

Standing Advisory Council on Religious Education

Wednesday, 8 November 2017

2.00 pm

Kingston Centre, Fairway, Stafford ST16 3TW

John Tradewell
Director of Strategy, Governance and Change
31 October 2017

A G E N D A

1. **Election of Chairman and Vice-Chairman**
2. **Apologies**
3. **Welcome to New Members**
4. **Declaration of Any other Business**
5. **Minutes of the SACRE Meeting held on 21 June 2017** (Pages 1 - 6)
6. **Update on Key Issues** (Pages 7 - 12)
Report of the Deputy Chief Executive and Director for Families and Communities
7. **Explore - Engage - Reflect** (Pages 13 - 16)
Report of the Deputy Chief Executive and Director for Families and Communities
8. **NASACRE Update** (Pages 17 - 36)
Report of the Deputy Chief Executive and Director for Families and Communities



9. **SACRE Annual Report** (Pages 37 - 68)
 Report of the Deputy Chief Executive and Director for Families and Communities
10. **Guidance on Visits** (Pages 69 - 78)
 Report of the Deputy Chief Executive and Director for Families and Communities
11. **Applications for Variation of Practice** (Pages 79 - 80)
 Report of the Deputy Chief Executive and Director for Families and Communities
12. **SACRE Budget 2017-18** (Pages 81 - 84)
 Report of the Deputy Chief Executive and Director for Families and Communities
13. **AOB**
14. **Date of Next Meeting**
 The next SACRE meeting is scheduled for Wednesday 7 February 2018, 2.00 pm, at The Kingston Centre, Stafford.

Membership

Linda Goodwin	Hifsa Haroon-Iqbal (Vice-Chairman)
Andrea Hopkins	Rev. Preb. M. Metcalf (Chairman)
Mrs J Grundy	Dr Laow Panyasiri
Margaret Crossland	Mohamed Parekh
Paul Moseley	Sam Phillips
Sam Kirwan	Ian Lawson
Julie Thompson (Co-Optee)	Lauren Nicholson Ward
Sonia Andjelkovic	Claire Shaw
Diana Cutler	Mark Cooper
Tajinder Singh	Bernard Peters
Paul Lewis	Mark Sutton
G Devadason	Syed Hussain

MINUTES

Standing Advisory Council on Religious Education Meeting - 21 June 2017

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

Mrs J Grundy, Julie Thompson (Co-Optee), Sonia Andjelkovic, Ian Lawson, Lauren Nicholson Ward, Mark Cooper, Mark Sutton and Syed Hussain

Apologies for absence: Linda Goodwin, Andrea Hopkins, Paul Moseley, Sam Kirwan, Hifsa Haroon-Iqbal, Mohamed Parekh, Sam Phillips, Claire Shaw and Bernard Peters

Also in attendance – Emma Jardine-Phillips, Julie Roberts and Deborah Barnes

PART ONE

35. Welcome to New Members

The Chairman welcomed Mark Cooper, Church of England representative, Syed Hussain, County Councillor representative and Mark Sutton, County Councillor representative, to the SACRE.

36. Minutes of the SACRE meeting held on 8 February 2017

RESOLVED – That the minutes of the SACRE meeting held on 8 February 2017 be confirmed and signed by the Chairman.

37. Update on Key Issues

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

- a) Members considered a statement from the co-chairs of the Inter Faith Network (IFN) for the UK and Moderators of the IFN Faith Communities Forum in response to the Manchester Arena attack. The IFN had also provided information and guidance for the wider community, entitled “Looking After One Another: the Safety and Security of our Faith Communities.” This provided short guidelines for faith community organisations working together to respond to inter-community tensions and to attacks, or the threat of attacks, on places of worship or other faith community property. Members discussed the impact which this and subsequent attacks had had on the children in their schools and their parents, and shared their experiences of dealing with this. In relation to anxiety or resistance on the part of parents around visits it was suggested that as an alternative schools could bring in members of The Linguistic and Cultural Mediator Team from Entrust to deliver teaching on other faiths.
- b) On 22 February the Jo Cox Foundation launched “The Great Get Together” to build better community cohesion. The events took place over the weekend of 17-18 June. The Chairman had attended an event held in Stafford.
- c) In March, the European Court of Justice advised the Belgian government that companies could have a policy that forbade the wearing of religious symbols in

the work place. The Court recognised that companies had a right to project a neutral image and that they were within their rights to have policies which upheld that right. This was not deemed to be discriminatory. The advice can be used by judges in EU member states to inform decisions that they make where it has been alleged that discrimination has taken place, direct or indirect. The Equality and Human Rights Commission has stated: "Following a ruling from the Court of Justice of the European Union, employers can ban staff from wearing visible religious symbols, but must have a relevant policy in place before doing so".

The Department for Education, based on case law here, was quite clear that schools in England could determine their own dress codes and that they should do this in consultation with parents. It is not expected that this will change. What may be affected is the right of staff to wear religious dress in school, where a school wish to project a "neutral" image. SACREs may be asked for advice on this matter, especially where there are no interfaith groups that might be consulted. SACREs are advised to look closely at the Equality and Human Rights Commission website for the latest advice from them.

It was not clear what would happen to such a ruling when the UK leaves the EU in just under two years. The European Court of Justice is an EU institution, as opposed to the European Court of Human Rights which is a Council of Europe institution, and there will be some adjustment made in terms of its impact on UK law when the UK leaves the EU.

RESOLVED – That the update on key issues be noted.

38. Tell MAMA Update

At their meeting in February SACRE had agreed to pursue a more detailed response from the Cabinet Member for Communities on the measures which were in place to deal with religiously motivated hate crimes and other religiously motivated incidents in Staffordshire, which had now been received.

SACRE received a presentation from Deborah Barnes from Entrust, who is head of the Special Educational Needs and Inclusion Team on the procedures which are followed when schools report discriminatory incidents. The Team works with both maintained and academy schools. Schools were no longer required to provide information about discriminatory incidents as they occur, but were now sent an annual survey to ask them for basic details which Entrust collate and analyse. The first survey took place between July and October last year, and the next survey was due to go out shortly.

Often issues are resolved by the school, however schools are encouraged to contact the Minority Ethnic Achievement Service (MEAS) if they require additional support. This team will often suggest that schools look at their PHSE provision or RE curriculum. There was also a curriculum resource available entitled "Difference and Diversity", a version of this had been developed for KS1-3 and Special Schools. Another option was for members of the Linguistic and Cultural Mediator Team to go into school to provide proactive support. There were between 10 -12 requests for support last term, from a wide range of schools. When the second survey is completed the Team will be better able to make comparisons on the number and type of incidents and Ms Barnes informed SACRE that she would be happy to report back on this.

Members were shown a video which has been put together by the Team involving Staffordshire children entitled “Your Voice, Your Values”, which had been paid for out of Home Office Prevent funding.

RESOLVED – That the measures which were in place to deal with religiously motivated hate crimes and other religiously motivated incidents in Staffordshire be noted.

39. Westhill/NASACRE Award

Westhill/NASACRE Awards encourage schools to engage with diversity through projects which will generate compelling learning experiences in RE for young people, relevant to today’s context. Each year grants of up to £4,000 have been awarded to support suitable projects submitted by schools through their SACREs. The awards develop creative engagement among young people and build up a bank of ideas and good practice for others to use in their own ventures, to the benefit of their locality and society more generally. Members were informed that SACRE had applied for an award early in 2017 for a project entitled “Explore, Engage, Reflect”. This would involve an interfaith experience with a Christian and Muslim focus. Members noted the project outline and that Staffordshire SACRE has been awarded £2,725 to complete this. However, as this was not the full amount applied for consideration would need to be given as to how the project could be delivered with less funding.

RESOLVED – That the successful bid for a Westhill/NASACRE Award be noted.

40. Religions are not Monoliths

SACRE received feedback from Emma Jardine-Phillips, County RE Adviser and Advanced Skills Teacher, on the joint AREIAC/NASACRE conference which had been held in Birmingham on 6th March. Members also received summaries of the presentations by the two keynote speakers. Dr. Abdullah Trevathan discussed “Islam Beyond the Monolith: A more Nuanced Understanding”, and Revd Robert Reiss spoke about “Liberal Christianity: Exploring Credible Belief”.

In the context of the current educational climate (British Values and Prevent) what was discussed at the conference was enlightening. Emma informed members that it had encouraged her to reflect on the best approaches to take in the classroom to ensure that religion is more about personal/human experience and not just about ritual buildings, books etc.

RESOLVED – That the report be noted.

41. NASACRE Update

The NASACRE Conference and AGM 2017 had taken place in York on 16 May. The theme for the conference had been “Preparing for life in Britain today: the contribution of RE”, which had picked up on two areas of national interest that impacts on SACREs. Firstly, the increasingly vocal call to raise our population’s religious literacy and secondly the currently convened Commission for RE and its call for evidence to inform future RE policy recommendations. There were two keynote speakers, Dr. Joyce Miller who is one of the Commissioners as well as a former RE teacher, academic and former Chair

of the RE Council, and Professor Aaqil Ahmed, who has worked as Head of Religion and Ethics at both Channel 4 and the BBC. Full details of the conference would be available in the NASACRE briefing which would be circulated shortly.

RESOLVED – That the oral update by the Chairman be noted.

42. NASACRE and the Interfaith Network

Members were informed that part of the remit for the Inter Faith Network (IFN) UK was to promote a better understanding of RE and its website publications, under the heading of Education, included a page on RE across the UK, what was expected of different sorts of schools and a page on understanding SACREs. In this way the IFN was attempting to promote better religious literacy. Resources for schools are freely available.

The Chairman had produced some reflections for NASACRE members on the IFN, NASACRE and what could be learned from their respective histories. More especially he looked to the future with a real sense of optimism at what NASACRE, SACREs and the IFN could achieve in partnership. It was agreed that it was important to include young people as much as possible in the work of SACREs and NASACRE.

RESOLVED – That the report and reflections of the Chairman be noted.

43. Applications for Variation of Practice

There were none on this occasion.

44. SACRE Annual Report

Members were reminded that the SACRE Annual Report was completed annually to capture the work of SACRE over the previous 12 months. The report would be presented to the County Council and also sent to NASACRE. Writing of the report would commence at the end of July and it would be reported back to the next meeting in November. Members were asked to contact Emma if they had anything they wished to be included in the report.

RESOLVED – That members forward any ideas for items for inclusion in the Annual Report to Emma Jardine-Phillips.

45. SACRE Budget 2017-18

A budget had been made available to support the work of SACRE during the financial year 2017-18, as approved by the Deputy Chief Executive and Director for Families and Communities. Whilst invoices were being paid it had been challenging to determine an up to date record of the budget, which was held by Staffordshire County Council. The Chairman pointed out that a contribution was made from the budget to cover Emma's work in support of SACRE.

[Note by Clerk: The budget has now been confirmed as £12,860 for the current financial year.]

RESOLVED – That the report be noted.

46. AOB

Baha’i Bicentennial Celebration

Julie Thompson, the Baha’i co-opted representative, informed SACRE that this year was a special year for B’aha’is as they are celebrating the bicentennial of the birth of Baha’u’llah, the Founder of the Baha’i Faith. Julie extended a warm invitation to everyone to attend a celebration being held at Walton Village Hall on 28 October, which will include food, dancing and a film about the Baha’i faith. Julie also indicated that she would be happy to go into schools to talk about the Baha’i faith.

RE Today

SACRE were informed that there was some suggestion that there was going to be a delay in issuing the “Understanding Islam” pack, possibly until 2019. It was reiterated that the “Understanding Christianity” pack was not a syllabus, but was a resource to use to support the formal syllabus.

47. Date of next meeting

RESOLVED – That the next SACRE meeting be held on Wednesday 8 November 2017, at 2.00 pm at The Kingston Centre, Stafford.

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

**Standing Advisory Council on Religious Education
8th November 2017**

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

An Update on Key Issues

1 Purpose of Report

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

2 Summary

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

3 Recommendation

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

4 Background

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

4.2 Members will be briefed on these key developments.

5 Equal Opportunities

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

6 Financial implications

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

Contact Officer
Telephone number:

Emma Jardine-Phillips
07805 692573

Examinations data summer 2017

There will be a delay in reporting on the results of the summer 2017 GCSE and A Level examinations in Religious Studies. The Insight, Planning and Performance Team at Staffordshire County Council are in the process of obtaining the data. We will be in a position to report on the performance of Staffordshire's maintained schools at the Spring term meeting.

Interfaith Week 2017

Inter Faith Week 2017 takes place from Sunday 12 to Sunday 19 November. It has three clear aims:

- Strengthen good inter faith relations at all levels
- Increase awareness of the different and distinct faith communities in the UK, in particular celebrating and building on the contribution which their members make to their neighbourhoods and to wider society
- Increase understanding between people of religious and non-religious beliefs

The Inter Faith Week Toolkit has ideas for marking the Week, complete with helpful checklists for organisers. It can be downloaded at: www.interfaithweek.org/toolkit.

The Inter Faith Network (IFN) has also published a short, illustrated report on Inter Faith Week 2016: Stories from 2016, Inspiration for 2017. The report can be downloaded here: www.interfaithweek.org/resources/inter-faith-week-stories-from-2016inspiration-for-2017. It contains examples of activities organised by schools last year, and will inspire schools to take part this year.

Stafford and District Friends of Faith are holding a Peace Event on Monday 20th November. A flyer is attached and SACRE members are invited to attend.

Holocaust Memorial Day 2018: The Power of Words

Holocaust Memorial Day (HMD) takes place on 27 January each year, and is the day for everyone to remember the millions of people affected by the Holocaust, Nazi Persecution, and the subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur.

On HMD we honour the survivors of these regimes and challenge ourselves to work to end discrimination and prejudice; and pledge to help create a safer, better future.

Involvement ranges from civic events, displays, exhibitions, talks and activities. Are SACRE members planning to support HMD with an event or activity?

Members can read more about The Power of Words theme here: hmd.org.uk/resources/themepapers/hmd-2018-power-words

New resources linked to the 2018 theme are now available on the website. For further help and advice the west midlands link person is Nicola Toms: Nicola.WestMidlands@hmd.org.uk

New BBC RE films



- New from the BBC for 4–7s: Religions of the World is a series of ten animated 'Octonaut-style' stories from six different world religions. The BBC commissioned the programmes, and RE Today's Lat Blaylock worked as their adviser for this short series.
- www.youtube.com/playlist?list=PLcvEcrsF_9ziQm-KPGujuZkNRk_jTcehV
- An animated A to Z guide for pupils aged 11-14 that explores and introduces a variety of religious topics. Alongside each film, there is more information about the content and suggestions of how it could be used in the classroom.
- <http://www.bbc.co.uk/programmes/articles/3IKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs>



Monday 20th November 2017 from 6.30pm

National Inter Faith Week 2017

Festival of Peace

“Working for Peace Through Community Action”

Oddfellows Hall, Greengate Street, Stafford



Meet and find out about the local faith communities

Hear about local projects

Refreshments from 6.30pm, contributions and presentations from 7.15

A range of faiths and worldviews will be represented as well as local community groups.

Reserve a place now via secretary.sdff@btinternet.com



<https://www.facebook.com/StaffordInterfaith/>



https://twitter.com/Staff_Faith

**Standing Advisory Council on Religious Education
8th November 2017**

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

Explore-Engage-Reflect

1 Purpose of Report

1.1 To share with members the progress made following the outcome of the Staffordshire SACRE bid for a Westhill/NASACRE Award.

2 Summary

2.1 Westhill/NASACRE Awards encourage schools to engage with diversity through projects which will generate compelling learning experiences in RE for young people, relevant to today's context.

2.2 Each year grants of up to £4,000 have been awarded to support suitable projects submitted by schools through their SACREs.

2.3 Staffordshire SACRE has been awarded £2,725 to complete the proposed Explore-Engage-Reflect project.

3 Recommendation

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

4 Background

4.1 Staffordshire SACRE's Explore-Engage-Reflect project will take place on the 22nd November 2017. The project is now nearing capacity with 89 delegates from 18 schools attending. Schools include primary, middle and secondary phase settings.

4.2 SACRE members will be updated about the progress of the project at the Spring term meeting.

4.3 The project webpage is now live: <http://www.westhillendowment.org/staffordshire-sacre/Home>

4.4 The project outline is attached.

5 Equal Opportunities

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

6 Financial implications

6.1 Expenses incurred will be met from the SACRE budget.

Contact Officer: Emma Jardine-Phillips
Telephone number: 07805 692573

“Exploring – Engaging - Reflecting” : embedding the new Staffordshire Agreed Syllabus in RE

Rationale

In July 2016 the new Staffordshire Agreed Syllabus in Religious Education was adopted by the County Council for use from September 2016; the Syllabus had an official launch in January 2017. During the current academic year (2016-17) numerous launch events have been held for subject leaders, so that schools should be fully compliant with the new Syllabus by September 2017. Feedback from schools on the new Syllabus has already been very positive. The county contains almost 400 state-funded schools, well over half of which are still funded through the county and will therefore be using the new Syllabus – say around 235 schools. It is expected that many academies in the county will also be transferring to the new Syllabus.

The Syllabus affirms that the role of RE is to foster in each pupil a growing level of religious literacy, through three complementary aims, encapsulated as Exploring, Engaging, Reflecting. The first two of these correspond to the standard themes of “Learning about” and “Learning from” religion. The third aim is innovatory and radical: it calls for pupils to “acquire a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society, by reflecting on the reality of religious diversity and on the issues raised by living in a diverse world”.

While this aspiration relates realistically to the demographic situation in the country as a whole, the population in Staffordshire is markedly less diverse than that of neighbouring authorities, of the region, and of England, both in religious variety and in numerical presence. The statistics given in the Appendix reveal and present certain challenges for teachers as they work to bring the third aim “to life” in the classroom, and so enable their pupils to have the opportunity and experience of engaging in and reflecting on religious diversity.

Staffordshire SACRE was particularly mindful of these statistics during the creation of its new Agreed Syllabus for Religious Education. There was a deliberate intention to ensure that despite the limited diversity in the county, Staffordshire’s pupils would be both required and supported to understand more fully and reflect on the religious diversity of our nation. Staffordshire SACRE is seeking to support and empower schools to fulfil the requirements of the third aim through the creation of a face to faith experience entitled ‘Explore - Engage - Reflect’. In seeking to draw pupils out of their comfort zones into engaging with the reality of diversity, the new Staffordshire RE Agreed Syllabus will help to shape future generations.

The project: Explore - Engage - Reflect

Staffordshire SACRE is applying for a Westhill/NASACRE award of £4000 in order to offer Staffordshire pupils an interfaith encounter that supports and promotes the syllabus aims. The intention is to provide a compelling learning experience with a firm foundation for schools to build upon. Specifically, Staffordshire SACRE intends to:

- Set up an interfaith experience called ‘Explore - Engage - Reflect’ which will be based in a central location in the county of Staffordshire. ‘Explore - Engage - Reflect’ will have a Christian and Muslim focus and the experience will be led by adherents to the faiths who are skilled in the field of education. The experience will take the form of a morning encounter with Christianity and an afternoon encounter with Islam (or vice versa). It will be designed to be fully interactive with pupils **exploring** artefacts, images and text; **engaging** with key questions relevant to the faiths in question; and **reflecting** on what it means to live your faith within England through a real opportunity for dialogue.

- Schools will be invited to attend 'Explore - Engage - Reflect' and bring a representative group of pupils accompanied by a teacher. To ensure we cater for both primary and secondary schools the experience will be aimed at pupils in Year 6 and Year 7.
- Pupils will visit the experience in small groups and will be given an ipad to use to document their experiences. Using an app called 'Book Creator' pupils will be able to video, photograph, record voice notes and add text to enable them to capture their learning in a virtual environment. Collaborating with their peers will support the opportunity for thorough investigation and meaningful exploration and dialogue. At the end of the day, schools will be asked to upload their e-books into a virtual classroom hosted by Showbie. Showbie is available either as an app on ipads or on any android device. Pupils will be able to access and share their learning with others when they return to school. A resource pack of preparation and follow up materials will be provided to prepare schools for using the technology and to support pupils to get the maximum benefit from the experience.
- The virtual Showbie classroom will act as a legacy resource, supporting schools and equipping them to meet the requirements of the third syllabus aim. It will document the experience of the exhibition, allow pupils to share their learning creatively with their peers, act as an inspiration and a guide for schools wishing to put together their own interfaith experience in school. The virtual classroom will be made available to all Staffordshire schools as a supportive aspect for the syllabus.
- *School staff experiencing 'Explore - Engage - Reflect' would be encouraged to attend their local NATRE group to present the professional development opportunities they benefitted from by engaging with the experience.*
- The local press and County Councillors will be invited to experience 'Explore - Engage - Reflect'. *A follow up article will also be written for RE Today magazine.*

Staffordshire SACRE believes that this project will:

- Promote dialogue between the young people of Staffordshire and give them an opportunity to explore the religions around them.
- Provide capacity for extended community impact through encouraging schools to meet and work together and to engage meaningfully with the religious communities around them.
- Provide a CPD opportunity for subject leaders both on the day and at future NATRE meetings.
- Meet a specific need within Staffordshire. The nature of Staffordshire means that it is often difficult for schools to deliver interfaith experiences for their pupils. Staffordshire SACRE will connect schools with organisations that are ongoing and can support with this aim both during and after the event.
- Empower schools to produce interfaith events in the future through a legacy document that will support schools to plan future events successfully
- Be sustainable. The sustainability of 'Explore - Engage - Reflect' long term is important and the two organisations we plan to involve are sustainable and their work can be developed.
- Focus on widening participation and reach where appropriate and possible. The experience will be based in a central location and offered to schools where there will be maximum impact. Inviting schools that are already working collaboratively or where it would help them to work collaboratively in the future will ensure that benefits gained from participation in 'Explore - Engage - Reflect' have maximum impact. *Schools will be required to complete an impact form sharing how they have disseminated their experience back in their schools.*
- **Numbers: 80 pupils from 20 schools (+ 20 members of staff)**

Delivery of “Explore - Engage - Reflect”

- The Youth Net will be commissioned to deliver the Christian based content for ‘Explore - Engage - Reflect’. The Youth Net is a Stafford based Christian charity whose leader Sam Phillips is a member of SACRE (Committee A, Free Church). It exists to:
 - Support and resource churches in their delivery of excellent children’s, youth and schools work;
 - Support and resource schools in their delivery of an excellent RE and SMSC curriculum;
 - Network, encourage and equip children’s, youth and schools’ workers;
 - Deliver excellent children’s, youth and schools work;
 - Support children and young people to flourish spiritually, emotionally, educationally and socially.
- Waheeda Qureshi, member of The Linguistic and Cultural Mediator (LCM) team at Entrust, and Mohammed Fahim (former team member and now independent) will be commissioned to deliver the Muslim content for ‘Explore - Engage - Reflect’. Entrust works in partnership with Staffordshire schools, academy trusts and the county to provide specialist support, ensuring every child and young person:
 - receives a good education;
 - is in a safe and healthy environment;
 - and is given expert guidance to realise their full potential.
- Emma Jardine-Phillips, Education Consultant, County RE Adviser and Advanced Skills Teacher in RE will be commissioned to oversee the project and report developments to NASACRE/Westhill.

NASACRE Update

1 Purpose of Report

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

2 Summary

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

3 Recommendation

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

4 Background

4.1 NASACRE is the national body of SACRE's. National meetings are held to which members of SACRE are invited and encouraged to attend. Issues are discussed which have local or national importance for RE.

4.2 Members will be briefed on any key developments including:

- Annual subscription increase
- The 'State of the Nation' report and
- CoRE Interim report's recommendations and implications
- Joint NASACRE/AREIAC conference

5 Equal Opportunities

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

6 Financial implications

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

Contact Officer
Telephone number:

Emma Jardine-Phillips
07805 692573

Annual Subscription increase early warning

Please note that NASACRE's Executive Committee will bring the following resolution to our AGM in May 2018:

That the Annual Subscription to NASACRE should be raised from £95 per year to £105 per year with immediate effect (i.e. for the academic year 2018-19 and onwards).

This is a very modest increase, given that it is the first increase for perhaps ten years or more. The Executive Committee believes that the increase is justified because of increases in the costs of its core activities over the years, including administrative support, travel and subsistence, consultancy fees, and membership of/partnership with other (related) bodies, including the costs of representing NASACRE on these bodies and/or participating in their programmes. The true cost would be a great deal higher were NASACRE not sustained by the voluntary contributions of time, energy and expertise generously given by its officers and committee members! So the Annual Subscription is great value for money, and we should not be shy of saying this.

Procedurally, the mechanisms for dealing with this motion will be circulated with the communications and papers for the AGM itself. However, SACREs might well discuss and vote on the above resolution in advance of the AGM. It is anticipated that ways will be found for SACREs to record their vote, for or against the resolution, whether they attend the AGM or not. In order to keep the procedure as clear and simple as possible, no amendments to the resolution will be taken, either before or during the AGM.

Rev. Prebendary Michael Metcalf, Treasurer

The Consultation on Interim Report

The Commission on Religious Education has launched a consultation on the interim report, Religious Education For All (attached) which will be open until 9.00am on 4th December. It is important that the Commission hear from as wide a range of people and organisations as possible; people are encouraged to consider responding either in a personal capacity or on behalf of an organisation, or both.

The call for evidence is available by following this link:

<https://www.surveymonkey.co.uk/r/CoREConsult1>

Questions about the call for evidence, or about the Commission on Religious Education, may be directed to enquiries@commissiononre.org.uk.

In order to debate the content, and hopefully influence the final report, NASACRE are once again holding a joint conference with AREIAC at the Ibis Hotel, Birmingham on 24th November 2017.

The conference will seek answers to many vital questions regarding the **Commission on RE: The Interim Report** including what its recommendations might mean for pupils, teachers, advisers & SACREs.

The Conference provides space to consider:

- What are the key issues the CoRE Interim Report identifies?
- What does the Report say about the evidence that has been presented so far?
- Does the Report comment on the nature or quality of the evidence that the Commission has received?
- Is the Commission still looking for additional evidence?

- In the light of the Interim Report what questions would you wish to put to the Commission? This conference will be of great interest to all SACRE members, RE advisers, RE teachers and anyone interested in the future of RE.

Cost:

AREIAC members and members of a SACRE subscribed to NASACRE: £75.00

Non-members: £90.00.

Refreshments and lunch will be provided.

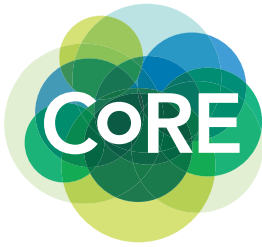
The State of the Nation Report

The Religious Education Council and the National Association of Teachers of RE (NATRE) have created a new State of the Nation report on Religious Education provision within secondary schools in England. The report includes data from the School Workforce Census and GCSE figures, as well as survey responses from 790 secondary schools. This project is running parallel to, but independent of, the continuing work of the Commission on Religious Education. However, any project findings will enrich the context of the Commission's work and will feed into its own recommendations aimed at sustaining or improving the secondary school RE offer.

The research found that:

- 25% of all schools surveyed said a weekly RE lesson to ensure pupils understand different religions and beliefs is not available. In academies and free schools, where RE is determined as part of the funding agreement, this figure rose to 34% for 11 to 13 year olds, and 44% for 14 to 16 year olds. Four per cent of schools with a religious character do not offer a weekly lesson.
- RE also receives the lowest level of teaching time in academies and free schools. A majority (56%) dedicate less than 3% of their timetables (around 40 minutes) to RE; this low level of RE is only found in a third of schools where a locally agreed syllabus applies and 10% of schools with a religious character.
- Despite Religious Studies GCSE remaining a popular choice among students, it is still allocated less than the recommended level of teaching time of two hours per week in many schools; 43% of pupils are taught their GCSE full course in under one hour a week, nearly half (48%) receive one hour and a half or less of teaching.
- Students are more likely to have a teacher trained with the appropriate level of subject knowledge and expertise who can create a space to discuss faiths and beliefs in a school with a religious character (90%) than in schools where RE is determined with the locally agreed syllabus (73%), or academies and free schools where RE is determined as part of their funding agreement (66%).

Both strands of work are being undertaken at a critical time for religious education, in particular because of the Government's ongoing programme of educational reform and drive towards full academisation.



Commission on
Religious Education

INTERIM REPORT **EXECUTIVE SUMMARY**

RELIGIOUS EDUCATION FOR ALL

SEPTEMBER 2017



EXECUTIVE SUMMARY

This interim report is published with the intention of creating an opportunity for as many people and organisations as possible to engage with the Commission on Religious Education (CoRE) about our developing thoughts on RE in schools in England. The interim report explores a number of issues which have emerged during our deliberations on the evidence presented to us during the initial consultation, at the evidence gathering sessions held around the country and in written submissions received during the 2016/17 academic year. It sets out initial recommendations alongside a range of issues on which we are seeking to consult further before drawing any conclusions. We hope that there will be a full and vigorous consultation on the content of this interim report, and that this will help to inform the final report of the Commission, due to be published in 2018.

RE remains a vital academic subject for education in the 21st century. Studying RE gives young people the knowledge, understanding and motivation they need to understand important aspects of human experience, including the religious, spiritual, and moral. It gives insights into the arts, literature, history, and contemporary local and global social and political issues. It provides them with a space in the curriculum to reflect on their own worldview and to engage with others whose worldview may be different. The young people that we have spoken to have told us that RE enables them to have better friendships and to develop greater respect and empathy for others. RE is highly valued by many employers, who increasingly understand that in a globalised world, understanding others' worldviews and their impact on people's lives is essential to success.

The knowledge gained through studying RE is central to good local, national and global citizenship. It enables young people to have a nuanced and informed understanding of key political and social issues that they will need to face as they grow up in an increasingly globalised world. RE helps pupils to deal positively with controversial issues, to manage strongly held differences of belief, and to challenge stereotypes.

As local and global demographics have changed, including patterns of affiliation to religious and non-religious worldviews, today's students will encounter people with a much more diverse range of beliefs, lifestyles and backgrounds than did the previous generations. Understanding religious and non-religious worldviews, and their impact on individuals, communities and wider society, has never been more essential to good citizenship than it is now. For these reasons, we argue throughout the report that all pupils, regardless of background or the type of school they attend, are entitled to high quality RE which enables them to develop the nuanced and informed

understanding of worldviews that they will need as citizens.

We were impressed by the evidence of high quality and innovative approaches to RE that were presented during our consultations.¹ At its best, the subject offers great educational benefit for pupils and the British model of RE is highly regarded and has earned international esteem. Of particular note has been the appearance in recent years of local and national support networks for teachers and also the high level of examination entry at GCSE and A level.

Having said that, we are unanimous in the view that RE faces a perilous future without strategic, urgent intervention. Examination entries fell for the first time in 2017, and many who gave evidence saw this as a sign of further decline in years to come. Amongst the many challenges the subject faces, the following are identified as particularly significant:

- The changed patterns of religious and non-religious belief from the time when the current system was enacted in 1944 present a requirement to ensure that RE's structures reflect the realities of contemporary society. The religious landscape in the UK has diversified with fewer people identifying as Anglican and more identifying with other Christian denominations or other religious traditions. Moreover, the number of people identifying as non-religious has increased: in 2017, 53% of the population described themselves as not having a religion.² The global religious landscape has also been undergoing rapid change, where religion is highly significant in many societies.
- There is inconsistency in the quality and provision of RE, with increasing numbers of schools not even meeting the basic legal requirement. Pupils are experiencing a lottery in their access to high quality RE. Evidence presented to the Commission made clear the impact that the type of school had on the extent to which RE is provided: while 6.5% of schools that follow an RE curriculum determined by their religious character devote no part of their curriculum time to RE at key stage 4, the figure is 20.7% for schools required to follow a locally agreed syllabus for RE and 43.7% for academies without a religious character.³ This inequality of provision means that many children are being disadvantaged by being denied RE.
- As more schools become academies, leaving ever fewer under local authority control, the current framework of determination of RE via local authorities and agreed syllabuses is ceasing to be fit for purpose. A decrease in local authority funding has exacerbated this problem.

¹ Please see Appendix 1: Evidence received by the Commission for details of how we collected evidence.

² NATCEN (2017). *British Social Attitudes Survey*.
<http://www.natcen.ac.uk/media/1469605/BSA-religion.pdf>

³ RE Council & National Association of Teachers of RE (2017, forthcoming). *The State of the Nation*.

Moreover, evidence submitted to the Commission makes clear that the current approach of relying on the requirements of academy funding agreements is not sufficient for ensuring the proper provision of RE across all academies. If no action is taken, there is a serious risk of increasing numbers of pupils leaving school with an inadequate level of knowledge and understanding of religious and non-religious worldviews at precisely the time when such understanding is becoming more important.

- RE has suffered from a policy environment that has not encouraged headteachers to regard it as a high-status subject. This environment includes insufficient processes to hold schools to account for their provision of RE and the omission of RE from key performance indicators published by DfE.
- There has been diminishing access to adequate training and support for teachers. This is particularly acute at primary level where the Commission heard that on average a primary trainee receives less than three hours of RE-specific training during a one-year PGCE or School Direct course.⁴
- The quality of RE is variable across schools. Low standards predominate across too many schools, including schools with and without a religious

We are advocating RE for all not because children belong to religious traditions or not, but because in our age a nuanced understanding of the role of worldviews must be a part of citizens' intellectual make-up

character. Teachers are not always clear on the purpose of the subject and many lack the subject knowledge necessary to teach about sensitive and crucial issues with skill and nuance. Locally agreed syllabuses are also variable in quality. One

issue that we have noted is the fact that religion is often presented in an essentialist mode that fails to help pupils understand the complexity, diversity and historicity of religious ideas, institutions and practices. This was most often mentioned in relation to the Dharmic traditions (i.e. Hindu, Buddhist and Sikh traditions) in the written and oral evidence but affects the presentation of all religions and worldviews in resources and in the classroom.

The Commissioners have therefore made initial recommendations in four areas:

4 *Fiona Moss, oral evidence submitted to the Commission. See also NATRE (2016). An analysis of the provision for RE in primary schools. www.natre.org.uk%2Fuploads%2FAdditional%2520Documents%2FNATRE%2520Primary%2520Survey%25202016%2520final.docx&usg=AFQjCNFDWLUicovE8LOQEgZiiuHF7fFcAA*

1. **A national entitlement for RE.** This would set out clearly the aims and purpose(s) of RE and what pupils should experience in the course of their study of the subject. This national entitlement should be for all pupils at all state-funded schools and we seek to consult with independent schools about whether they should adopt it. We are advocating RE for all not because children belong to religious traditions or not, but because in our age a nuanced understanding of the role of worldviews must be a part of citizens' intellectual make-up. It is to do with their ability to function effectively as citizens and as human beings. This is as important an aspect of education for pupils in schools of a religious character as it is in those without a religious character. It should be introduced through non-statutory guidance as early as possible with a view to it ultimately becoming statutory, either to supplement or replace the current legislation on agreed syllabuses. This national entitlement provides a reinvigorated vision for RE for all pupils in the future, drawing on the very best of the RE that we know happens in some schools. It seeks to be a basic statement of what all pupils are entitled to, but is not a national syllabus or curriculum. We hope that the flexibility of the proposed national entitlement will ensure that a diversity of high quality approaches will emerge and that this will best suit the landscape of a school-led system. We recognise that schools will need guidance and support to translate this entitlement into curriculum planning and we are reviewing where this guidance and support should come from.
2. **Holding schools to account for the provision and quality of RE.** The evidence presented to us indicates that at present too many schools are not being held to account for failing to provide adequate RE. Schools should be required to publish details on their website of how they meet the national entitlement for RE. Inspection frameworks should be revised to ensure that inspectors monitor whether schools meet the national entitlement for RE. The Commission has also given thought to how schools should provide for those Key Stage 4 pupils who are not taking the GCSE in Religious Studies and would like to consult on the possibility of a revised qualification for these pupils to ensure that their work can be accredited.
3. **A National Plan to improve teaching and learning in RE.** The Commission would like to develop a National Plan for developing teaching and learning in RE, along the lines of the National Plan for Music Education. The National Plan will bring together the Commission's recommendations for improving teacher subject knowledge and confidence and we seek to consult on how this can best be achieved.
4. **A renewed and expanded role for Standing Advisory Councils on Religious Education (SACREs).** The evidence we have received suggests that SACREs can have an important role in promoting and supporting RE and in promoting good community relations more broadly, but that their capacity to deliver this role fully has been diminishing in many local authorities. The Commission's suggested recommendations, which are

consultative at this stage, call for consideration to be given to adding the promotion of improved community relations to the remit of SACREs and make proposals for the securing of resources for their work. There are also recommendations that seek consideration of the composition of SACREs with a call to ensure that they are fully representative, with representatives of non-religious worldviews as full members.

The full recommendations are set out on pages 8 to 12.

In addition, the Commissioners are seeking to undertake further consultation in these areas and have set out the issues that they are particularly interested in exploring. These areas for consultation are set out on pages 12 to 14.

LIST OF RECOMMENDATIONS

A NATIONAL ENTITLEMENT FOR RELIGIOUS EDUCATION

- a. There should be a national entitlement statement for RE which sets out clearly the aims and purpose of RE and what pupils should experience in the course of their study of the subject. A draft statement for consultation is overleaf.
- b. This entitlement should become normative through non-statutory guidance as early as possible, and should ultimately become statutory, either to supplement or to replace current legislation on agreed syllabuses.
- c. The national entitlement should apply to all state-funded schools including academies, free schools and schools of a religious character.
- d. Independent schools should consider adopting the entitlement as an undertaking of good practice.

The National Entitlement for Religious Education

Overleaf is the draft text of the proposed national entitlement for RE. This draft is for consultation. We welcome comments on and refinements to the text.

A National Entitlement for RE

RE in schools should enable students to engage in an intelligent and informed way with the ideas, practices and contemporary manifestations of a diversity of religious and non-religious worldviews. It should enable them to understand how worldviews are inextricably woven into, influence and are influenced by, all dimensions of human experience. It should prepare pupils for life in modern Britain by enabling them to engage respectfully with people with worldviews different from their own. RE should equip pupils to develop their own beliefs, practices, values and identity in the light of their reflections on the worldviews they have studied.

Through their study of worldviews, pupils should develop a lifelong motivation to enquire into questions of meaning and purpose, and investigate others' worldviews and what they mean for individuals, communities and society. All of this will enable them to become responsible citizens and members of diverse and changing local, national and global communities.

Throughout their period of compulsory schooling, pupils should learn about, understand and engage with:

- a. The diversity of religious and non-religious worldviews and ways of life that exist locally, nationally and globally.
- b. The ways in which communities and individuals holding different worldviews interact, change and maintain continuity in different times and contexts and as the surrounding culture changes.
- c. The different ways that people interpret and respond to texts and other sources of authority.
- d. The ways that people communicate their beliefs, experiences, values and identities through verbal and non-verbal means (eg prose, story, poetry, art, music, dance, ritual, architecture).
- e. How people seek moral guidance from religious and non-religious worldviews and how they interpret this guidance in their lives.
- f. The importance of experience, including extra-ordinary experiences, in shaping people's worldviews and how worldviews are used to interpret experience.

- g. The role of religious and non-religious rituals and practices in both creating and expressing experience, beliefs, values and commitments.
- h. The relationship between people's worldview and their thinking and actions concerning political, public, social and cultural life.
- i. Both the positive and negative exercise of power and influence resulting from people's worldviews.
- j. The important role that worldviews play in providing people with a way of making sense of their lives and in forming their identity.*

As part of a balanced programme aimed at meeting this provision, it is expected that pupils will:

1. Experience meeting and visiting people from their local community from a range of worldviews including those different from their own and that of the school.
2. Develop core skills for researching the beliefs, values and practices of individuals and groups in society.
3. Experience a range of approaches to the study of religions (e.g. phenomenology, philosophy, sociology, textual studies, theology).
4. Engage with questions of meaning and purpose and of the nature of reality raised by the worldviews that they study.
5. Think through and develop a reflective approach to their own personal responses and developing identity and learn to articulate these clearly and coherently while respecting the right of others to differ.
6. Develop the core skills and dispositions of careful listening, critical thinking, self-reflection, empathy and open-mindedness required for making wise judgments.
7. Learn to discuss controversial issues and work with others (including those that they disagree with) with the intention of securing a healthy and peaceful society in the context of significant diversity.

** We are indebted to Barbara Wintersgill, who presented her project on Big Ideas in RE. Her work has informed much of the content of this list.*

HOLDING SCHOOLS TO ACCOUNT FOR THE PROVISION AND QUALITY OF RE

- a. Schools should be required to publish on their website details of how they meet the national entitlement for RE.
- b. Inspection frameworks should be revised to ensure that inspectors monitor whether or not schools meet the national entitlement for RE, in the light of schools' duty to provide a broad and balanced curriculum.
- c. The DfE should either monitor, or give SACREs or other approved bodies the power and resources to monitor, the provision and quality of RE in all schools, including free schools, academies and schools of a religious character.
- d. The government should consider the impact of school performance measures, including the exclusion of RS GCSE from the EBacc, on GCSE entries and on the provision and quality of RE, and consider reviewing performance measures in the light of the evidence.

A RENEWED AND EXPANDED ROLE FOR SACRES

We seek to consult on all our recommendations relating to SACREs. (See page 12)

A NATIONAL PLAN FOR IMPROVING TEACHING AND LEARNING IN RE

We are considering developing a National Plan for developing teaching and learning in RE, along the lines of the National Plan for Music Education. This plan is likely to include the following recommendations:

- a. A minimum of 12 hours should be devoted to RE in all primary Initial Teacher Education (ITE) courses.
- b. Leading primary schools for RE should be identified and all primary trainees should be given the opportunity to observe RE teaching in such a school.
- c. Include under the Teachers' Standards, part 1, section 3 (Demonstrate good subject and curriculum knowledge), the requirement that teachers 'demonstrate a good understanding of and take responsibility for the sensitive handling of controversial issues, including thoughtful discussion of religious and non-religious worldviews where necessary.'
- d. Restore funded Subject Knowledge Enhancement (SKE) courses for those applying to teach RE and for serving teachers of RE without a relevant post A-level qualification in the subject.
- e. Restore parity of bursaries for RE with those for other shortage subjects.

- f. The government and relevant funding bodies should consider how funding of grassroots teacher networks can be made more sustainable.
- g. SACREs and local authorities should review existing good practice in developing and sustaining these grassroots networks and start their own if such a network does not exist in their local area.
- h. University performance measures should be updated to credit universities for their engagement with schools, including the provision of continuing professional development (CPD) and resource materials.
- i. University staff conducting research in areas related to RE should be encouraged to contribute to grassroots networks, lead teacher development days, develop resource materials or become SACRE members. This may provide opportunities for them to demonstrate the impact of their research or increase student recruitment.

LIST OF AREAS FOR CONSULTATION

A NATIONAL ENTITLEMENT FOR RELIGIOUS EDUCATION

1. The entitlement is not a national syllabus or curriculum. It is a basic statement of what all pupils are entitled to, whatever type of school they attend. Many schools will need guidance and support to translate this entitlement into curriculum planning, particularly in relation to progression. We are still reviewing where this guidance and support will come from. We seek input on what bodies would be best placed to translate the entitlement into detailed programmes of study and how best to support schools to plan their curriculum in line with the entitlement. Several possibilities have been discussed by the Commission so far:
 - a. Removing the requirement for local authorities to hold Agreed Syllabus Conferences (ASCs). In a context where every school will eventually become an academy, this requirement is no longer proportionate for many local authorities and will become even less so over time. However, it might be possible for programmes of study to be developed at regional levels. It would also be possible to include regional universities on this model. A regional system might not provide sufficient support to academies unless they were explicitly included. If the requirement for local authorities to develop a locally agreed syllabus were to be removed, it would not preclude those local authorities that had the resource and expertise from convening ASCs and developing programmes of study that could be adopted by those schools that chose to, within or outside that local authority.
 - b. Recommending the development of a national set of programmes of study compliant with the entitlement. This may or may not be government-funded. This has the advantage of providing consistency

across localities, which was requested by some teachers in the written and oral evidence. However, there are a number of potential difficulties with it. First, there is the vexed question of who develops programmes of study. Second, there is the justified criticism that in the era of a school-led system a nationally agreed set of programmes of study is too rigid and leaves schools insufficient freedom to undertake RE that is appropriate for their pupils and immediate community. Third, there is the question of how to ensure that the syllabus is appropriately independent of political interference. Many of those who gave oral and written evidence were concerned about excessive political interference in the scope and content of RE.

- c. Leaving the market open for schools, groups of schools, dioceses, SACREs, commercial providers and other relevant groups to write their own programmes of study. This would allow maximum freedom for schools but might not resolve the inequality in provision and quality discussed above. Non-statutory guidance or a range of model programmes of study might also be developed to support relevant groups in writing their own programmes of study.
2. There is likely to be a range of possibilities within these broad categories and other possibilities that we have not yet considered. We seek views on what would be most helpful to support schools with curriculum planning and ensure that all schools can meet the entitlement effectively.
3. The question also remains as to whether the entitlement statement should replace or supplement the current legislation on agreed syllabuses, which requires that they must 'reflect the fact that religious traditions in Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (UK Parliament, Education Act 1996, Section 375.2). This legislative statement remains a statement of historical and social fact. Of those who identify themselves as having a religion, the majority are Christian, and Christianity has played a particular role in the history of Great Britain. However, the statement in and of itself does not specify how much time should be spent on any worldview. It also does not include non-religious worldviews. We seek views on whether the entitlement should specify a number and range of worldviews, or a minimum time to be spent on one worldview.
4. We have also discussed whether the name of the subject should be changed, to signify the renewed vision for the subject. It is difficult to find an alternative name that appropriately captures the breadth and depth of the subject as outlined in the entitlement statement. We have discussed a number of options. A small majority of the Commission preferred to call the subject Religion and Ethics (or Religions and Ethics) while others wished either to preserve the current name, or to change its name to Religions and Worldviews or Religion, Philosophy and Ethics (or Philosophy, Religion and Ethics). We seek views on which of these options best captures the nature of the subject outlined in the entitlement. We

also seek suggestions on alternative names which fit the entitlement and the renewed vision for the subject.

HOLDING SCHOOLS TO ACCOUNT FOR THE PROVISION AND QUALITY OF RE

1. We seek views on the most appropriate mechanisms for holding schools to account for the provision and quality of RE at both primary and secondary level.
2. We are considering recommending that a revised qualification at Key Stage 4, for those not taking Full Course GCSE RS, be developed. This would need to meet the requirements of the national entitlement for RE and have currency in school performance measures. This qualification would not be compulsory but would count in school performance measures and in individuals' applications for work or further study. We seek views on how effective this would be and what demand there would be for such a qualification.

A RENEWED AND EXPANDED ROLE FOR SACRES

1. We seek views on the following recommendations on the role of SACREs:
 - a. The Government should publicly highlight and reaffirm the important role of SACREs in supporting and resourcing RE.
 - b. The Government should consider whether the role of SACREs should be expanded to include a duty to advise on all matters relating to religion and belief in schools.
 - c. The Government should consider ways of securing funding to resource SACREs adequately. Options for this may include:
 - i. Ring-fenced funding for SACREs.
 - ii. Funding for SACREs from the Department of Culture, Media and Sport or the Department of Communities and Local Government.
 - iii. Specifying a minimum amount of funding (perhaps per school or per pupil) to which local authorities must adhere.
 - d. The Government should consider the composition of SACREs and the law should be changed to include representatives of non-religious worldviews as full members.
 - e. The Government should publish all SACRE annual reports publicly on a dedicated website.
2. We seek views on what the duties of SACREs should be in relation to promoting good community relations, beyond matters relating to religion

and belief in schools.

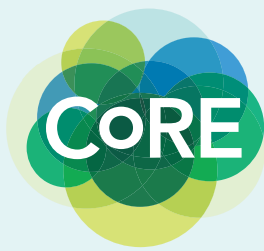
3. We are still considering how the composition of SACREs should be adapted to be fit for purpose in a changed social and educational landscape. In particular, we are considering whether the committee structure should be changed or abolished. We seek views and evidence on this.
4. We seek views on which groups and organisations should be represented on SACREs.

THE RIGHT OF WITHDRAWAL

1. We seek further evidence on the number of pupils being withdrawn from RE, and the reasons given, where these are given, as well as whether the number of cases and reasons given have been changing over time.
2. We seek views on the most effective ways to manage the right of withdrawal in practice.
3. We seek views on whether it is desirable to look to adopt an overall approach to the design of the RE curriculum in every school so that it is sufficiently 'objective, critical and pluralistic' as to render it capable of being compulsory without the right of withdrawal.

A NATIONAL PLAN FOR IMPROVING TEACHING AND LEARNING IN RE

1. We seek views on what should be included in the National Plan for RE, beyond the recommendations set out above.
2. We seek views on how the National Plan might best be implemented.
3. There are increasing expectations of teachers to be engaged with research, by keeping up to date with published research at minimum, and where possible by engaging in action research, lesson study and other forms of practitioner research. We seek views on the kinds of research which would be most helpful for RE teachers to engage with, and what mechanisms would support this.



Commission on Religious Education

Report drafter: Amira Chilvers
Report produced for the Commission on Religious Education
by NCVO-CES

© RE Council September 2017

Religious Education Council of England & Wales
CAN Mezzanine
49-51 East Road
London N1 6AH
020 7250 8166
religioueducationcouncil.org.uk
facebook.com/religioueducationcouncil
twitter.com/RECouncil

Standing Advisory Council on Religious Education
8th November 2017

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

The SACRE Annual Report

1 Purpose of Report

1.1 To present the SACRE with its Annual Report.

2 Summary

2.1 SACRE produces an annual report of its work which is published as a public document. A copy of the 2016-2017 SACRE Annual Report will be presented at the meeting for approval by members prior to distribution.

3 Recommendation

3.1 That members of SACRE receive the report

4 Background

4.1 SACREs are required to produce an annual report of their work. This report is distributed electronically to NASACRE, headteachers of all schools in the county, and is available to the teacher associations and to the local faith communities via the entrust website.

4.2 Members are requested to read and approve the report prior to general distribution.

5 Equal Opportunities

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

6 Financial implications

6.1 Financial implications are indicated in the budget account.

Contact Officer:
Telephone number:

Emma Jardine-Phillips
07805 692573



Staffordshire Standing Advisory Council on Religious Education

**27th Annual Report
September 2016 - September 2017**

From the Chair of SACRE



After the excitement last year of drawing up and launching Staffordshire's reshaped Agreed Syllabus in Religious Education, Staffordshire SACRE has enjoyed a less intense but still dynamic programme during the academic year 2016-17, the period covered by this Annual Report.

It is good, first, to note that during the year excellent progress has been made in rolling out the new Agreed Syllabus to Staffordshire schools, and that the Syllabus is being readily and enthusiastically received by teachers. The work of embedding the Syllabus is ongoing, through in-service sessions, cluster groups and individual school and teacher support ably led by Emma Jardine-Phillips, County Adviser in RE.

Each year the Accord coalition offers prizes for organisations engaging with religious and cultural diversity. For 2016-17, Accord specifically invited SACREs to apply for this prize, and Staffordshire SACRE duly submitted an application, highlighting the new Syllabus among other matters. An unexpectedly large number of SACREs applied for the prize, which went to Brent SACRE. In the report of the competition, Staffordshire SACRE was commended for its inclusive membership and for the support it gave within RE for pupils with learning difficulties.

One of the outcomes from this exercise, and more broadly from reflecting on the thinking behind the Agreed Syllabus, is the realisation that although the United Kingdom is clearly a very diverse society, religiously and ethnically, this diversity tends to be concentrated in particular locations, and not to be directly experienced in many effectively mono-cultural areas, including large parts of Staffordshire. Schools in Staffordshire, and SACRE itself, therefore face the challenge of how to enable pupils to encounter the reality of living with, and within, diversity.

Arising from this, Staffordshire SACRE submitted an application for a Westhill/NASACRE Award for 2017-18 to support a project linked to the themes of the Agreed Syllabus (Exploring, Engaging, Reflecting) which would enable groups of pupils to explore with practising Christians and with practising Muslims their experiences of living with diversity. I am pleased to say that this application was successful, and the project will go ahead in the Autumn Term 2017.

During the year, SACRE gave attention to a report from the Tell MAMA initiative (Measuring Anti-Muslim Attacks), noting that 11% of such recorded attacks occurred in schools, though none in Staffordshire itself. SACRE carried out a constructive correspondence with the County's relevant Cabinet Member to enquire what the County's policy was for minimising the risk of religious hate incidents, and to offer support for that policy within County schools.

The Religious Education picture nationally is currently dominated by the Commission on RE – a massive exercise being mounted by the Religious Education Council. SACRE submitted evidence to the Commission, and I delivered a personal submission to one of the consultative sessions. An Interim Report will be published in Autumn 2017 with the final report scheduled for Autumn 2018. The Commission's findings will have considerable impact on the future of Religious Education (and also SACREs) in this country.

Finally, I gladly thank Emma for her inspirational leadership of RE within the County, and the members of Staffordshire SACRE for their participation and contributions during the year. On SACRE's behalf I wish very warmly to thank and congratulate RE teachers across the County for their achievements in delivering high quality RE in their schools, and in preparing their pupils for the realities of living in the religiously diverse world which is Twenty First Century Britain.

A handwritten signature in black ink that reads "Michael R. Metcalf".

Rev. Prebendary Michael Metcalf
Chair, Staffordshire SACRE

Content

	<i>page</i>
From the Chair of SACRE	2
1. Introduction	4
2. A summary of the work of SACRE 2016-2017	5
3. Standards and quality of RE provision	6
4. Managing the SACRE and partnership with the LA and other stakeholders	10
5. The effectiveness of the local agreed syllabus	12
6. Collective worship	13
7. Contribution of the SACRE to the wider community	13
Appendices	15
1. The Statutory Duties of a SACRE	16
2. Membership of Staffordshire SACRE: Attendance at Meetings	17
3. Procedures for schools causing concern	19
4. Staffordshire monitoring survey results	20
5. Examination Results Analysis 2016	23
6. The SACRE Budget 2016-2017	29

1. Introduction

This report covers the work of the Staffordshire SACRE during the academic year from September 2016 to July 2017. 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>

The statutory duties of a SACRE are given in Appendix 1. Page 16
The membership of the SACRE is given in Appendix 2. Page 17

2. A summary of the work of the SACRE September 2016-2017

- The revised Agreed Syllabus for Religious Education was formally adopted by Staffordshire County Council for implementation in schools from September 2016 onwards. All pupils on the school roll are entitled to receive Religious Education. This includes pupils in the second year of the foundation stage and 16-19 year old students in school Sixth Forms. Locally agreed syllabus' are the legal basis for RE in all schools where it applies and inspection is based upon the implementation of the Agreed Syllabus.
- An official launch event for the new Agreed Syllabus for Religious Education was held at The Entrust Riverway Centre in January. Attendees included school representatives, pupils, faith representatives and councilors including the Staffordshire County Council Lead Member for Learning and Skills.
- Monitoring of provision was carried out via survey monkey questionnaires. 70 responses were received from Staffordshire Primary Schools. A zero response was received from Staffordshire Secondary Schools.
- The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus. The SACRE monitored provision and attainment in externally accredited courses in Religious Studies in 2016. Overall, both national results and Staffordshire's results for GCSE Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2015 the National Average A* to C was 70.6% (72% in 2014) and the Staffordshire Average A* to C was 68.4% (68.5% in 2014)
- Entrust offered a full programme of CPD to support RE teachers across the year. Over 100 schools attended CPD events across the year. Bespoke support was also provided in response to individual school requests.
- Support for RE in Staffordshire via the Entrust website has proven a useful resource for teachers with many visiting the site to download the new agreed syllabus and the SACRE annual report.
- Staffordshire SACRE was represented at the NASACRE (the National Association of SACREs) Conference and AGM, AREIAC Meetings and the AREIAC conference.
- The partnership with NASACRE remains strong. Members of SACRE are also representatives on other SACREs and on bodies such as Stafford and District Friends of Faith and Chase Against Hate Crimes.
- The SACRE liaised with the LA to share the findings and potential impact locally of the 2015 Tell MAMA Annual Report; Statements from the co-chairs of the Inter Faith Network UK and Moderators of the IFN Faith Communities Forum in response to terrorist attacks in London and Manchester; The possible implications of the European Court of Justice ruling on the wearing of visible religious symbols.
- Staffordshire SACRE made an application to the 2017 Accord Inclusivity Award. Whilst unsuccessful in gaining the award the application drew praise in specific areas.
- Staffordshire SACRE successfully bid for a Westhill/NASACRE Award and have been awarded a grant to fund the 2017 delivery of a project: Explore:Engage:Reflect
- No determinations have been requested during this academic year.

3. Standards and quality of RE provision

3.1 Compliance and time allocation for RE

Monitoring

Monitoring for this academic year took place via Survey Monkey. All Staffordshire schools were invited to respond to SACRE monitoring surveys via email, via the Religious Education newsletter and during training events throughout the year. Staffordshire SACRE received 70 responses to its primary monitoring questionnaires. Staffordshire SACRE received a zero response to its secondary monitoring questionnaires. See Appendix 4 for a statistical breakdown.

Primary Monitoring headlines:

- Collective worship is led by a variety of staff in different settings but is most likely to be led by a member of the Senior Leadership Team.
- Provision for collective worship varies from school to school with some schools operating a year group system and others offering a system of whole school provision
- Collective worship takes many forms including thought for the day and teacher led worship
- A sizeable number of respondents stated that faith/community visitors contributed to collective worship in their schools
- Over 30% of schools experience some form of pupil withdrawal from collective worship. Numbers range between 1 and 4 pupils per school with one school reporting that more than 4 pupils were withdrawn.
- Over 90% of schools have reviewed their collective worship provision in the past 2 years.
- Provision of RE for pupils is good with over 70% of primary schools responding stating that classes were allocated one hour or more of RE per week. This meets the recommendations of the SACRE in the agreed syllabus guidance. A small number of schools commented that they are now delivering block weeks of Religious Education teaching as an alternative delivery model.
- In 67% of schools, Teaching Assistants (TAs) were employed in the delivery of RE. This included TAs delivering RE in PPA time, supporting individual pupils and, in some cases, HLTA's planned and delivered the RE Curriculum.
- 90% of schools stated that their planning was based on the Staffordshire Agreed Syllabus.
- 59% of schools stated that teachers had had access to CPD for RE. This number is down on the 2015/16 monitoring results.
- Over 80% of schools had reviewed their RE provision in the past 3 years.

This survey has provided SACRE with an up to date picture of RE provision in primary schools. Opportunities should be found in the next academic year to determine accurate provision in secondary schools that are required to follow the Staffordshire Agreed Syllabus.

3.2 Standards and achievement

Staffordshire SACRE reviews and discusses standards and achievement in RE during meetings as appropriate. Examination results were scrutinised during the Spring term SACRE meeting. These discussions were based on data provided by Staffordshire County Council and noted in the minutes of the SACRE meeting. Throughout 2016-17 Religious Education network meetings which schools can choose to attend have included moderation of standards across year groups and schools to support schools with the judgements they make against the revised 2016 Agreed Syllabus Age Related Expectations.

Public examination entries in RE

In the Staffordshire Agreed Syllabus for Religious Education, legal requirements state that RE should be provided as part of the basic curriculum for all registered pupils attending a maintained school.

At Key Stage 4 all pupils should fulfil their entitlement by following as a basis an accredited specification (from a recognised examination board) in Religious Studies. Schools should provide reasonable time for pupils to complete this and if appropriate, to attain an external qualification.

At KS5 pupils may follow the programme of study provided within the Agreed Syllabus or an accredited specification (from a recognised examination board) in Religious Studies. Schools that do not offer this opportunity to their students are requested to apply to the SACRE for a variation of practice. This academic year no schools have applied for, or been granted, a variation.

Staffordshire SACRE recognises the independence of Academies and Free Schools. However, it commends the Agreed Syllabus to them as a constructive and collaborative way to meet their legal requirements in Religious Education.

At the Spring term meeting the Advisory Council received a statistical analysis of the standards achieved in GCSE (full course), advanced subsidiary and advanced level GCE Religious Studies by pupils examined in the summer of 2016. In line with the SACRE remit, the analysis of GCSE and A level results that follows only takes account of local authority maintained schools. A list of maintained schools (correct 16.01.17) is provided for reference.

SACRE were pleased to congratulate teachers and pupils in Staffordshire schools on their demanding work and continued efforts to raise the standard of attainment in the County. Members asked that letters of congratulations and support be forwarded to the schools referred to in the report where schools had achieved results significantly above the national average.

A statistical analysis of the standards achieved by Staffordshire schools in examinations held in summer 2016 can be found in Appendix 5. Key issues identified in the analysis are as follows:

GCSE

- Overall, both national results and Staffordshire's results for GCSE Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2015 the National Average A* to C was 70.6% (72% in 2014) and the Staffordshire Average A* to C was 68.4% (68.5% in 2014)
- Results for all pupils show that pupils in Staffordshire achieved slightly below the national average at grades A*-C but in line with the national average for grades A*-G. The results for both male and female pupils reflect the results for all pupils.

Staffordshire Maintained Schools
The Kings CE School
Paulet High School
Paget High School
Sir Thomas Boughey High School
Norton Canes High School
Blythe Bridge High School and Sixth Form
Moorside High School
Codsall Community High School
Endon High School
Great Wyrley Performing Arts High School
King Edward VI School, Lichfield
Nether Stowe School
Wolgarston High School - A Specialist Tech College
The Friary School, Lichfield
Cheslyn Hay Sport and Community High School
Thomas Alleyne's High School
Chase Terrace Technology College
King Edward VI High School - A Language College
Abbot Beyne School
Stafford Sports College

- The results tables reveal that there were several schools achieving results well above the national average.
- SACRE were mindful to take note of the number of pupils on role versus the number of entries. This gave an insight into the provision that different schools have in place for pupils at KS4.

A Level

- Overall, both national results and Staffordshire's results for A Level Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2015 the National Average A* to B was 54.5% (51.7 % in 2014) and the Staffordshire Average A to B was 52% (42.6 % in 2014).
- Results for all pupils showed that pupils in Staffordshire achieved slightly below the national average at grades A*-B but broadly in line with the national average for grades A*-E. The results for female pupils reflect the results for all pupils. The results for male pupils revealed that they performed below the national average.
- The results tables revealed that there were several schools achieving results well above the national average.
- The number of entries per school was small. This is not unexpected at KS5 for which examination courses will be optional.

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

3.3 Quality of teaching, quality of leadership and management

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was made available to schools. This provided an opportunity for schools to review their curriculum, access the subject leader training provided by Entrust and share information related to assessment and feedback. Over 100 schools attended RE training and development courses with Entrust this academic year. Feedback from schools attending RE training reflected that subject leaders felt secure in their role moving forward with the revised curriculum requirements.

The monitoring surveys revealed a very positive picture in the primary schools that responded with a high number of schools engaging in regular reviews of their RE provision. SACRE was unable to gain a reliable picture of provision in secondary schools, but in those schools' that entered pupils for examinations it was clear to see where the key stage 4 element of the agreed syllabus was being followed.

Schools have the option to purchase further bespoke support and evaluation of their leadership of RE from Entrust and this academic year several have opted to do so. This is a voluntary option.

Monitoring the quality of teaching and the quality of leadership and management overall continues to present some challenges for the SACRE. There are no systematic means of gathering information to provide reliable evidence on which to base judgments. However, following the introduction of the revised Agreed Syllabus for Religious Education SACRE are optimistic about the quality of RE in Staffordshire and are reassured by the positive response the agreed syllabus has received from those schools required to use it.

3.4 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 the 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.

3.5 Resources

Linguistic and Cultural Mediators

The work of the Entrust Senior Teacher Consultant for RE is enhanced by the team of Linguistic and Cultural Mediators (LCMs) employed by Entrust. This team offers the opportunity for an interactive faith/cultural experience for pupils where they have an opportunity to meet with members of a faith and learn about what that faith means to the people that live it. The LCMs offer several interactive workshops for schools. The SACRE are pleased to be associated with the work of the LCMs.

Governor Services

Guidance for Governors regarding RE has been provided through Entrust Governor Information packs. Governing Boards have been supported with clarity in the message about their statutory duties with regards to Religious Education.

Entrust Education website

The Entrust website holds the revised Agreed Syllabus for Religious Education. Other non-statutory supportive materials including long and medium term plans, are available from the Senior Teacher Consultant for RE at Entrust.

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

4.1 SACRE meetings

Meetings were held on November 9th 2016, February 8th 2017 and June 21th 2017 at the Kingston Centre, Stafford. All meetings were held at 2.00 p.m.

At the Autumn term 2016 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. See Appendix 2 for full details.

- Mrs. A. Hopkins replaced Mrs. S. Devereux in September 2016
- Mrs. L. Goodwin replaced Mr. M. Dwyer in October 2016
- Mrs. L. Nicholson Ward replaced Mr. C. Hopkins in November 2016
- Mr. M. Cooper replaced Mrs. R. Woodward in January 2017
- 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 2016-2017 the customary invitation was extended to SACRE members to attend any or all of the professional development activities offered to teachers.

Rev. Preb. M.R. Metcalf and Mr M. Parekh attended the 2017 NASACRE Conference and AGM 'Preparing for Life in Britain: The Contribution of RE'. Charles Clarke, Dr Joyce Miller and Prof Aaqil Ahmed (the only person to have been both BBC and Channel 4 Head of Religion and Ethics) formed the conference panel. Both SACRE members spoke positively of the event and the quality of the conference panel in attendance. Notable outcomes and updates were shared with SACRE members at the summer term meeting.

The Senior Teacher Consultant for RE and Advisor to SACRE attended AREIAC two regional meetings in 2016-17 including the joint AREIAC/NASACRE conference 'Religions are not Monoliths'. A full update and evaluation was provided to SACRE in the summer term meeting to inform the work of SACRE moving forward.

4.4 SACRE developments

The REC Commission

Staffordshire SACRE gave a full submission to the REC commission as a contribution to their call for evidence. This independent commission has been established by the Religious Education Council (REC) to make wide-ranging recommendations in relation to RE in schools.

The Big NASACRE Survey

Staffordshire SACRE discussed the key aspects of this survey and the chairman collated information gleaned into a full submission to NASACRE.

2017 Accord Inclusivity Award

Staffordshire SACRE made an application to the 2017 Accord Inclusivity Award. The application revealed an in-depth picture of the work and achievements of Staffordshire SACRE. Whilst ultimately unsuccessful the nomination drew particular praise for:

- The production of separate guidance given for special schools
- The wide range of SACRE representatives
- The letters of praise/support which SACRE sends to high/low performing schools

4.5 LA support for the SACRE

The LA continues to commission its support for Religious Education from Entrust. Support for SACRE this year was provided by Emma Jardine-Phillips Senior Teacher Consultant for RE.

4.6 Financial support

£12,590 was made available to support the work of SACRE during the financial year 2016-2017 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year 2016-17 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 6). Unusually, in this financial year there was a budget underspend due to a number of contributing factors. Looking forward to 2017-18 the SACRE have plans to ensure that the budget is fully utilised in supporting schools to be aware of their statutory responsibilities. This includes pupil centred initiatives, QA visits to schools and additional support and guidance in line with the revised syllabus.

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 has used this information effectively to advise the LA on the range of issues covered elsewhere in this report.

SACRE have reported on the findings of the 2015 Tell MAMA Annual Report. The report was launched in parliament and highlights hate crime against Muslims in the UK. Of particular concern to SACRE was that 20% of hate crime attacks were in places of education. Members were

reassured that many of the of the notable points relating to education were reflected well within the new Staffordshire Agreed Syllabus, through which schools are given a steer to include Islam within their programme of study. Members requested further clarification from the LA on any issues that were being experienced in Staffordshire and what actions were being taken to ensure that Muslim pupils were kept safe. A written response was received from Gill Heath, Cabinet Member for Communities and the Environment. In the summer term meeting a presentation was provided by the Entrust Inclusion and Wellbeing team who gave specific details relating to procedures followed in Staffordshire when schools' report racist incidents.

4.8 Partnerships with other key stakeholders

NASACRE

The Chair of Staffordshire SACRE, Michael Metcalf, is also treasurer of the National Association of SACREs (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 2016-2017 are included in the minutes from each meeting.

Local Authority

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was introduced into schools. As the key curriculum document for pupils in Staffordshire's maintained schools the local authority are responsible for ensuring that guidance is in place. The Senior Teacher Consultant and Advisor to Staffordshire SACRE and the County Commissioner for School Quality Assurance and Intervention have remained in regular contact and worked together to ensure that schools are clear about their statutory responsibilities for Religious Education.

5. The effectiveness of the local agreed syllabus

5.1 Additional guidance/monitoring and evaluation of the agreed syllabus

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was formally adopted by Staffordshire County Council and introduced into Staffordshire's schools. As writers of the syllabus, Staffordshire SACRE worked to ensure a sharply focused syllabus to support high standards of Religious Education in Staffordshire schools.

Additional guidance was provided in the following formats:

- All schools were invited to a free launch event to support them in implementing the revised syllabus
- Four network meetings were held each term in locations across the county to support schools in implementing the new syllabus.
- An RE newsletter was written each month and emailed to schools to support them with aspects of teaching and learning
- A twitter feed was used to pass on timely information of benefit to subject leaders
- Schools have been invited to phone/email the Senior Teacher consultant for Religious Education at Entrust for advice and support on all aspects of their RE provision

- Long and Medium term plans have been made available to schools to support high quality Religious Education

6. Collective worship

6.1 Practice and provision for collective worship

A policy template and advice booklet is available to Staffordshire schools to support their statutory duties regarding collective worship. Schools can email the Senior Teacher consultant for Religious Education at Entrust for this information. This academic year there has been no specific training course 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 this academic year.

7. Contribution of the SACRE to the wider community

7.1 Representative nature of the SACRE

The membership of SACRE indicates that it is representative in nature. The judging panel for the 2017 Accord Inclusivity Award praised Staffordshire SACRE for its wide range of SACRE representatives.

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 SACRE members and members of Stafford Friends of Faith Forum support each other's events to promote positive community relations. This relationship supports SACRE members knowledge and understanding of the local religious, cultural and ethnic minority.

In 2016-17 SACRE members have liaised with the LA to share the findings and potential impact locally of:

- The 2015 Tell MAMA Annual Report
- Statements from the co-chairs of the Inter Faith Network UK and Moderators of the IFN Faith Communities Forum in response to terrorist attacks in London and Manchester
- The possible implications of the European Court of Justice ruling on the wearing of visible religious symbols

The Senior Teacher Consultant for RE works alongside the LCM Team employed by Entrust. There are a number of Inter faith/cultural experiences available for schools to book 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 SACRE are pleased to be associated with the work of the LCMs.

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

The Staffordshire Agreed Syllabus for Religious Education affirms that the role of RE is to foster in each pupil a growing level of religious literacy, through three complementary aims, encapsulated as Exploring, Engaging, Reflecting. The first two of these correspond to “Learning about” and “Learning from” religion. The third aim calls for pupils to “acquire a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society, by reflecting on the reality of religious diversity and on the issues raised by living in a diverse world”.

Pupils studying RE will now be specifically required to reflect on the issues raised by living in a diverse world. This aim highlights the key 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 revised syllabus emphasises that, in a civilised society, difference can be celebrated when we also seek out and build on shared values and experiences.

Visits to sacred spaces bring the Agreed Syllabus to life and underpin the role of RE in helping to prepare and equip pupils for life and citizenship in today’s diverse and plural Britain. The SACRE is committed to the syllabus and to the role it plays in building a cohesive community. Opportunities are planned to provide further guidance to schools experiencing difficulties fulfilling the third syllabus aim in 2017-18.

This academic year the SACRE liaised with the LA to share the findings and potential impact locally of the 2015 Tell MAMA Annual Report, Statements from the co-chairs of the Inter Faith Network UK and Moderators of the IFN Faith Communities Forum in response to terrorist attacks in London and Manchester and the possible implications of the European Court of Justice ruling on the wearing of visible religious symbols. The SACRE brings together members with links to other organisations such as the IFN, NASACRE, Prevent and CAHC (Chase Against Hate Crimes). They are well positioned as a local body to contribute to social, racial and religious harmony and to the wider community.

Appendices



**27th Annual Report
September 2016-September 2017**

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

	9 November 2016	8 February 2017	21 June 2017
Committee A			
Christian and other religious denominations			
Free Churches (5)			
Mrs. D. Cutler	✓	✓	
Vacancy			
Vacancy			
Mrs S.J. Phillips (Meth)	✓	✓	
Vacancy			
Hindu (2)			
Vacancy			
Mr. G. Devadason			
Jewish (1)			
Mr. P. Lewis			
Muslim (2)			
Mrs. H. Haroon-Iqbal			
Mr M. Parekh	✓		
Religious Society of Friends (1)			
Mrs. M. Crossland Resigned August 2017	✓		
Roman Catholic (2)			
Mrs. A. Hewetson Resigned January 2017			
Sikh (2)			
Mr Tajinder Singh			
Vacancy			
Salvation Army (1)			
Mrs. A. Hopkins*	✓	✓	
Buddhist (1)			
Ven. Dr Phramaha Laow Panyasiri		✓	
Humanist			
Mr P. Moseley			
Committee B			
Church of England (5)			
Mrs S. Blackmore Resigned February 2017	✓		
Replaced by Mrs. C. Shaw			
Mrs J. Grundy	✓		✓
Mrs. L. Nicholson Ward**	✓		✓
Rev. Preb. M.R. Metcalf	✓	✓	✓
Mr. M. Cooper ***			✓
Committee C			
Teacher Associations (5)			
Ms S. Kirwan (ATL)	✓	✓	
vacancy (ASCL)			
Vacancy (NAHT)			
Mrs. L. Goodwin (NUT)****	✓	✓	
Ms. S. Andjelkovic (NASUWT)		✓	✓

Committee D			
Local Education Authority (5)			
Mr. T.V. Finn Resigned May 2017			
Mr. P.R. Davies Resigned May 2017		✓	
Mr I Lawson	✓✓	✓✓	✓✓
Mr D. Williams Resigned May 2017			
Mrs C. Wood Resigned May 2017	✓	✓	
Replaced By:			
Mr. S. Hussain			✓
Mr. B. Peters			
Mr. M. Sutton			✓
Vacancy			
Co-opted			
Baha'i			
Mrs. J. Thompson		✓	✓
Spiritualist National Union			
Mrs J. Almond Resigned January 2017			
Clerk to SACRE:			
Mrs. J. Roberts	✓	✓	✓
Officers:			
Ms. E. Jardine-Phillips, Adviser	✓		✓

*Mrs. A. Hopkins replaced Mrs. S. Devereux in September 2016

**Mrs. L. Nicholson Ward replaced Mr. C. Hopkins in November 2016

***Mr. M. Cooper replaced Mrs. R. Woodward in January 2017

**** Mrs. L. Goodwin replaced Mr. M. Dwyer in October 2016

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 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.
 - c) The SACRE to hold a note of concern on its records

Appendix 4

Collective Worship in Staffordshire Primary Schools

RESPONDENTS: 62

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

Answer Choices	Responses
Headteacher	45.16% 28
Deputy	20.97% 13
Teaching staff	41.94% 26

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

Answer Choices	Responses
No, it always takes place as a whole school event	45.16% 28
Yes 1-3 days a week	41.94% 26
Yes 4-5 days a week	14.52% 9

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

Answer Choices	Responses
No	32.79% 20
Yes occasionally	44.26% 27
Yes daily	22.95% 14

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

Answer Choices	Responses
No	11.29% 7
Yes, occasionally	88.71% 55
Yes, daily	1.61% 1

Q5 Do you have any pupils withdrawn from collective worship?

Answer Choices	Responses
No	63.35% 43
One	11.29% 7
Two	13.79% 4
Three	6.45% 1
Four	1.61% 1
More	4.84% 3

Q5 When was your collective worship policy last reviewed?

Answer Choices	Responses
In the last six months	23.40% 11
In the last year	34.04% 16
In the last two years	42.55% 20

Monitoring RE Provision Primary Survey

RESPONDENTS: 70

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

Answer Choices	Responses
one hour a week	72.86% 51
more than one hour a week	4.29% 3
less than one hour a week	22.86% 16

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

Answer Choices	Responses
One hour a week	72.86% 51
more than one hour a week	8.57% 6
less than one hour a week	18.57% 13

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

Answer Choices	Responses
Yes	90% 63
No	10% 7

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

Answer Choices	Responses
Yes	59.42% 41
No	42.03% 29

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

Answer Choices	Responses
Yes	67.14% 47
No	32.86% 23

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

Answer Choices	Responses
Supporting specific groups of pupils	28.26% 13
Delivering lessons during PPA time	78.26% 36
Planning and delivering the RE Curriculum	21.74% 10

Q7 When was RE last reviewed by the School SLT (including the Governing Board)?

Answer Choices	Responses
In the last six months	24.56% 14
In the last year	35.09% 20
In the last two years	24.56% 14
In the last three years	15.79% 9

Staffordshire SACRE received a zero response to its secondary monitoring questionnaires.

Examination Results 2016-2017

Full Course GCSE in Religious Studies Results Analysis 2016
National Average A* to C 70.2% (70.6% in 2015)
Staffordshire Average A* to C 67.8% (68.4% in 2015)

Appendix 5

GCSE Full Course Results All Pupils

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310) ALL PUPILS

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
-	National (All Schools)	600317	268573	10.6	19.0	23.5	18.5	11.9	7.2	4.5	2.7	< 0.1	1.9	0.3	71.5	97.8	5.3
-	National (State Funded)	539985	252022	9.3	18.1	23.7	19.0	12.4	7.5	4.7	2.9	< 0.1	2.0	0.3	70.2	97.7	5.2
-	LA (State Funded)	8761	4984	5.4	15.7	24.6	22.1	13.7	8.3	4.7	3.3		1.8	0.2	67.8	97.9	5.0
4500	Abbot Beyne School	104	102	3.9	12.7	23.5	20.6	10.8	10.8	7.8	5.9		3.9		60.8	96.1	4.6
4067	Blythe Bridge High School	152	125	0.8	8.8	17.6	25.6	18.4	15.2	8.0	4.0		1.6		52.8	98.4	4.4
4178	Chase Terrace Technology College	221	22	13.6	18.2	50.0	13.6	4.5							95.5	100.0	6.2
4140	Cheslyn Hay Sport and Community High School	211	174	2.3	11.5	21.8	26.4	15.5	10.3	9.2	1.7		1.1		62.1	98.9	4.8
4075	Codsall Community High School	233	21	28.6	42.9	14.3	9.5			4.8					95.2	100.0	6.7
4077	Endon High School	137	119	1.7	6.7	15.1	32.8	18.5	12.6	5.9	6.7				56.3	100.0	4.5
4079	Great Wyrley High School	175	43		16.3	32.6	27.9	14.0	2.3	7.0					76.7	100.0	5.3
4181	King Edward VI High School	136	134	1.5	5.2	17.9	19.4	19.4	13.4	6.7	8.2		8.2		44.0	91.8	3.9
4072	Moorside High School	130	130	6.9	16.9	28.5	29.2	11.5	6.2	0.8					81.5	100.0	5.6
4089	Nether Stowe School	76	14			57.1	14.3		14.3		14.3				71.4	100.0	4.7
4066	Norton Canes High School	65	15	13.3		53.3	26.7		6.7						93.3	100.0	5.8
4055	Paget High School	126	18	5.6	16.7	27.8	22.2	16.7	11.1						72.2	100.0	5.4
4051	Paulet High School	120	17	11.8	17.6	17.6	29.4	23.5							76.5	100.0	5.6
4060	Sir Thomas Boughey High School	164	33	15.2	30.3	21.2	18.2	9.1			6.1				84.8	100.0	5.9
5402	Stafford Manor High School	58	45		2.2	22.2	24.4	13.3	17.8	4.4	4.4		11.1		48.9	88.9	3.9
4126	The Friary School	207	107	5.6	29.9	35.5	16.8	10.3	0.9	0.9					87.9	100.0	6.0
4012	The King's CofE (VA) School	79	68	1.5	4.4	14.7	19.1	14.7	8.8	8.8	13.2		13.2	1.5	39.7	85.3	3.4
4146	Thomas Alleyne's High School	253	249	8.8	31.7	23.7	16.1	8.4	4.0	3.2	3.2		0.4	0.4	80.3	99.2	5.7
4100	Wolgarston High School	165	162	1.2	13.0	27.2	21.6	16.7	6.8	7.4	4.9		1.2		63.0	98.8	4.8

GCSE Full Course Results Female Pupils

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310) FEMALE

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
-	National (State Funded)	264739	135118	12.6	21.8	24.8	17.6	10.5	5.9	3.4	1.9	< 0.1	1.1	0.3	76.8	98.6	5.6
-	LA (State Funded)	4290	2660	7.8	19.4	26.6	21.5	12.0	6.3	3.1	2.0		1.2	0.1	75.3	98.7	5.4
4500	Abbot Beyne School	50	49	4.1	20.4	20.4	18.4	10.2	14.3	6.1	2.0		4.1		63.3	95.9	4.9
4067	Blythe Bridge High School	67	59	1.7	16.9	22.0	22.0	15.3	11.9	8.5	1.7				62.7	100.0	4.9
4178	Chase Terrace Technology College	114	18	11.1	16.7	55.6	16.7								100.0	100.0	6.2
4140	Cheslyn Hay Sport and Community High School	105	92	1.1	12.0	23.9	28.3	17.4	8.7	8.7					65.2	100.0	4.9
4075	Codsall Community High School	116	20	30.0	40.0	15.0	10.0			5.0					95.0	100.0	6.7
4077	Endon High School	59	57	3.5	5.3	24.6	31.6	12.3	10.5	3.5	8.8				64.9	100.0	4.7
4079	Great Wyrley High School	96	39		15.4	35.9	28.2	12.8	2.6	5.1					79.5	100.0	5.3
4181	King Edward VI High School	63	62	3.2	8.1	21.0	19.4	21.0	16.1	1.6	1.6		8.1		51.6	91.9	4.4
4072	Moorside High School	73	73	9.6	13.7	37.0	21.9	12.3	4.1	1.4					82.2	100.0	5.7
4089	Nether Stowe School	30	5			80.0	20.0								100.0	100.0	5.8
4066	Norton Canes High School	28	6	33.3		66.7									100.0	100.0	6.7
4055	Paget High School	66	11	9.1	27.3	36.4	9.1	9.1	9.1						81.8	100.0	5.9
4051	Paulet High School	61	15	13.3	20.0	13.3	33.3	20.0							80.0	100.0	5.7
4060	Sir Thomas Boughy High School	75	13	23.1	46.2	7.7	7.7	7.7			7.7				84.6	100.0	6.3
5402	Stafford Manor High School	42	36		2.8	25.0	27.8	13.9	13.9	2.8	2.8		11.1		55.6	88.9	4.1
4126	The Friary School	112	63	7.9	38.1	30.2	11.1	11.1	1.6						87.3	100.0	6.2
4012	The King's CofE (VA) School	34	33	3.0	9.1	24.2	18.2	15.2	3.0	3.0	15.2		9.1		54.5	90.9	4.2
4146	Thomas Alleyne's High School	133	130	10.8	40.0	19.2	14.6	6.9	2.3	1.5	3.8			0.8	84.6	99.2	6.0
4100	Wolgarston High School	83	81	2.5	17.3	27.2	21.0	14.8	3.7	7.4	6.2				67.9	100.0	5.0

GCSE Full Course Results Male Pupils

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310) MALE

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	U	X	A*-C	A*-G	Avg Pts
-	National (State Funded)	275246	####		13.9	22.4	20.7	14.6	9.4	6.2	4.0	3.0	0.3	62.5	96.7	4.8
-	LA (State Funded)	4471	2324		11.5	22.4	22.8	15.7	10.6	6.5	4.8	2.6	0.4	59.3	97.0	4.6
4500	Abbot Beyne School	54	53		5.7	26.4	22.6	11.3	7.5	9.4	9.4	3.8		58.5	96.2	4.4
4067	Blythe Bridge High School	85	66		1.5	13.6	28.8	21.2	18.2	7.6	6.1	3.0		43.9	97.0	4.0
5401	Cannock Chase High School	95	6			16.7	33.3	16.7	33.3					50.0	100.0	4.3
4178	Chase Terrace Technology College	107	4		25.0	25.0		25.0						75.0	100.0	6.3
4140	Cheslyn Hay Sport and Community High School	106	82		11.0	19.5	24.4	13.4	12.2	9.8	3.7	2.4		58.5	97.6	4.6
4075	Codsall Community High School	117	1		100.0									100.0	100.0	7.0
4077	Endon High School	78	62		8.1	6.5	33.9	24.2	14.5	8.1	4.8			48.4	100.0	4.3
4079	Great Wyrley High School	79	4		25.0		25.0	25.0		25.0				50.0	100.0	4.5
4181	King Edward VI High School	73	72		2.8	15.3	19.4	18.1	11.1	11.1	13.9	8.3		37.5	91.7	3.5
4072	Moorside High School	57	57		21.1	17.5	38.6	10.5	8.8					80.7	100.0	5.4
4089	Nether Stowe School	46	9			44.4	11.1		22.2		22.2			55.6	100.0	4.1
4066	Norton Canes High School	37	9			44.4	44.4		11.1					88.9	100.0	5.2
4055	Paget High School	60	7			14.3	42.9	28.6	14.3					57.1	100.0	4.6
4051	Paulet High School	59	2			50.0		50.0						50.0	100.0	5.0
4060	Sir Thomas Boughey High School	89	20		20.0	30.0	25.0	10.0			5.0			85.0	100.0	5.7
5402	Stafford Manor High School	16	9			11.1	11.1	11.1	33.3	11.1	11.1	11.1		22.2	88.9	3.0
4126	The Friary School	95	44		18.2	43.2	25.0	9.1		2.3				88.6	100.0	5.7
4012	The King's CofE (VA) School	45	35			5.7	20.0	14.3	14.3	14.3	11.4	17.1	2.9	25.7	80.0	2.7
4146	Thomas Alleyne's High School	120	119		22.7	28.6	17.6	10.1	5.9	5.0	2.5	0.8		75.6	99.2	5.4
4100	Wolgarston High School	82	81		8.6	27.2	22.2	18.5	9.9	7.4	3.7	2.5		58.0	97.5	4.6

Points to note:

- Overall, both national results and Staffordshire's results for GCSE Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2016 the National Average A* to C was 70.2% (70.6% in 2015) and the Staffordshire Average A* to C was 68.4% (68.5% in 2014)
- Results for all pupils show that pupils in Staffordshire achieved slightly below the national average at grades A*-C but in line with the national average for grades A*-G. The results for both male and female pupils reflect the results for all pupils.
- However, a closer look at the results tables reveal that there were several schools achieving results well above the national average. SACRE members wrote to congratulate these schools on their achievements.
- When looking at the results for all pupils SACRE were mindful to take note of the number of pupils on role versus the number of entries. This gave an insight into the provision that different schools have in place for pupils at KS4.

Advanced Level GCE in Religious Studies Results Analysis 2016-17
National Average A* to B 54.4% (54.5 % in 2015)
Staffordshire Average A to B 49.6% (52 % in 2015)

Page 24
 GCSE A Level Results All Pupils

All pupils

School/College	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E	Avg Pts
National (all entries)	22079	5.6	18.5	30.3	25.5	13.7	5.0	1.4	< 0.1	24.1	54.4	98.5	35.6
LA (State-funded Schools/Colleges)	280	3.2	15.4	31.1	23.6	18.2	6.8	1.8		18.6	49.6	98.2	33.4
Chase Terrace Technology College	7	14.3	14.3	28.6	28.6	14.3				28.6	57.1	100.0	38.6
Cheslyn Hay Sport and Community High School	8			50.0		37.5	12.5				50.0	100.0	28.8
Codsall Community High School	13		7.7	61.5	15.4	15.4				7.7	69.2	100.0	36.2
King Edward VI High School	1				100.0							100.0	30.0
King Edward VI School	13		23.1	23.1	23.1	15.4	15.4			23.1	46.2	100.0	32.3
Moorside High School	3			66.7	33.3						66.7	100.0	36.7
The Friary School	6			33.3	16.7	16.7	33.3				33.3	100.0	25.0
Thomas Alleyne's High School	13	7.7	46.2	7.7	15.4	23.1				53.8	61.5	100.0	40.0

KS5 GCE A Level Results Female Pupils

School/College	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E	Avg Pts
LA (State-funded Schools/Colleges)	201	3.5	17.9	33.3	23.4	15.4	5.0	1.5		21.4	54.7	98.5	35.0
Chase Terrace Technology College	5	20.0	20.0	20.0	20.0	20.0				40.0	60.0	100.0	40.0
Cheslyn Hay Sport and Community High School	6			66.7		33.3					66.7	100.0	33.3
Codsall Community High School	5		20.0	60.0	20.0					20.0	80.0	100.0	40.0
King Edward VI School	11		27.3	27.3	18.2	9.1	18.2			27.3	54.5	100.0	33.6
Moorside High School	2			100.0							100.0	100.0	40.0
The Friary School	4			50.0	25.0	25.0					50.0	100.0	32.5
Thomas Alleyne's High School	7	14.3	57.1	14.3		14.3				71.4	85.7	100.0	45.7

KS5 GCE A Level Results Male Pupils

School/College	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E	Avg Pts
LA (State-funded Schools/Colleges)	79	2.5	8.9	25.3	24.1	25.3	11.4	2.5		11.4	36.7	97.5	29.5
Chase Terrace Technology College	2			50.0	50.0						50.0	100.0	35.0
Cheslyn Hay Sport and Community High School	2					50.0	50.0					100.0	15.0
Codsall Community High School	8			62.5	12.5	25.0					62.5	100.0	33.8
King Edward VI High School	1				100.0							100.0	30.0
King Edward VI School	2				50.0	50.0						100.0	25.0
Moorside High School	1				100.0							100.0	30.0
The Friary School	2						100.0					100.0	10.0
Thomas Alleyne's High School	6		33.3		33.3	33.3				33.3	33.3	100.0	33.3

Points to note:

- Overall, both national results and Staffordshire's results for A Level Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2016 the National Average A* to B was 54.4% (54.5 % in 2015) and the Staffordshire Average A to B was 49.6% (52 % in 2015).
- Results for all pupils show that pupils in Staffordshire achieved slightly below the national average at grades A*-B but broadly in line with the national average for grades A*-E. The results for female pupils reflect the results for all pupils. The results for male pupils revealed that they performed below the national average.
- However, a closer look at the results tables reveal that there were several schools achieving results well above the national average. SACRE wrote to congratulate these schools on their achievements.
- The number of entries per school is small. This is not unexpected at KS5 for which examination courses will be optional.

Staffordshire schools receiving letters from SACRE

GCSE Full Course

School	Number On Role	Number Of Entries	Well above national average A* to C (70.2%)
Chase Terrace Technology College	221	22	95.5
Codsall High School	223	21	95.2
Great Wyrley High School	175	43	76.7
Moorside High School	130	130	81.5
Norton Canes High School	65	15	93.3
Sir Thomas Boughay High School	164	33	84.8
The Friary School	207	107	87.9
Thomas Alleyne's High School	253	249	80.3

A Level

School	NOE	Well above national average A* to B (54.4%)
Chase Terrace Technology College	7	57.1
Codsall High School	13	69.2
Moorside High School	3	66.7
Thomas Alleyne's High School	13	61.5

The SACRE Budget 2016-2017

Name	Val.in RC	Post Date
Employers Liability Insurance 16/17	-6.47	15/03/2017
Public Liability Insurance 16/17	-33.83	15/03/2017
Professional Indemnity Ins 16/17	-1.31	15/03/2017
Employers Liability Insurance 16/17	35.43	15/03/2017
Public Liability Insurance 16/17	159.17	15/03/2017
Professional Indemnity Ins 16/17	7.20	15/03/2017
Staffordshire Agreed Syllabus for RE - E Jardine-P	1,150.00	15/03/2017
RMB1300G08 31/01/2017	60.00	03/03/2017
RMB032268 08/02/2017	20.00	03/03/2017
RMB1300G08 31/01/2017	175.00	03/03/2017
RMB032266 - SACRE	20.00	04/10/2016
Annual AREIAC membership 2016-17 Full rate	70.00	04/10/2016
RMB032267 : SACRE - 09/11/2016	20.00	07/12/2016
Annual Subscription Academic year 2016/17	95.00	15/06/2016
NASACRE Conference 6.3.2017 Member fee	75.00	07/02/2017
Professional NATRE Membership 1/07/2016-30/6/2017	100.00	27/06/2016
SDA Charge to Services for transfer to Entrust-Cur	6,500.00	13/10/2016
Conference attendance NASACRE 17.5.16	100.00	15/06/2016
Employers Liability Insurance 16/17	6.47	23/02/2017
Public Liability Insurance 16/17	33.83	23/02/2017
Professional Indemnity Ins 16/17	1.31	23/02/2017
Total Expenditure	8,586.80	
Budget	12590	
Variance	4,003.20	

Standing Advisory Council on Religious Education
8th November 2017
Report of the Deputy Chief Executive and Director for Families and
Communities

Guidance on Visits

1 Purpose of Report

1.1 To consider appropriate guidance to schools regarding visits to places of worship.

2 Summary

2.1 Every school is required to have an Educational Visits Coordinator to comply with safeguarding demands. As Local Authorities are focused on health and safety as well as safeguarding, it is likely that as schools implement more stringent requirements, they will become more demanding about the health and safety and safeguarding expectations of the places they wish to visit.

3 Recommendation

3.1 That members of SACRE consider providing schools with further guidance on this subject.

4 Background

4.1 It is useful to suggest that schools may ask faith leaders whose venues they wish to visit, for sight of their Health and Safety policies and risk assessments.

4.2 Any building open to the public will have a Public Liability Insurance Certificate that will have required the completion of a risk assessment; most venues also have their own Health and Safety policy, all of which cover their internal programme of events. Any guidance may also prove useful for faith buildings. Once they know what schools need to know, they may need to adapt their existing risk assessments to cater for external groups visiting their venues.

4.3 A sample copy of the proposed guidance is attached for further discussion. Once approved the SACRE may wish to share the information with Stafford Friends of Faith for dissemination to ensure that the local places of worship hosting visits from schools have some advice to raise awareness as to how schools will need help to plan their visits, and the questions they may be asking in advance.

5 Equal Opportunities

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

6 Financial implications

6.1 There are no immediate financial implications

Contact Officer: Emma Jardine-Phillips
Telephone number: 07805 692573



The Clerk to SACRE,
Democratic Services,
Martin Street,
Stafford ST16 2LH.
Tel: 01785 276136

Please ask for: Julie Roberts, Clerk to SACRE

FAO Headteacher/ Chair of Governors

To: All Schools (including academies)

Dear Colleagues

PARENTAL CONCERNS ABOUT RE VISITS

Members of Staffordshire's SACRE (Standing Advisory Council for Religious Education) have received reports that some schools are encountering objections and negativity from parents when they are planning trips to places of worship, or trips which include visits to places with religious significance.

SACRE has produced a guidance document, copy attached, which it is hoped will be helpful to schools in pre-empting parental objections. It includes a suggested Letter to Parents, which schools are free to use or adapt as necessary.

We very much hope that you will find the document useful, and would be very grateful if you could circulate it widely amongst any of your staff, to be considered in their planning for visits and trips.

Yours sincerely

A handwritten signature in black ink, appearing to read "Emma".

Emma Jardine-Phillips

Adviser to Staffordshire SACRE

A handwritten signature in black ink, appearing to read "Michael R. Metcalf".

Rev. Preb. Michael Metcalf

Chair of Staffordshire SACRE

Staffordshire SACRE Guidance on Parental Concerns about RE Visits

The Staffordshire Agreed Syllabus for Religious Education affirms that the role of RE is to foster in each pupil a growing level of religious literacy, through three complementary aims, encapsulated as Exploring, Engaging, Reflecting. The first two of these correspond to “Learning about” and “Learning from” religion. The third aim calls for pupils to “acquire a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society, by reflecting on the reality of religious diversity and on the issues raised by living in a diverse world”. Visits to sacred spaces bring the Agreed Syllabus to life and underpin the role of RE in helping to prepare and equip pupils for life and citizenship in today’s diverse and plural Britain.

Sacred spaces in RE can range from a reflective moment in a place of worship to creating a sacred room or garden in the school grounds. Visiting sacred spaces allows pupils to engage with living religions and meet members of faith communities to learn about their beliefs, rituals and celebrations. These multi-sensory experiences have the potential to improve pupil engagement and motivation.

Some schools have experienced a reluctance from a few parents to allow their children to take part in visits to places of worship. Reasons given have included finance, safety issues or a political agenda. The legal right for parents to withdraw children from RE adds an additional factor. This document aims to support head teachers and RE subject leaders in the planning and implementation of visits, trying to pre-empt any parental concerns.

Because visits to sacred spaces are an invaluable learning opportunity, it is important to ensure the experience is positive for all involved. Visits to places of worship require careful planning and consideration of teaching methodology in order to maximise the learning potential and to avoid any parental concerns. Teachers should establish stable relationships with appropriate places of worship, ensuring that pre-visits are made and risk assessments carried out. The visits involve acknowledging rituals of respect in different faith traditions without any compulsion for pupils to take part in worship.

Parents who withdraw their children from a visit may cite physical safety as their concern. Sharing risk assessments with parents and case studies of successful school visits may help to alleviate their fears.

Some pupils may not have personally encountered many people from different faiths or cultures and with negative media coverage they may feel uneasy about the visit. Teachers should consider how to prepare pupils for a visit so they will be comfortable with any differences they see. This could include:

- A visit to the school by a representative of that faith
- Linking with a school with a contrasting cultural and/or faith background in the UK or abroad
- A virtual tour of a sacred space via the internet or film clips
- Before the visit learning about the features, the activities that happen there and its significance to worshippers
- Age appropriate opportunities to discuss controversial issues in the classroom. Philosophy for Children is an excellent way to manage effective discussion of controversial issues.
- Multi-cultural play resources and reading material available to pupils from EYFS onwards.

The purpose of all visits is educational, not to evangelise or proselytise so a visit should not compromise pupil’s own religious or non-religious beliefs. Out of respect there are appropriate ways

to dress and behave in the various places of worship. The pupils will be guests and will be treated with hospitality. It is important to help pupils to understand that these spaces are sacred to some people so they need to be sensitive to what is important to their hosts. This helps pupils to develop feelings of respect. The experience can help pupils to gain a greater appreciation of the awe, reverence and mystery that are fundamental features of religion.

Some parents may be sensitive about their children visiting a sacred space outside of their own belief tradition. It is important to reassure parents of the values and purposes of such visits and the educational benefits of learning about a range of faith traditions. Visits to sacred spaces make a significant contribution to many areas of the curriculum, not just RE and SMSC. Visits play a key role in preparing pupils for life in modern Britain and enabling pupils to develop respect for and sensitivity to others helping to combat prejudice.

Staffordshire SACRE has produced 3 RE units of learning that support visits to places of worship as a way of bringing a faith to life. For KS1 there is '1.2a worship', for KS2 '2.2b features and patterns of worship' KS3 '3.4a A Visit to a place of Worship'. These are available by emailing Emma Jardine-Phillips, Adviser to Staffordshire SACRE at emma.jardine@entrust-ed.co.uk

Any member of a belief community who supports Staffordshire Schools with their RE including visits to places of worship should adhere to this Code of Conduct:

- share your experiences and insights, without ever criticising the experience and beliefs of others or imposing your views on pupils in any way
- be familiar with the school's aims, ethos and policies and plan their involvement in the light of the curriculum at the school;
- use engaging teaching and learning methods that involve the pupils actively, and communicate at appropriate levels for the age group(s) concerned;
- respect and value the beliefs of any pupils and adults in the school when they are different from your own;
- develop ways of speaking to pupils that communicate an open approach, avoiding any hidden agenda to 'convert' or proselytise.

A key question to help you as a visitor reflect on your approach – the 'golden rule' of the conduct: 'If a member of another religion or belief visited your child's school and contributed in the same way that you have done, would you, as a parent, be happy with the education given?'

Adapted from the National Association of Teachers of RE (NATRE) in their guidance document 'Religious believers visiting schools'

The following guidance on preventing and dealing with parental concerns to visits to places of worship was produced by Learning Outside the Classroom - www.lotc.org.uk

Guidance on Parental Objections to Visits to Places of Worship

Introduction

The issue of requests from parents to withdraw their children from visits to places of worship is a serious matter about which many of us are concerned. We share here some examples of good practice in the hope of averting problems. While objections are raised about visits to a number of places of worship, they are most frequently about visits to mosques, which raises the bigger issue of Islamophobia and how this can be addressed. The reasons for parental refusal vary greatly and include the cost of the trip as well as religious and other objections. We strongly recommend that schools always ask parents to explain their decision, whilst remembering that parents do have the right to withdraw their children from some or all of RE, on grounds of conscience.

Rationale

It is important to have a very clear rationale available to all parents and others about visits to places of worship. Reasons for arranging such visits include:

- Education is about extending pupils' knowledge, understanding and experience of the world and a visit to a place of worship can help do this
- Religion is an important factor in society for many people so it is essential that children have opportunities to explore religious practice and belief
- The experience of visiting a place of worship can help children to learn about religions but is NEVER about indoctrination or persuading them to agree with the beliefs of the religion being studied
- Educationists agree that experiential learning is more effective than simply learning from texts and electronic sources
- Pupils usually enjoy their visits and learning is enhanced
- A visit to a place of worship provides opportunities for pupils' cultural development by enabling them to experience new or different forms of art, architecture and music. Visits can contribute to community cohesion.
- There are always opportunities for cross-curricular learning and many aspects of the school curriculum can be studied through a religious building including the arts, literacy, history, mathematics and design
- The atmosphere of many places of worship can provide an opportunity for pupils to consider questions about life, religion and spirituality in ways that are impossible in classrooms
- Visits are part of a planned curriculum and are integral to the learning that will take place: to miss out on the visit would seriously impact on pupils' progress and understanding.
- Syllabuses for RE require that pupils should visit places of worship as part of the RE curriculum

Preventing a problem from arising

There are many ways in which teachers and governors can try to prevent a difficult situation arising in which a parent refuses to give permission. These include:

- Having a clear policy on which parents and pupils have been consulted, which has been ratified by the governing body and which is supported by all members of the school community. This can be incorporated in your RE policy
- Using parents' evenings, assemblies and displays to promote understanding of religious and cultural diversity and of previous visits to places of worship
- Being unequivocal in the school's approach to racism, stereotyping and prejudice
- Working with the local community to raise awareness e.g. the local Christian church supporting a visit to a mosque
- Having a period of preparation for the visit so that pupils' interest and enthusiasm are high

- Inviting a speaker from the religious community to come, with artefacts, to work with the children and answer questions
- Inviting a speaker from a religious community to work with governors, parents or staff prior to arranging a visit
 - Arranging a day for parents and /or governors to meet members of faith communities and visit a place of worship
 - Stressing the purpose of the visit to parents who might have a distorted view of what will happen – such as expecting participation in others’ worship or being coerced into accepting beliefs which differ from their own.

Preparing for the visit

Usually visits to places of worship have specific learning linked to the RE Syllabus so teachers need to plan carefully the learning that will take place as a consequence of the visit. There are many creative methods of teaching and learning that can be utilised to help prepare children for the visit. These include:

- using art to explore patterns, buildings, symbols and shapes and listening to music
- exploring artefacts - their use, meaning and design
- studying photographs, posters or videos of places of worship to devise research questions
- interviewing members of the community to understand what it means to belong to a religious community.

During the visit

To help pupils to realise that the building is about people in the present, as well as the past, they will have an opportunity to meet and talk to people who worship in the building. They will spend some time sitting in silence to appreciate the atmosphere, the splendour or simplicity of the building.

Pupils will be encouraged to consider questions in order to encourage respect, empathy and understanding e.g.:

- | | | |
|--|---------------------|--|
| • What interests you? | • What puzzles you? | • What questions do you want to ask? |
| • How does it feel to sit here? atmosphere? | | • What helps to give it this atmosphere? |
| • How might this building help people worship? people worship? | | • What clues are there about how people worship? |
| • What is similar here to other places of worship? | | • What is different here? |

Children may be asked to observe design, symbols, colours and objects and to consider their importance:

- | | |
|---|----------------------------------|
| • Where are objects situated? Why? | • What is this for? Who uses it? |
| • What books are used? Why? When? When? | • Who uses this building? Why? |
- What posters and notices are there? What do they tell us about this worshipping community?

They may: listen to music; listen to a speaker from the faith community; take photos or video footage; draw things that interest them; follow a religious objects trail and make notes and sketch things of interest to them.

After the visit

Follow-up activities will often be cross curricular involving work in English, Art, History and Geography, as well as RE. Children may discuss key questions about the place that they visited and their experiences on the visit e.g.:

- What are the essential features of the place of worship?

- Why are places of worship different - even those belonging to the same religion or denomination?
- What do you think it means to the people who come here as worshippers?
- What surprised you?
- What did you find interesting?
- Did you learn anything that links to your own life and experiences?
- If the place were to be demolished and you could take one thing from it, what would it be?

Pupils could:

- Write letters of thanks to their host highlighting the aspects of the visit that interested them. This is an excellent opportunity to promote pupils' spiritual, moral, social and cultural development
- Use books or other resources to compare with what they experienced
- Use their notes, drawings and photos to create a display, web site or an illustrated guidebook to the building showing its importance to the worshipping community. Place the display in the school, in the place of worship visited or in a local library. Use the display as the basis for assemblies with parents and other children.
- Recap the words used to describe the atmosphere inside the place of worship and write creatively or poetically about it, how they felt and what they saw
- Pupils could produce art or music to convey their thoughts and responses to the visit
- Pupils could produce models or drawings of religious objects and symbols
- Pupils could be set a design task that includes solving a problem e.g. how to make a building accessible for the disabled, or a building to encourage use by the wider community

The following SAMPLE LETTER TO PARENTS has been adapted from guidance produced by Surrey SACRE:

Note to schools: Please insert into this proforma specific visit details in the spaces provided, and remove any elements you don't need e.g. food requirements. It is recommended that you use this letter for all RE visits, including local churches.

Dear Parents and Carers,

As you know, we always try to provide opportunities for pupils to enhance their learning across the curriculum. Pupils have enjoyed visits linked to their learning in history and geography, and there are opportunities to visit places linked with other subjects. Such visits are valuable in enhancing our school's provision for spiritual, moral, social and cultural development and in preparing pupils for life in modern Britain, with its increasingly diverse communities.

The pupils in Year..... are currently studying [name of religion] in RE as part of the locally Agreed Syllabus (which is the statutory document for RE in maintained schools in Staffordshire). A visit to [place of worship] is a fascinating opportunity for the pupils to get an insight into a modern [Christian / Muslim / Hindu / Jewish / Buddhist / Sikh] community and meet some of the lovely people who live and work there, including[names of hosts] who will be showing us round. We hope it will bring pupils' learning to life and allow them to be curious about the faith and its practices.

RE is an academic subject. It is taught as an understanding of different religions and beliefs, from an unbiased perspective. In our view, it is an essential part of the curriculum which is becoming more and more important as British society becomes more diverse. We feel strongly that pupils need a good understanding of different cultures, in order to learn respect for others and practise the values of acceptance, respect and unity. As part of this visit, pupils will **not** be asked to participate in worship, they might watch any worship or prayer that might happen during the visit. This visit has been planned by your child's teacher, who is leading the visit and working in partnership with [names of hosts] from the host community.

This visit will include: [insert details, especially referencing any 'voluntary' elements]

For this visit, pupils will need to wear..... [insert dress code]

For this visit, pupils will need to avoid bringing in their packed lunch or snack. These particular dress / food requirements are an outward token of respect for others' beliefs and sensitivities, and do not signify participation in worship.

For this visit, your child will also need:[insert details, especially any 'voluntary' contribution and what it covers e.g. coach, donation to host community etc.]

As with any school visit, we will need parent helpers to ensure adequate pupil: adult ratios. Please speak to your child's teacher if you can help.

We are really looking forward to this visit, and have been working closely with to plan an enriching and enjoyable experience. Do come and talk to us if you have any questions or concerns, or would like to come on the visit with your child.

Yours sincerely

**Standing Advisory Council on Religious Education
8th November 2017
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 disapply the requirement for broadly Christian collective worship and/or make amendments to the way the Agreed Syllabus is followed in the case of that school.

3 Recommendation

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

4 Background

- 4.1 No applications have been received at this time.

5 Equal Opportunities

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

6 Financial implications

- 6.1 There are no immediate financial implications

Contact Officer: Emma Jardine-Phillips
Telephone number: 07805 692573

Standing Advisory Council on Religious Education

8th November 2017

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

SACRE Budget 2017 - 2018

1 Purpose of Report

1.1 To advise members of SACRE of the current budget position

2 Summary

2.1 A breakdown of the SACRE budget to date for the financial year 2017 - 2018 to date will be presented at the meeting.

3 Recommendation

3.1 That members of SACRE receive the report

4 Background

4.1 A budget has been made available to support the work of SACRE during the financial year 2017 – 2018 as approved by the Deputy Chief Executive and Director of People.

4.2 The budget is held by Staffordshire County Council. Claire Oswald is the budget administrator claire.oswald@staffordshire.gov.uk.

4.3 SACRE members may wish to discuss priorities with regard to spending the remaining budget.

4.4 Budget allocated: £12,860, plus a NASACRE/Westhill Award of £2,725. Spend to date: £6,500 contribution and another £365 as approved by the Cabinet Member. Balance remaining £8,720, of which £3,012 is committed to Explore, Engage, Reflect, leaving a final unspent balance of £5,708.

5 Equal Opportunities

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

6 Financial implications

6.1 Financial implications are indicated in the budget account.

Contact Officer:
Telephone number:

Emma Jardine-Phillips
07805 692573

10AB Cost Centers:
 Act./Plan/Commitments
 Date: 16.10.2017
 Pages: 2
 Requested by: OSWALDC
 Controlling Area: SCC
 Staffordshire CC
 Fiscal Year: 2017
 From Period: 1
 To Period: 12
 Plan Version: 2
 Cost Centre/Group: EM1100 SACRE
 Cost Element Group: * Cost Element Group

Cost Elements	Actual	Commitment	Allotted	Plan	Available
10002 Teachers Gross Pay				12,860.00	12,860.00
46204 Conference Fees	195.00		195.00		195.00-
47202 Subscriptions General	170.00		170.00		170.00-
63008 Grants General	2,725.00-		2,725.00-		2,725.00
* Over/Underabsorption	2,360.00-		2,360.00-	12,860.00	15,220.00

Entrust SDA

6500

Amount currently
 remaining

8,720.00

<u>SACRE Budget 2017/2018</u>	
Cost Centre EM1100	
Expenditure from 01/04/17 to 16/10/17	
Allocation	12,860.00
NASACRE/Westhill Award	2,725.00
<u>Expenditure</u>	£
Time - SDA 11 days	6,500.00
<u>Subscriptions</u>	
National Assoc of SACRES conference cost-15.06.16	100.00
AREIAC Subscription – 04.10.17	70.00
<u>Conference fees</u>	
NASACRE one day and AGM	195.00
<u>Balance Remaining</u>	8,720.00
<u>Committed:Explore Engage Reflect total £3,012</u>	
LCM team member	300.00
Mohammad Fahim	200.00
Youth Net	300.00
Consultant to SACRE 3x£575.00	1752.00
Venue Hire for Main Hall £250	325.00
Venue Hire for Garden Room £75 (this is discounted from £175)	
Refreshments 3.50 per person x20 adults (required as part of booking the venue) (facilitators to bring own lunch)	70.00
Tea/Coffee/Biscuits £1.30 pp x 2 servings (x25 adults including facilitators)	65.00

