind which does not include coercion, or distortion of other religions or beliefs) does not take place within the school day.

In addition, we recommend that the government discusses with independent schools whether they should adopt this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all schools to adopt this syllabus.

If these changes are agreed we recommend that the right of parents to withdraw their children from the Religious Education part of the curriculum should be abolished.

We recommend that the legal requirement for Religious Education at Key Stage 5, after the age of 16, should be removed and that, within the context of a general reform of the curriculum at Key Stage 4, consideration should be given to modifying the legal requirement for Religious Education to a wider study of religious, spiritual, moral, ethical, social, and cultural values.

We recommend that all faith schools, and possibly all schools in receipt of state funding, clearly advertise and explain the kind of religious (or nonreligious) ethos and formation which they offer, so that prospective parents and pupils can make informed choices.

We recommend that the local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of



the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction.

We recommend that an important, though not the only, way to promote community cohesion and to counter radicalisation across the school system is to make the kinds of curriculum change which we are proposing. Consideration should be given to OFSTED re-establishing a strong inspection system to ensure that all schools, faith or not, properly fulfil their duty to promote community cohesion.



**Standing Advisory Council on Religious Education  
11<sup>th</sup> November 2015  
Report of the Deputy Chief Executive and Director for Families and  
Communities  
Draft SACRE annual report 2014 – 2015**

## **1 Purpose of Report**

1.1 To present to members of SACRE the draft annual report 2014-2015.

## **2 Summary**

2.1 This draft report covers the work of SCARE from September 2014- July 2015.

## **3 Recommendation**

3.1 That members of SACRE consider the report and offer advice on any omissions or errors so that a final report can be published.

## **4 Background**

4.1 SACREs are required to produce an annual report to provide information.

## **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 surround the cost of printing and distributing the final report.

**Contact Officer**  
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**07816374873**

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



**25<sup>th</sup> Annual Report**  
**September 2014 - September 2015**

## From the Chair of SACRE



### Chairman's letter for SACRE Annual Report 2014-15

I am pleased to present Staffordshire SACRE's Annual Report for 2014-15. SACRE's year has been marked by two distinct elements: the negotiations to achieve the writing of a new Agreed Syllabus in RE, and the maternity leave of the County's RE Adviser Emma Jardine, together with the temporary appointment of Mrs. Mary Gale to take on Emma's SACRE work during her leave. Ms. Jardine now has a healthy baby girl, while Mrs. Gale has coped

splendidly with her new role, for which Staffordshire SACRE expresses its grateful appreciation to her.

The County's current RE Syllabus has a long history. The 1988 Education Reform Act brought about some radical changes to the local delivery of RE, both in making SACREs statutory and also, more importantly, in requiring all new RE Syllabuses to take note of other significant religious traditions in Britain as well as Christianity. This basic legislation, something of a compromise at the time, remains in place to this day.

Following the passing of the Act, and under the magisterial chairmanship of Councillor Roger Wright (a former teaching colleague of mine), Staffordshire SACRE was duly convened. SACRE at once put in hand the creation of a new RE Agreed Syllabus for the County, to accord with the guidance of the 1988 Act. Working groups came together with Paul Bellingham, Senior RE Adviser, to shape the new Agreed Syllabus. I had the privilege of being one of the original members of Staffordshire SACRE, representing the Church of England, and of contributing to one of the working groups.

After much hard work, the Syllabus was formally accepted by an Agreed Syllabus Conference and by the County Council, and was launched in 1992. In addition to the Syllabus itself, the full document contained much information and a wealth of supporting teacher materials. The Syllabus gained a national reputation, and was at the forefront of contemporary curricular developments in RE. The fact that it has since undergone several revisions and editings, but has not yet been wholly replaced, is a testimony to its essential soundness and to its usefulness to classroom teachers. It has served the County well.

Staffordshire SACRE believes the time is now right for county schools to have the opportunity of working to an Agreed Syllabus in RE which reflects current curricular language and draws upon the most up-to-date insights and developments within the RE world itself. Although the schools scene has been affected by the growth of Academies, and in particular by the Academies' freedom to choose alternative RE syllabuses, in practice most seem still to be using Staffordshire's syllabus, voluntarily. In truth there is much to be said for sustaining such continuity, transferability and networking among all the schools in the County.

Times change. The County's capacity to act freely and deploy a range of resources is now severely restricted. This presents a marked contrast with the "years of plenty" two decades ago. At the time of writing, negotiations are *still* in progress to achieve a way forward, in partnership with Entrust, towards a new Agreed Syllabus. Meanwhile, teachers in our schools continue to use the existing syllabus, and our warm thanks and appreciation are extended to them once again for the faithful and committed work they are doing.

Staffordshire schools and Staffordshire SACRE are not immune to broader issues affecting our society. Over the past year SACRE has received information on the Trojan Horse affair and the worries and concerns regarding radicalisation of pupils throughout the whole country. These are difficult times for educational establishments; Staffordshire SACRE has sought to offer supportive advice when required. In the light of all this, it is even more imperative that Staffordshire pupils continue to have access to the highest quality Religious Education, to

enable them to become religiously literate and to be equipped and motivated to contribute positively and constructively to the development of the UK through the 21<sup>st</sup> Century.

*Michael R. Metcalf*

**Rev. Preb. Michael Metcalf**

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# Content

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## From the Chair of SACRE

1. Introduction
2. A summary of the work of SACRE 2014-2015
3. Standards and quality of RE provision
4. Managing the SACRE and partnership with the LA and other stakeholders
5. The effectiveness of the local agreed syllabus
6. Collective worship
7. Contribution of the SACRE to the community cohesion agenda

## Appendices

1. The Statutory Duties of a SACRE
2. Membership of Staffordshire SACRE: Attendance at Meetings
3. Procedures for schools causing concern
4. Monitoring provision
5. Examination Results Analysis 2014
6. Professional Development Opportunities 2014 – 2015
7. The SACRE Budget 2014-2015

# 1. Introduction

This report covers the work of the Staffordshire SACRE during the academic year from September 2014 to July 2015. Three meetings were held during the period covered by the report.

The report is sent to the headteachers of all schools in the County, to the teachers' associations, to the local faith communities and NASACRE. Further copies are available from:

The Clerk to SACRE,  
Democratic Services,  
Martin Street,  
Stafford ST16 2LH.

The report is also available on the Entrust religious education website at

<https://www.entrust-ed.co.uk/Resources/Religious%20Education/Pages/Contents.aspx>

The statutory duties of a SACRE are given in Appendix 1.

The membership of the SACRE is given in Appendix 2.





## 2. A summary of the work of the SACRE September 2014-2015

- Monitoring of provision was carried out via survey monkey questionnaires with no key issues identified.
- The SACRE monitored provision and attainment in externally accredited courses in Religious Studies. In 2014 entries for GCSE Full Course continued to rise sharply and there have been no entries for GCSE Short Course. Since 2012 there are now 2233 more entries for full course GCSE. This reflects national changes in the examination system and the de-valuing of the short course GCSE. 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. Standards achieved at GCSE have declined in Staffordshire as entries have increased. This may be because this is the first attempt at full course RE for many schools.
- Entrust offered support to teachers through the central programme of professional development opportunities, the Entrust website and offers of resources. Schools have also continued to access the bespoke training opportunities offered by Emma Jardine, the Senior Teacher Consultant for Religious Education during Autumn Term 2014 and Spring terms 2015.
- Support for RE in Staffordshire via the Entrust website has proven a useful resource for teachers with many going on to access resources.
- SACRE's Code of Conduct has been adopted and signed by all members.
- Staffordshire SACRE was represented at the NASACRE Conference, the NASACRE Annual General Meeting and the AREIAC conference.
- The well attended SACRE Lecture continues to promote and support RE.
- SACRE's decision to fund networking opportunities for teachers of RE in locations across the county was successful. Sessions were well attended.
- The partnership with NASACRE, the National Association of SACREs, is strong. Members of SACRE are also representatives on other SACREs and on bodies such as Stafford and District Friends of Faith.
- The March 2015 Staffordshire RE conference 'Progression and Assessment- getting it right' focused on meaningful progression in RE with clarification and support for schools in a life without levels. Dilwyn Hunt was the key note speaker, returning to Entrust by popular demand, he reflected on the changes in assessment allowing delegates to explore key issues in curriculum, planning, teaching, learning and assessment that will help to move RE forward in their schools.
- No determinations have been requested during this academic year.

- SACRE promoted and supported a cohesive community through the agreed syllabus through activities during the year such as the 'Explore Islam Exhibition' and the newly developed Entrust package of faith and cultural workshops bookable throughout the year by schools.
- SACRE have initiated a formal review of the Staffordshire Agreed Syllabus after being authorised to do so by Councillor Ben Adams. The committee has met three times and provided options for providing a revised new agreed syllabus. We await the decision.

## 3. Standards and quality of RE provision

### 3.1 Compliance and time allocation for RE

#### Monitoring

Monitoring took place via Survey Monkey and also from the scrutiny of SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection reports that took place during the academic year 2014-2015. All Staffordshire schools were invited to respond to SACRE monitoring surveys via email and the E Newsletter. See Appendix 4.

#### Primary Monitoring headlines:

- Collective worship takes many forms including whole school and classroom based collective worship.
- Respondents stated that faith/community visitors contributed to collective worship in their schools.
- Very small numbers of pupils are withdrawn from collective worship.
- Respondents provide RE for pupils with 66% of KS1 classes allocated one hour or more a week and 66% of KS2 classes allocated one hour or more a week. This meets the recommendations of the SACRE. Some schools comment that they are now delivering block weeks of religious education teaching as an alternative delivery model.
- Teaching assistants are employed in the delivery of RE in 25 schools. This included TAs deliver RE in PPA time, supporting individual pupils and in 12 schools planning and delivering the RE Curriculum.
- In 94% of schools planning was based on the Staffordshire Agreed Syllabus.
- In 77% of the schools that responded teachers had had access to CPD for RE. This figure is a slight increase from last year.
- This survey has provided SACRE with an up to date picture of RE provision

Opportunities should be found in the next academic year to remind and assist schools to make the best use of the CPD that is available via Entrust to support the use of the Staffordshire Agreed Syllabus.

#### Secondary Monitoring headlines:

- Collective worship is typically led by the leadership team within schools.
- In all but one school the whole school meets together for collective worship at least once each week.
- No schools reported withdrawals from collective worship.
- All schools responding had either 1, 2 or 3 RE specialists employed to teach RE. This sets an excellent precedent. However in all but one school these subject specialists were assisted by non- specialists who taught some classes. In one school the number of non-specialists assisting totalled 11.
- All schools that responded had at least one specialist RE room available.
- In the majority of schools RE was taught for at least one hour a week and in some cases more. This was true in both KS3 and 4.
- In one school RE is taught in community studies.
- In all schools some or all pupils study towards a qualification in RE.

- In sixth form in the main the only RE provision in place was linked to examination. There was general RE in one school that responded. They commented that this would not continue in the next academic year.
- For all respondents capitation had decreased.

It is pleasing that the responding schools are still employing subject specialists and that examination still has an important place. Opportunities should be found to share ideas for supporting schools where a large number of non-specialists are employed in the delivery of religious education. Access to appropriate CPD is particularly important for teachers in this position.

## 3.2 Public examination entries in RE

### Examination analysis

The examination analysis in section 3.2 and the monitoring activity highlighted in 3.1 indicate that a significant proportion of Staffordshire high schools offer a high percentage of their students the opportunity to follow an examination course in religious studies. This has been identified in the Agreed Syllabus 2009 as the preferred option by the SACRE. Schools that do not offer this opportunity to their students are requested to apply to the Advisory Council for a variation of practice. It was hoped that this would have a greater impact at key stage 4 as the new syllabus becomes embedded in school practice. To date no schools have applied for, and been granted, a variation. It should be noted that Academies have to offer Religious Education in accordance with their funding agreements. To SACREs knowledge a number of Academies continue to offer an examination option for their students and continue to work with the Agreed syllabus.

At the Spring term meeting the Advisory Council received 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 (See Appendix 4).

Members asked that letters of congratulations and support be forwarded to the schools referred to in the report where strong results had been achieved.

A statistical analysis of the standards achieved by Staffordshire schools in examinations held in summer 2014 See Appendix 5

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 since 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.

### **3.3 Standards and achievement**

Schools were asked to submit teacher assessment levels for RE at the end of key stage 3. This is done on a voluntary basis, giving a basic database for review. The information has been shared with RE teachers at network meetings and has been well received.

### **3.4 Quality of teaching, quality of leadership and management**

Monitoring the quality of teaching and the quality of leadership and management continued to be an issue for the SACRE. There is no systematic means of gathering information to provide reliable evidence on which to base judgments.

The monitoring survey did reveal that in all of the secondary schools that responded there was a specialist RE teacher leading RE. Schools are able to pay for bespoke support and evaluation of their leadership of RE and to date several have opted to do so but it is a voluntary option.

### **3.5 Teacher recruitment and retention, level of specialist provision**

Information regarding monitoring, recruitment and retention continues to be reliant on the collation of evidence from advertisements in the educational press. There is no established method of gathering data within the LA.

Information gleaned from that national press indicated that there was a relatively low turnover of subject leaders at the end of the academic year with few changes taking place.

#### **Professional development opportunities**

A full programme of professional development opportunities was available for teachers to opt into via the senior teacher consultant for RE and QLS (now Entrust). (See Appendix 6).

### **3.6 Resources**

#### **The Minority Ethnic Support Team**

The Senior Teacher Consultant for RE worked alongside the Minority Ethnic Support team employed by Entrust to plan a series of Inter faith/cultural experiences which aim to enhance RE in Staffordshire Schools. These offer the opportunity for an interactive experience for pupils where they meet with members of a faith and learn about what that faith means to them. The MEAS team are now able to offer several interactive workshops for schools. The SACRE are pleased to be associated with the work of this team and value the support they offer to schools.

Guidance was provided for leadership teams including governors on how to approach the inclusion of British Values as part of SMSC in the school curriculum. Information on issues such as radicalisation and PREVENT were included in this information. In addition support for Policy development was provided.

A continued series of briefing will be provided to ensure leadership teams including governors are kept up to date.

Guidance for Governors regarding RE has been provided through the Governor Information packs. The two parliamentary briefing papers regarding RE have been shared with governors in briefings and training courses.

SACRE members have been provided with the parliamentary briefing paper Religious Education in schools. This report gives information on the position of RE within schools. It is particularly noteworthy that RE GCSE uptake in schools has risen from 164,000 in 2008 to 260,000 in 2014.

## Staffordshire RE website

The Entrust web portal is now the major source of support materials for the agreed syllabus. As part of the web portal Staffordshire schools continue to have full access to support materials via a log in and password.



## **4. Managing the SACRE and partnership with the LA and other stakeholders**

### **4.1 SACRE meetings**

Meetings were held on November 12<sup>th</sup> 2014, February 9<sup>th</sup> 2015 and July 8<sup>th</sup> 2015. The first two meetings were held at 2.00 p.m. at the Kingston Centre, Stafford. The July meeting was held at the new Entrust HQ at Riverway, Stafford. Future meetings will be held at the new HQ.

At the Autumn term 2014 meeting Michael Metcalf and Hifsa Haroon-Iqbal were elected as chair and vice-chair respectively for the following year.

### **4.2 Membership**

There have been several changes to the membership of the SACRE during the year.

- Liz Williams was replaced by Sam Kirwan as the ATL representative on Committee C.
- Mr I Lawson replaced Mr C Wileman from the July 2015 meeting on Committee D
- Mr P. Moseley became the new Humanist representative from the 9 July 2015 meeting
- Mrs M Gale replaces Ms E Jardine during her maternity leave, she attended the February 2015 meeting as an observer and replaced Ms E Jardine from the July 2015 meeting.
- There continue to be a number of vacancies.

All new members have been asked to sign the SACRE Code of Conduct.

### **4.3 Training**

For 2014-2015 the customary invitation was extended to SACRE members to attend any or all of the professional development activities offered to teachers. There was a good level of attendance by members at key events during the year including the SACRE lecture. SACRE members were also invited to attend the NASACRE AGM.

### **4.4 SACRE developments**

The SACRE lecture

The Tenth Annual SACRE Lecture was given by Dilwyn Hunt who is an independent RE consultant with expertise in RE assessment and publishes his own RE books. He has been advising nationally to the Religious Education Council on ways in which assessment needs to move in order for schools to improve their RE. Dilwyn firmly believes that assessment should not drive the learning but rather support the learning. At the SACRE lecture, suitable for both primary and secondary colleagues, he shared his expert knowledge of how to ensure our pupils make excellent progress in Religious Education at all levels.

It took place on Tuesday 16th September 2014 at The Kingston Centre, Stafford between 4-6pm and was well attended. Feedback from the event was excellent and reflected positively on the assessment focus.

The Eleventh Annual SACRE Lecture in Autumn 2015 will aim to maintain this momentum with a lecture focusing on how much “RE matters” with the guest speaker Ms Helen Harrison.

## **4.5 LA support for the SACRE**

The LA now commissions its support for religious education from Entrust. Emma Jardine remained in post as the Senior Teacher Consultant for RE in Staffordshire until Spring 2015. Her role included supporting the SACRE. Emma went on maternity leave in late March 2015 and will return in Spring 2016. Support for the SACRE during her maternity leave is provided by Mary Gale- a retired Headteacher associate consultant for the LA and Entrust. Up until 2013 she was a longstanding member of SACRE.

## **4.6 Financial support**

£12,030 was made available to support the work of SACRE during the financial year 2014-2015 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year 2014-15 were identified as supporting schools to be aware of their statutory responsibilities and to provide support to the Customer in relation to fulfilling the statutory functions for SACRE, including but not limited to:

- (i) provision of advice and guidance on teaching and learning on the Religious Education syllabus;
- (ii) annual reporting on standards and provision of RE in Staffordshire maintained schools to the Customer and maintained schools; and
- (iii) providing updates to maintained school RE teachers with changes to the RE syllabus.

The budget was a standing item on the agenda at each meeting (see Appendix 7).

## **4.7 Information and advice**

During the period covered by this report, the SACRE received detailed and well-analysed information about provision for RE in the county and the standards attained in examinations.

Members were advised of the quality of provision in so far as the evidence would allow, taking account of the difficulties experienced in gathering authentic information. SACRE had used this information effectively to advise the LA on the range of issues covered elsewhere in this report.

## 4.8 Partnerships with other key stakeholders

### NASACRE

The Chair, Michael Metcalf, is also treasurer of NASACRE. A report from NASACRE is a standing agenda item at each meeting. At each meeting the Chair gave a brief update on key issues raised by the National Association of SACREs. Matters for 2014-2015 included :-

- The discussion of the joint AREIAC and NASACRE conference on the Trojan Horse incident.
- Response to the letter from Lord Nash.
- Response to the Charlie Hebdo incident in Paris.
- A survey of SACRES and the level of uncertainty regarding LA support in the future.
- The Chairman's visit during April 2015 with a number of NASACRE representatives to Bosnia and Sarajevo remembering the Srebrenica genocide. Experiences from the trip, including the international missing persons initiative which aimed to identify the many un-named bodies found following the genocide with shared. The purpose of the visit was to try and learn from this tragedy and to make a commitment to share the experience with others. Teaching materials were being produced for use in schools.
- The NASACRE AGM in Birmingham in which Charles Clarke had been an inspirational visiting speaker. He had jointly produced (with Linda Woodhead) a document entitled "A new settlement: Religion and Belief in Schools" which considered a new structure for RE and collective worship in schools, a copy of this very interesting document was forwarded to SACRE Members.
- Engagement with a "What is Religious Education?" survey- "a thought-provoking survey which forces you to think through what your views are and to focus on what is important in RE". Follow the link [bishopg.onlinesurveys.ac.uk/sacre-what-is-re-for-2](http://bishopg.onlinesurveys.ac.uk/sacre-what-is-re-for-2)

### Local Authority issues

One freedom of information request was received throughout the year. This requested details about schools requesting a determination to vary their practice regarding the provision of RE and Collective Worship. This was responded to by the associate consultant for RE.

## **5. The effectiveness of the local agreed syllabus**

### **5.1 Additional guidance/monitoring and evaluation of the agreed syllabus**

- The SACRE have initiated a formal review of the Staffordshire Agreed Syllabus after being authorised to do so by Councillor Ben Adams. To date three meetings of the Agreed Syllabus Conference have taken place between 2014-2015, in November, February and July. The Agreed Syllabus Conference explored a range of funding options to determine the eventual type of review of the Staffordshire Agreed Syllabus that will take place. Members hope to be in a position to move the review forward following a decision from Entrust and SCC.

## **6. Collective worship**

### **6.1 Practice and provision for collective worship**

This year there has been no specific training for collective worship although it has been discussed at network meetings with teachers where an issue has arisen.

### **6.2 Monitoring the provision of collective worship**

There are no existing determinations in Staffordshire. No determinations have been applied for or granted in the current year.

## **7. Contribution of the SACRE to the community cohesion agenda**

### **7.1 Representative nature of the SACRE**

The membership of SACRE indicates that it is representative in nature. There are currently vacancies which the SACRE are seeking to fill.

### **7.2 Knowledge and understanding of the local religious, cultural and ethnic minority**

A significant number of SACRE members are also representatives on the Stafford Friends of Faith Forum, a local interfaith network. Where opportunities arise, such as the SACRE lecture, SACRE

members and members of Stafford Friends of Faith Forum support each other's events to promote positive community relations.

The Senior Teacher Consultant for RE worked alongside the Minority Ethnic Support Team employed by Entrust to plan a series of Inter faith/cultural experiences which aim to enhance RE in Staffordshire Schools. These offer the opportunity for an interactive experience for pupils where they meet with members of a faith and learn about what that faith means to them. MEAS are now able to offer several interactive workshops for schools. The SACRE are pleased to be associated with the work of the MEAS team.

### **7.3 Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion**

The aim of religious education identified in the Staffordshire Agreed Syllabus 2009 is to provide the opportunities and experiences which enable young people to become religiously educated for life in the 21<sup>st</sup> century. This aim, the qualities identified as being characteristic of a religiously educated individual and the Staffordshire RE process all highlight the important role played by religious education in developing, supporting and promoting a knowledgeable society with respect for and sensitivity towards the beliefs and life choices of others. The syllabus emphasises that, in a civilised society, 'difference can be celebrated when we also seek out and build on shared values and experiences'.

The SACRE is committed to the syllabus and to the role it plays in building a cohesive community.

The "Trojan Horse" investigation in Birmingham schools has had an impact on how social, racial and religious harmony contributes to community cohesion. There has been much discussion and policy review on how this can be successfully addressed in all schools. The "British Values" agenda has been a focus of discussion in all schools. School leaders including governors have received support and information to aid their developing knowledge of this agenda.

### **Links to local authority initiatives promoting diversity**

Members were alerted to the Government initiated Inter-Faith Week which took place in November 2014. Members offered to visit schools to speak to pupils about their faith during this week. Explore Islam was held in November. Schools were encouraged to be involved in both events.

# Appendices



## **25<sup>th</sup> Annual Report** **September 2014-September 2015**

## The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

"to advise the local education authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with the agreed syllabus as the authority may refer to the council or as the council may see fit". [s.391(1)(a)]

Such matters include:-

"methods of teaching, the choice of materials and the provision of training for teachers".

A SACRE also:

- can require the local authority to review its current agreed syllabus [s.391(3)]
- must consider applications made by a headteacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in a particular school ('determinations'). [s.394(1)]

Every SACRE must, by law, produce an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the local authority, broadly describe the nature of that advice and set out reasons for offering advice on matters not referred to it by the local authority. [s.391 (6) and (7)]

A copy of the report should be sent to The National Association of SACREs (NASACRE)

# Appendix 2

## Membership

### Attendance at Meetings

	12 November 2014	9 February 2015	8 July 2015
<b>Committee A</b>			
<b>Christian and other religious denominations</b>			
<b>Free Churches (5)</b>			
Mrs. D. Cutler	✓	✓	
Vacancy			
Vacancy			
Mrs S.J. Phillips (Meth)	✓		✓
Vacancy			
<b>Hindu (2)</b>			
Vacancy			
Mr. G. Devadason	✓		✓
<b>Jewish (1)</b>			
Mr. P. Lewis			
<b>Muslim (2)</b>			
Mrs. H. Haroon-Iqbal			
Mr M. Parekh	✓	✓	✓
<b>Religious Society of Friends (1)</b>			
Mr. W. Walley			
<b>Roman Catholic (2)</b>			
Mrs. A. Hewetson		✓	✓
<b>Sikh (2)</b>			
Mr Tajinder Singh			
Vacancy			
<b>Salvation Army (1)</b>			
Mrs. S. Devereux		✓	✓



<b>Buddhist (1)</b>			
Ven. Dr Phramaha Laow Panyasiri	✓	✓	
<b>Humanist</b>			✓
Mr P. Moseley *			
<b>Committee B</b>			
<b>Church of England (5)</b>			
Mrs Sue Blackmore		✓	✓
Vacancy			
Mr C. Hopkins			
Rev. Preb. M.R. Metcalf	✓	✓	✓
Mrs R. Woodward	✓	✓	✓
<b>Committee C</b>			
<b>Teacher Associations (5)</b>			
Ms S. Kirwan (ATL)			
vacancy (ASCL)			
Vacancy (NAHT)			
Mr. M. Dwyer (NUT)			
Ms. S. Andjelkovic (NASUWT)	✓		✓

<b>Committee D</b>			
<b>Local Education Authority (5)</b>			
Mr. T.V. Finn		✓	
Mr. P.R. Davies	✓		✓
Mr C. Wileman **	✓✓	✓	✓
Mr D. Williams	✓	✓	✓
Mrs C. Wood		✓	✓
Mr I Lawson **			✓
<b>Co-opted</b>			
<b>Baha'i</b>			

Mrs. J. Thompson			
<b>Clerk to SACRE:</b>			
Mrs. H. Phillips	✓	✓	✓
<b>Officers:</b>			
Ms. E. Jardine, Adviser ***	✓	✓	
Mrs M. Gale ***		***	✓

\*Mr P. Moseley became the new Humanist representative from the 9 July 2015 meeting

\*\*Mr I Lawson replaced Mr C Wileman from the July 2015 meeting

\*\*\*Mrs M Gale replaces Ms E Jardine during her maternity leave

### Procedures for schools causing concern

Where, in carrying out its statutory duty to monitor the provision of religious education as appropriate within the Local Authority, the SACRE has identified a cause for concern:

1. The SACRE or a sub-committee will request that a letter be sent from the Senior Adviser for RE or an appropriate LA officer to outline concerns to the school and offer support.
2. Any responses will be referred to the SACRE or a sub-committee for consideration.
3. Where no reply is received, a further letter will be sent by the chair of SACRE reiterating concerns and offering the support of the Senior Adviser or appropriate LA officer.
4. Any responses will be referred to the SACRE or a sub-committee for consideration.
5. Where no reply is received, the SACRE, through the chair, will send a further letter to the school reiterating concerns and alerting the school to further action:
  - a) Concerns to be raised with relevant LA officers (School improvement Partners, District Strategic Improvement Managers) with a request that the SACRE be informed of the outcome of any ensuing discussion.
  - b) A note of concern be sent to the Senior LA officer with responsibility for SACRE (usually a deputy director)
  - c) The SACRE to hold a note of concern on its records

## Monitoring Provision

### Collective Worship in Staffordshire Primary Schools

RESPONDENTS: 3 of 3

Q1 Who has responsibility for the organisation of Collective Worship within school?

Answer Choices –	Responses –
– Headteacher	0
– Deputy	0
– Teaching staff	100% 3
Total Respondents: 3	
<a href="#">Comments</a> 0	

Q2 Does your school operate a system of Year Group/Key Stage collective worship?

Answer Choices –1	Responses –
– No, it always takes place as a whole school event	33.33% 1
– Yes 1-3 days a week	66.67% 2
– Yes 4-5 days a week	
Total Respondents: 3	
<a href="#">Comments</a> 0	

Q3 Does your school operate a system of classroom worship e.g. thought for the day

Answer Choices –	Responses –

Answer Choices –	Responses –
– No	33.33% 1
– Yes occasionally	33.33% 1
– Yes daily	33.33% 1
Total Respondents:3	

**Q4 Do faith/community visitors contribute to your collective worship?**

Answer Choices –	Responses –
– No	66.66% 2
– Yes, occasionally	33.33% 1
– Yes, daily	0.00% 0
Total Respondents:3	

**Q5 Do you have any pupils withdrawn from collective worship?**

Answer Choices –	Responses –
– No	33.33% 1
– One	66.66% 2
– Two	0
– Three	0
– Four	0

Answer Choices –	Responses –
– More	0
Total Respondents: 3	

### Monitoring RE Provision Primary Survey

RESPONDENTS: 38 of 38

Q1 How much time is allocated to RE in KS1 per class each week?

Answer Choices –	Responses –
– one hour a week	65.79% 25
– more than one hour a week	2.63% 1
– less than one hour a week	34.21% 13
Total Respondents: 38	

#### [Comments\(4\)](#)

- A new plan we are trying is to have a school RE week each half term. We are approaching our second RE week.
- N A middle school
- We do re days not weekly
- We don't have KS1

Q2 How much time is allocated to RE in KS2 per class per week?

Answer Choices –	Responses –
– One hour a week	65.79% 25
– more than one hour a week	2.63% 1
– less than one hour a week	31.58% 12
Total Respondents: 38	

#### [Comments\(3\)](#)

- A new plan we are trying is to have a school RE week each half term. We are approaching our second RE week.

Answer Choices –	Responses –
<ul style="list-style-type: none"> <li>As above</li> <li>only have KS1 children</li> </ul>	

**Q3 Is your RE planning based on the Staffordshire Agreed Syllabus guidance?**

Answer Choices –	Responses –
–	<b>93.75%</b>
<b>Yes</b>	<b>35</b>
–	<b>9.38%</b>
<b>No</b>	<b>3</b>
<b>Total Respondents: 38</b>	

**Q4 Have teaching staff received access to RE CPD to support planning e.g. networks, RE Conference?**

Answer Choices –	Responses –
–	<b>76.32%</b>
<b>Yes</b>	<b>29</b>
–	<b>23.68%</b>
<b>No</b>	<b>9</b>
<b>Total Respondents: 38</b>	

**Q5 Are TA's employed in the delivery of RE?**

Answer Choices –	Responses –
–	<b>65.79%</b>
<b>Yes</b>	<b>25</b>
–	<b>34.21%</b>
<b>No</b>	<b>13</b>
<b>Total Respondents: 32</b>	

**Q6 Where TA's are employed in the delivery of RE please state how:**

Answer Choices –	Responses –
–	<b>19.23%</b>

Answer Choices –	Responses –
Supporting specific groups of pupils	5
–	53.85%
Delivering lessons during PPA time	14
–	46.15%
Planning and delivering the RE Curriculum	12
Total Respondents: 26	
<b>Comments(2)</b>	
<ul style="list-style-type: none"> <li>• Not applicable - all qualified RE teachers</li> <li>• HLTA's not TA's</li> </ul>	

### Collective Worship in Staffordshire secondary Schools

#### Q1 Who has responsibility for the organisation of collective worship within school?

Answer Choices –	Responses –
–	37.50%
Head teacher / Principal	3
–	50.00%
Senior Leadership Team	4
–	12.50%
RE teacher/department	1
Total Respondents: 8	
<b>Comments(1)</b>	
Delivery and organisation is delegated to staff within the school	

#### Q2 How often does the whole school meet together for collective worship?

Answer Choices –	Responses –
–	37.50%
Never	3
–	12.50%
1-3 times a week	1
–	12.50%



Answer Choices –	Responses –
4-5 times a week	1
–	75.00%
We have a system of Year Group/House/Key Stage collective worship	6
–	25.00%
Collective worship takes place in tutor time	2
Total Respondents: 8	
Comments(0)	

**Q3 Do you have pupils withdrawn from collective worship?**

Answer Choices –	Responses –
–	100.00%
None	8
–	0.00%
One	0
–	0.00%
Two	0
–	0.00%
Three	0
–	0.00%
Four	0
–	0.00%
More	0
Total Respondents: 8	

**Monitoring RE Provision Staffordshire Secondary Schools**

**Q1 How much time is allocated to RE per class per week in KS3?**

Answer Choices –	Responses –
–	37.50%
One hour	3

Answer Choices –	Responses –
– Less than one hour	50.00% 4
– More than one hour	25.00% 2
Total Respondents: 8	
<b><u>Comments(3)</u></b>	
3 hours a fortnight in Year 9	
Y7 and 8 have 6 days of RE per year.	
Y9 have some RE in Community Studies.	

**Q2 How much time is allocated to RE per class per week in KS4?**

Answer Choices –	Responses –
– One hour	37.50% 3
– Less than one hour	25.00% 2
– More than one hour	37.50% 3
Total Respondents: 8	

**Q3 How many RE specialists will be teaching RE in this academic year?**

Answer Choices –	Responses –
– None	12.50% 1
– One	37.50% 3
– Two	12.50% 1
– Three	37.50% 3
Total Respondents: 8	

Answer Choices –	Responses –
<a href="#">Comments(1)</a>	
Four	

**Q4 How many non-specialists will be teaching RE in this academic year?**

Answer Choices –	Responses –
–	25.00%
None	2
–	12.50%
One	1
–	25.00%
Two	2
–	12.50%
Three	1
–	25.00%
More	2
Total Respondents: 8	
<a href="#">Comments(2)</a>	
Eleven	
RE days are delivered by non specialists with material produced by T in C of RE	

**Q5 Do some or all of your pupils study towards a qualification in RE?**

Answer Choices –	Responses –
–	100.00%
Yes	8
–	0.00%
No	0
Total Respondents: 8	

**Q6 What qualification in RE does your school offer to its pupils?**

Answer Choices –	Responses –
–	100.00%

Answer Choices –	Responses –
Full Course GCSE	7
–	14.29%
Integrated Humanities GCSE	1
Total Respondents: 8	
<a href="#">Comments(2)</a>	
<ul style="list-style-type: none"> <li>• Short course RE</li> <li>• Short course in year 11</li> </ul>	

**Q7 Do you provide RE provision post 16?**

Answer Choices –	Responses –
–	37.50%
No	3
–	37.50%
Yes Examination group only	3
–	0.00%
Yes Core RE only	0
–	25.00%
Yes both Examination and Core RE	2
Total Respondents: 8	
<a href="#">Comments(1)</a>	
Core will not run next year	

**Q8 How many specialist RE teaching rooms do you have within school?**

Answer Choices –	Responses –
–	0.00%
None	0
–	50.00%
One	4
–	12.50%
Two	1
–	37.50%

<b>Answer Choices –</b>	<b>Responses –</b>
<b>Three</b>	<b>3</b>
<b>–</b>	<b>0.00%</b>
<b>More</b>	<b>0</b>
<b>Total Respondents: 8</b>	

**Q9 Has your capitation increased or decreased this academic year?**

<b>Answer Choices –</b>	<b>Responses –</b>
<b>–</b>	<b>0.00%</b>
<b>Increased</b>	<b>0</b>
<b>–</b>	<b>25.00%</b>
<b>Decreased</b>	<b>2</b>
<b>–</b>	<b>75.00%</b>
<b>Stayed the same</b>	<b>6</b>
<b>Total Respondents: 8</b>	

## Appendix 5

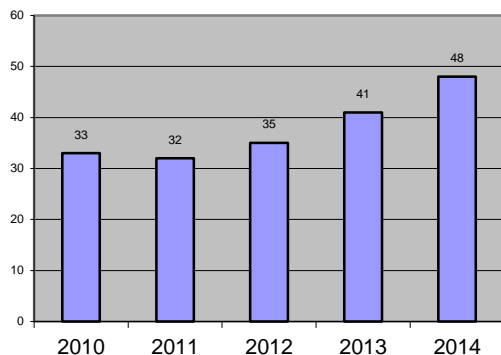
# Examination Results

### Full Course GCSE in Religious Studies Results Analysis 2014

**National Average A\* to C 70.7%**

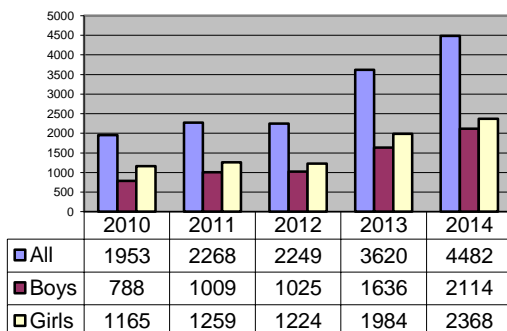
**Staffordshire Average A\* to C 68.3%**

Number of schools entering pupils for GCSE Full Course



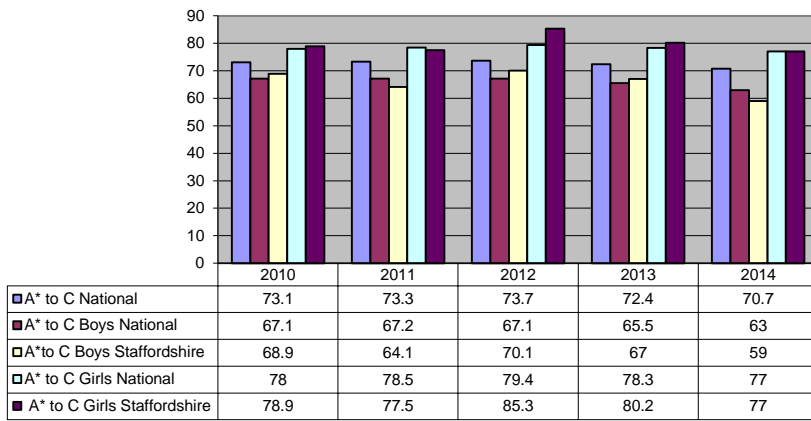
- The number of schools entering pupils for Full Course GCSE typically fluctuates slightly year on year. This year the number has risen once again from 41 to 48.
- As there were no entries for GCSE Short course RE in Staffordshire in 2014 this rise reflects both the changes in the national examination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

Number of students entered for Full Course GCSE



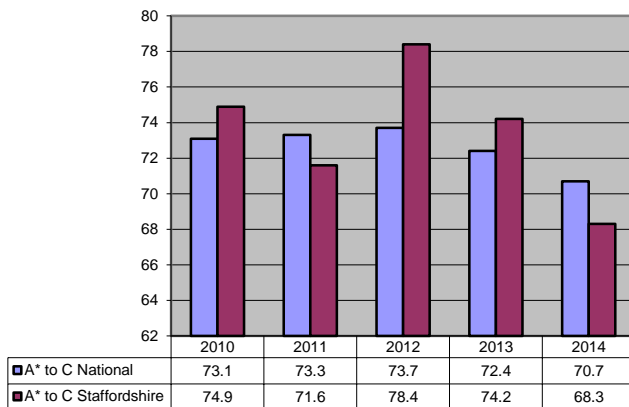
- The numbers of entries has significantly increased once again this year for both boys and girls.
- Since 2012 there are now 2233 more entries for full course GCSE
- This increase reflects the national changes in the examination system and the de-valuing of the short course GCSE.
- The increase in entries 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.

**Attainment by gender Full Course**



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

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



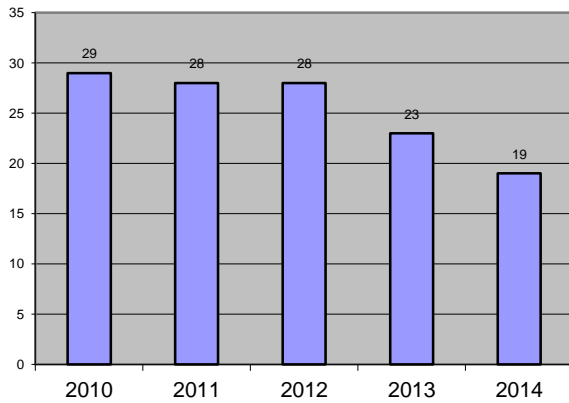
# Advanced Subsidiary (AS) GCE in Religious Studies Results Analysis 2014

**National Average A to B 27.1%**

**Staffordshire Average A to B 20.7%**

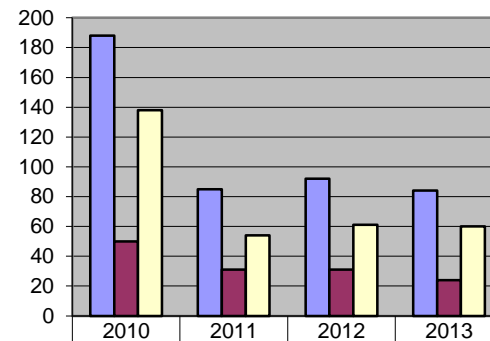
## Year 12

No of schools entering students for AS in Year 12



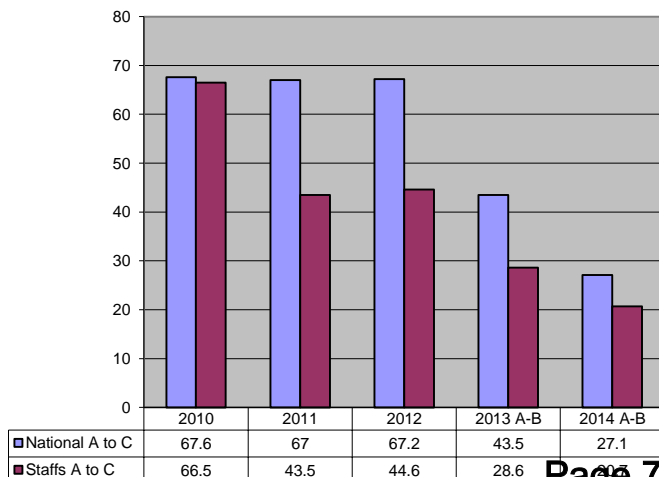
- The number of schools entering students for AS in Year 12 has fallen slightly this year.

Number of students entered for Advanced Level AS in Year 12



	2010	2011	2012	2013
Candidates All	188	85	92	84
Candidates Boys	50	31	31	24
Candidates Girls	138	54	61	60

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.

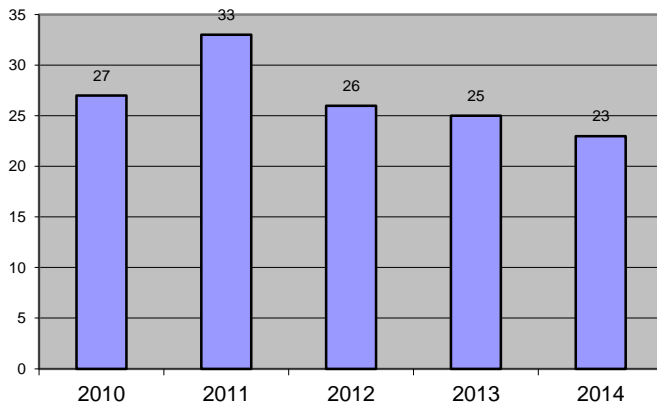


### Advanced (A) Level GCE in Religious Studies Results Analysis 2014

**National Average A\* to B 51.7 %**

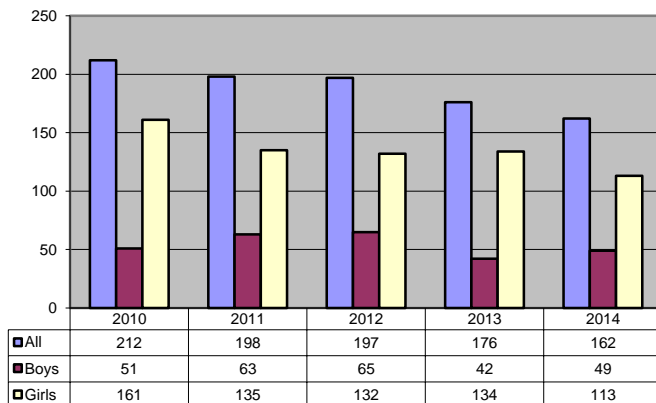
**Staffordshire Average A to B 42.6 %**

Number of schools entering pupils for Advanced Level A2



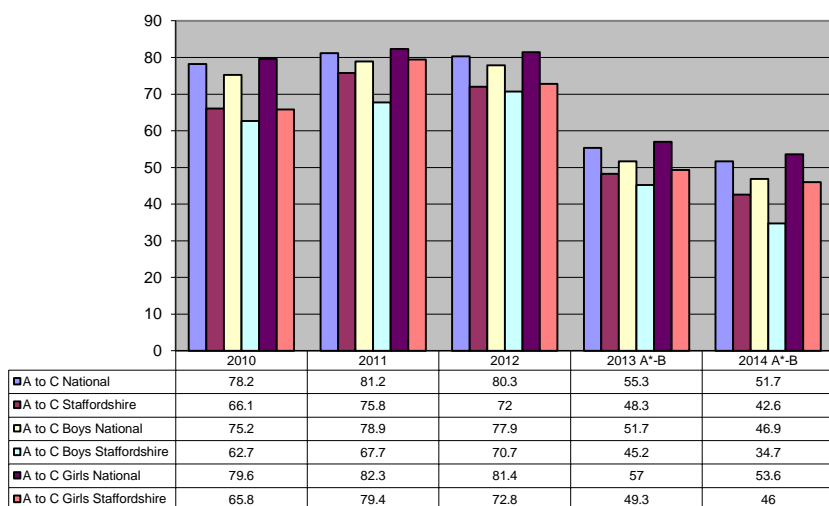
- The number of schools entering students for Advanced Level (A2) RS fluctuates slightly from year to year.
- 23 schools entered students in 2014.

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 Alleyne's 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
Alleyne's 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

			<b>(70.7%)</b>
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	<a href="#">100</a>
King Edward VI School, Lichfield	1	<a href="#">100</a>
Landau Forte Academy, Amington	2	<a href="#">50</a>
Thomas Alleyne's High School, Uttoxeter	4	<a href="#">50</a>
Edgecliff High School, Kinver	5	<a href="#">40</a>

### Staffordshire schools well above the national average

#### A level

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



## CPD in RE 2014-2015

### Bespoke In School Training in RE

- Do teachers in your school need inspiration and confidence to teach RE effectively?
- Does your school need support organising and planning its RE curriculum?
- Are you looking for opportunities to achieve greater whole school impact through RE?

**Bespoke In School Training in RE can provide the solution!**

Emma Jardine, the Senior Teacher Consultant for RE in Staffordshire is available to deliver one to one, department/team or whole school training for staff in Religious Education. As a consultant and AST Emma is available to work alongside individual teachers assisting them with planning and delivering an RE curriculum that meets their specific needs. She also regularly delivers twilight training sessions within schools and is available to contribute to PD days and at staff meetings.

**Available as requested, also available for clusters or federations of schools**

Twilight: £300 +VAT

Half Day: £300 +VAT

Full Day: £575 + VAT

### Contact us for more information or to make a booking:

t: 01785 277 932 w: [www.entrust-ed.co.uk](http://www.entrust-ed.co.uk) e: [enquiries@entrust-ed.co.uk](mailto:enquiries@entrust-ed.co.uk)

- Are you looking for new ways to inspire and challenge your pupils in RE?
- Would you like advice and ideas on how to teach RE more creatively?
- Would you like support and guidance when assessing your pupils learning?

This two hour INSET session of professional development will support teachers in special schools to explore creative approaches to teaching, learning and assessment in religious education. The Session, designed to be run in your school as a twilight or as part of an INSET day, will include an overview of the requirements for RE in Special Schools and ideas to support sensory learning and artefact use. Ideas for assessment will also be discussed, exploring ideas to support stretch and challenge at both P Level and Levels 1-4.

**Delegates will leave with a fresh approach and fresh ideas for their classroom!**

**Available as requested, also available for clusters or federations of schools**

Twilight: £300 +VAT

Half Day: £300 +VAT

## Creative Approaches to Religious Education for Primary and Middle Schools

- Are you looking for new ways to inspire and challenge your pupils in RE?
- Would you like advice and ideas on how to teach RE more creatively?

This half day course of professional development enables teachers in primary and middle schools to explore creative approaches to teaching, learning and assessment in religious education. The course will include ideas such as making the most out of artefacts and using art techniques to explore religious ideas and stories. This course supports both stand alone RE and also RE which is incorporated into creative curriculums.

**Delegates will leave with a fresh approach and fresh ideas for their classroom!**

Date	Time	Venue	Cost	Course Code
25.06.2014	13:00-16:00	The Kingston Centre, Stafford ST16 3TW	£99 + VAT	REDB14017001

**Contact us for more information or to make a booking:**

t: 01785 277 932 w: [www.entrust-ed.co.uk](http://www.entrust-ed.co.uk) e: [enquiries@entrust-ed.co.uk](mailto:enquiries@entrust-ed.co.uk)

## Using P4C Techniques to Inspire and Challenge in the Secondary Religious Education Classroom

- Are you looking for ways to inspire and challenge your pupils in RE? Would you like to improve questioning and debating in your classroom?
- Would you like to encourage your pupils to think critically, caringly, creatively and collaboratively?
- Would you like to know how the tried and tested pedagogy Philosophy for Children (P4C) works and how you can use it to raise standards in your classroom?

P4C is a powerful approach for teaching and learning. Based on questioning and critical collaborative learning, it is an established idea that has been used with great success across the country helping schools to raise standards in speaking, listening and thinking skills. This half day course will give delegates an introduction to P4C and some innovative ways to get it working to support teaching and learning in RE. Delegates will have the opportunity to test out approaches and learn how they can make an impressive difference in their classroom.

**Delegates will leave confident to use a range of strategies to support RE in their classrooms and to share**

## Stretch and Challenge in the Secondary Religious Education Classroom

information about these approaches with colleagues.

Date	Time	Venue	Cost	Course Code
01.07.2014	13:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14018001

## Tenth Annual SACRE lecture: Improving Assessment in Religious Education

- Are you confident that you are assessing correctly?
- Would you like advice about how to assess with more impact?

Attend our FREE SACRE lecture with Dilwyn Hunt!

Dilwyn Hunt is an independent RE consultant who has written many books and has an expertise in assessment for RE. He has been advising nationally to the Religious Education Council on ways in which assessment needs to move in order for schools to improve their RE. Dilwyn firmly believes that assessment should not drive the learning but rather support the learning. At the SACRE lecture, suitable for both primary and secondary colleagues, he will be sharing his expert knowledge of how to ensure our pupils make excellent progress in Religious Education at all levels.

### Contact us for more information or to make a booking:

t: 01785 277 932 w: [www.entrust-ed.co.uk](http://www.entrust-ed.co.uk) e: [enquiries@entrust-ed.co.uk](mailto:enquiries@entrust-ed.co.uk)

Date	Time	Venue	Cost	Course Code
16.09.2014	16:00-18:00	The Kingston Centre, Stafford ST16 3TW	Admission is <b>FREE</b>	REDN14025001



- Are you confident that you are meeting the needs of the learners in your classroom?
- Are you looking for challenging activities that not only stretch your most able pupils but are suitable to challenge all of your learners?
- Would you like a range of challenging resources which can be easily differentiated to suit your needs?

With curriculum time at a premium in many RE classrooms this course aims to support teachers as they work to improve levels of challenge and achievement for pupils. A full range of innovative approaches to enhance the student experience will be explored including aspects of differentiation, questioning and independent learning strategies. Delegates will be given a wide range of tried and tested practical strategies that can put into practice immediately.

**Attendance will help you feel confident that you and your colleagues are knowledgeable and able to work effectively to raise standards in your classroom!**

Date	Time	Venue	Cost	Course Code
07.10.2014	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14024001

## The Spirited Arts Project

- Have you implemented a Creative Curriculum in school?
- Do you want to teach RE in a much more creative way?
- Are you looking to make cross-curricular links between RE and Art, Music and Dance?
- Would you like to lead an inspiring project in your school that is proven to contribute to SMSC and have impact both in school and the wider community?

Don't miss the opportunity to attend 'The Spirited Arts Project' (as featured in the September 2012 edition of the highly acclaimed RE Today magazine!).

This two day course is an inspiring project designed to increase teacher confidence to deliver RE through Dance, Art and Music activities in KS1 and 2. Take part in specialist workshops in RE, Music, Art and Dance to learn how to increase pupil awareness and understanding of faith and culture. Spirited Arts will make a significant contribution to SMSC and past delegates have gone on to lead inspiring pupil projects within their schools and local communities providing case studies to demonstrate impact!

Day two offers delegates the chance to share experiences, participate in more practical workshops, complete case studies and forward plan for the following academic year! "The course encouraged us to effectively link RE (my department) with dance, music and art. Furthermore, and most importantly, we were given time to think about implementing excellent cross-curricular links within our own school" - Oldfields Middle School.

**Special offer:** We recognise that projects of this nature work particularly well when there is a team leading it. For this reason a second delegate from the same school can attend for the special price of £25!

Date	Time	Venue	Cost	Course Code
24.10.2014	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£375 + VAT	REDB14021001
05.05.2015	09:00-12:00	The Kingston Centre, Stafford ST16 3TW		

## New to Leading and Managing Religious Education in the Primary School

- Are you a new subject leader for RE?
- Do you need help to effectively plan, assess and moderate RE across using the Staffordshire Agreed Syllabus?
- Are you looking for ideas to inspire others teaching RE within your school?

This course is structured to give subject leaders a secure understanding of the unique position of RE in the curriculum, as well as to support effective and inspirational leadership of the subject. Delegates will work on planning, delivery and assessment of RE. The latest developments in teaching and learning will also be shared.

**Bonus offer!** Delegates will leave with an 'off the peg' NEW developed resource pack of medium term plans for all year groups designed to take the hassle out of planning RE across the school!

Date	Time	Venue	Cost	Course Code
03.12.2014	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14019001

## An Introduction to Philosophy for Children (P4C)

- Would you like to improve questioning in your classroom?
- Would you like to encourage your pupils to think critically, caringly, creatively and collaboratively?
- Would you like to know how the tried and tested pedagogy Philosophy for Children (P4C) works and how you can use it to raise standards in your school?

P4C is a powerful approach for teaching and learning. Based on questioning and critical collaborative learning, it is an established idea that has been used with great success across the country helping schools to raise standards in speaking, listening and thinking skills. This one day course will give delegates an introduction to P4C, an opportunity to test out the approach and to learn how it can make an impressive difference in their classroom and school.

**Delegates will leave confident to run P4C sessions in their classrooms and to share information about the approach with colleagues.**

Date	Time	Venue	Cost	Course Code
16.01.2015	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14023001

## The Religious Education Conference 2015: progression and assessment

- Are you confident that you know what meaningful progression in RE looks like?
- Do you need clarification and support when assessing your pupils RE work?
- Are you confident about RE provision in a world without levels?

The Religious Education Conference: progression and assessment- getting it right!

will explore these questions and more.

We are delighted to be able to welcome **Dilwyn Hunt** to lead the Entrust religious education conference this year. Dilwyn is a freelance religious education consultant specialising in both primary and secondary RE. He is also the author of several RE text books and chairs The Association of Religious Education Inspectors, Advisers and Consultants (AREIAC). Dilwyn works across the country providing training and support in all aspects of RE but particularly in assessment and raising the level of challenge in RE.

Dilwyn is returning to Entrust by popular demand following his recent SACRE lecture and will be delivering a key note as well as vibrant and challenging workshops. Throughout the day delegates will explore key issues in curriculum, planning, teaching, learning and assessment that will help to move RE forward in their schools.

This promises to be an **outstanding** CPD opportunity for both primary and secondary RE Practitioners!

Date	Time	Venue	Cost	Course Code
04.03.2015	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£220 + VAT	REDB14015002

**Contact us for more information or to make a booking:**

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## Getting Started with Religious Education for Primary NQTs and RQTs

- Are you an NQT or RQT in need of greater subject knowledge for RE?
- Do you want inspiration and confidence to offer your pupils compelling learning experiences in RE?

RE is a statutory subject however unbelievably most NQTs arrive at their first job having had little or no training in the subject. This course aims to support primary NQTs in the delivery of quality religious education and the improvement of pupil achievement. A range of innovative approaches to enhance the student experience in RE lessons will be explored. Activities will include planning, assessment, managing discussions, incorporating artistic approaches into the RE curriculum and activities to support pupils with their personal learning and thinking skills.

**Delegates will leave inspired and equipped to put what they have learnt into practice right away!**

Date	Time	Venue	Cost	Course Code
22.01.2015	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14020001

## The SACRE Budget 2014-2015

<b><u>SACRE Budget 2014/2015</u></b>	
<b>Cost Centre EM1100</b>	
<b>Expenditure from 01/04/14 to 31/03/15</b>	
<b>Allocation</b>	<b>12,150.00</b>
	<b>12,150.00</b>
<b><u>Expenditure</u></b>	<b>£</b>
<b>E Jardine Time - SDA 11 days</b>	<b>6,500.00</b>
<b>E Jardine Time - SDA 6 days</b>	<b>3,450.00</b>
<b>Other</b>	
<b>RMB018097 09/07/14 SACRE Meeting</b>	<b>75.00</b>
<b>RMB018099 12/11/14 SACRE Meeting</b>	<b>75.00</b>
<b>RMB026304 09/02/15 SACRE Meeting</b>	<b>28.00</b>
<b>Printing - Job No 76319 Brochures &amp; Pamphlets</b>	<b>18.37</b>
<b>77513 Brochures &amp; Pamphlets - Emma Jardine</b>	<b>563.78</b>
<b>National Assoc of SACRES</b>	<b>90.00</b>
<b>Dilwyn Hunt</b>	<b>337.80</b>
<b>NASACRE Subscription</b>	<b>95.00</b>
<b>AREIAC</b>	<b>70.00</b>
<b>Insurance recharge</b>	<b>44.13</b>
<b>Emma Jardine/Mary Gale Days (Accrual) To be carried fw</b>	<b>800.00</b>
	<b>12,147.08</b>
<b>Balance Remaining</b>	<b>2.92</b>

