

Standing Advisory Council on Religious Education

Wednesday, 7 February 2018

2.00 pm

Kingston Centre, Fairway, Stafford ST16 3TW

John Tradewell
Director of Strategy, Governance and Change
30 January 2018

A G E N D A

1. **Apologies**
2. **Welcome to New Members**
3. **Declaration of Any other Business**
4. **Minutes of the SACRE Meeting held on 8 November 2017** (Pages 1 - 6)
5. **Update on Key Issues** (Pages 7 - 10)

Report of the Deputy Chief Executive and Director for Families and Communities
6. **GCSE Results 2017** (Pages 11 - 20)

Report of the Deputy Chief Executive and Director for Families and Communities
7. **Compliance at KS4** (Pages 21 - 26)

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



8. **SACRE Budget 2017-18** (Pages 27 - 28)
 Report of the Deputy Chief Executive and Director for Families and Communities
9. **NASACRE Update** (Pages 29 - 30)
 Report of the Deputy Chief Executive and Director for Families and Communities
10. **Applications for Variation of Practice** (Pages 31 - 32)
 Report of the Deputy Chief Executive and Director for Families and Communities
11. **Explore - Engage - Reflect** (Pages 33 - 44)
 Report of the Deputy Chief Executive and Director for Families and Communities
12. **AOB**
13. **Date of Next Meeting**
 The next SACRE meeting is scheduled for Wednesday 20 June 2018, 2.00 pm, at The Kingston Centre, Stafford.

Membership

Linda Goodwin	Dr Laow Panyasiri
Andrea Hopkins	Mohamed Parekh
Mrs J Grundy	Sam Phillips
Paul Moseley	Ian Lawson
Sam Kirwan	Lauren Nicholson Ward
Julie Thompson (Co-Optee)	Bernard Peters
Sonia Andjelkovic	Mark Sutton
Diana Cutler	Syed Hussain
Tajinder Singh	Judy Wyman
Paul Lewis	Gabi Oldfield
G Devadason	Vickie Longson
Rev. Preb. M. Metcalf (Chairman)	

MINUTES

Standing Advisory Council on Religious Education Meeting - 8 November 2017

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

Sam Kirwan, Diana Cutler, Dr Laow Panyasiri, Mohamed Parekh, Ian Lawson, Lauren Nicholson Ward, Mark Cooper and Bernard Peters

Apologies for absence: Linda Goodwin, Andrea Hopkins, Julie Thompson, Tajinder Singh, Sam Phillips, Mark Sutton and Syed Hussain

Also in attendance - Emma Jardine-Phillips and Julie Roberts

PART ONE

48. Election of Chairman and Vice-Chairman

A nomination had been received for Rev Preb Michael Metcalf to be elected as Chairman. There were no nominations for Vice-Chairman, and it was suggested that this should be deferred to the next meeting of SACRE. No further nominations for Chairman were received and it was:

RESOLVED – That:

- a) Rev Preb Michael Metcalf be elected as Chairman for the ensuing year; and
- b) The election of Vice-Chairman be deferred until the next meeting.

49. Welcome to New Members

The Chairman welcomed Bernard Peters, County Councillor representative and Judy Wyman, ASCL representative, to the SACRE.

50. Minutes of the SACRE Meeting held on 21 June 2017

RESOLVED – That the minutes of the SACRE meeting held on 21 June 2017 be confirmed and signed by the Chairman.

51. Update on Key Issues

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

- a) There would 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 the County Council were in the process of obtaining the data. The performance of Staffordshire's maintained schools would be reported at the Spring term meeting.
- b) Inter Faith Week would take place from Sunday 12 to Sunday 19 November. It had three clear aims:
 - To strengthen good inter faith relations at all levels;

- To 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; and
- To increase understanding between people of religious and non-religious beliefs.

The Inter Faith Week Toolkit had ideas for marking the week, complete with helpful checklists for organisers. The Inter Faith Network had also published a short, illustrated report on Inter Faith Week 2016: Stories from 2016, Inspiration for 2017. It contained examples of activities organised by schools last year, and would inspire schools to take part this year. Stafford and District Friends of Faith were holding a peace event on Monday 20 November, and SACRE members were invited to attend.

- c) Holocaust Memorial Day (HMD) takes place on 27 January each year, and is a 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 the survivors of these regimes are honoured and people are challenged to work to end discrimination and prejudice, and pledge to help create a safer, better future. Involvement in the event ranged from civic events, displays, exhibitions, talks and activities. The theme for 2018 is “The Power of Words” and SACRE were given a link to the website where new resources linked to this theme were available.
- d) New from the BBC for four to seven year olds, “Religions of the World” was 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. An animated A to Z Guide for pupils aged 11-14 that explored and introduced a variety of religious topics had also been created. Alongside each film there was more information about the content and suggestions of how it could be used in the classroom.

RESOLVED – That the update on key issues be noted.

52. Explore - Engage - Reflect

At their last meeting members were informed that Staffordshire SACRE had been awarded £2,725 by Westhill/NASACRE to complete the proposed Explore-Engage-Reflect project, which would take place on 22 November 2017. It was now nearing capacity with 89 delegates from 18 schools attending. Schools included primary, middle and secondary phase settings.

The rationale behind the project was that it was intended to embed the new Staffordshire Agreed Syllabus in RE. The Syllabus affirmed that the role of RE was to foster in each pupil a growing level of religious literacy, through three complementary aims, encapsulated as Exploring, Engaging and Reflecting. The first two of these corresponded to the standard themes of “learning about” and “learning from” religion. The third aim was innovatory and radical, it called 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”. SACRE was 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.” It would have a Christian and

Muslim focus and would be led by adherents to the faiths who were skilled in the field of education. It would take the form of a morning encounter with Christianity and an afternoon encounter with Islam (or vice-versa). It would 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. The Youth Net would be commissioned to deliver the Christian based content. This was a Stafford based Christian charity whose leader, Sam Phillips, was a member of SACRE. Waheeda Qureshi, a member of the Linguistic and Cultural Mediator team at Entrust, and Mohammed Fahim (former team member and now independent) would be commissioned to deliver the Muslim content. Emma Jardine-Phillips, Education Consultant, County RE Adviser and Advanced Skills Teacher in RE would be commissioned to oversee the project and report developments to NASACRE/Westhill.

In considering this matter there was wider debate around how the work of SACRE was promoted and awareness raised of its existence. The response was that this was not done in an active and effective way, although schools should be aware of it, as it was education and schools focused. Its role was to fulfil statutory functions under the auspices of the County Council. However it was acknowledged that when schools transferred over to academy status they would not have to follow the Agreed Syllabus, and there was no right of access or means of holding them to account. It was agreed that it would be helpful to reinvigorate the website and include pictures and pen portraits of members.

RESOLVED – That the progress on the Explore – Engage – Reflect project be noted.

53. NASACRE Update

- a) SACRE noted that the following resolution would be taken to the NASACRE AGM in May 2018:

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

This was a modest increase, given that it was the first increase for perhaps ten years or more. NASACRE’s Executive Committee believed that the increase was 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 cost of representing NASACRE on these bodies and/or participating in their programmes. The true cost would be great deal higher were NASACRE not sustained by the voluntary contribution of time, energy and expertise generously given by its officers and committee members. Procedurally, the mechanisms for dealing with this motion would be circulated with the communications and papers for the AGM itself. However, SACREs may well discuss and vote on the resolution in advance of the AGM. The Chairman asked if SACRE were prepared to vote on this issue. Following an assurance that the increase would not mean that any SACRE would be unable to pay, members agreed to vote. The outcome of the vote was as follows:

- Committee A – In Favour
- Committee B – In Favour
- Committee C – In Favour
- Committee D – In Favour

This represented a unanimous vote in favour of the increase to the Annual Subscription Fee to NASACRE.

- b) The Commission on Religious Education had launched a consultation on the Interim Report, “Religious Education For All”, which would be open until 9.00 am on 4 December. It was important that the Commission heard from as wide a range of people and organisations as possible. People were encouraged to consider responding either in a personal capacity or on behalf of an organisation, or both. Members were provided with links to the call for evidence, and a link for questions about this or the Commission on Religious Education. In order to debate the content, and hopefully influence the final report, NASACRE were once again holding a joint conference with AREIAC at the Ibis Hotel, Birmingham on 24 November 2017. The conference would seek answers to many vital questions regarding the Interim Report, including what its recommendations might mean for pupils, teachers, advisers and SACREs. The Chairman invited members to split into two groups to discuss the proposed draft text for the proposed national entitlement for RE contained within the Executive Summary of the Interim Report.
- c) The Religious Education Council and the National Association of Teachers of RE had created a new State of the Nation report on RE provision within secondary schools in England. The report included data from the School Workforce Census and GCSE figures, as well as survey responses from 790 secondary schools. This project was running parallel to, but independent of, the continuing work of the Commission on Religious Education. However, any project findings would enrich the context of the Commission’s work and would 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. 4% of schools with a religious character do not offer a weekly lesson.
 - RE also received the lowest level of teaching time in academies and free schools. A majority (56%) dedicated less than 3% of their timetables (around 40 minutes) to RE; this low level of RE was only found in a third of schools where a locally agreed syllabus applied and 10% of schools with a religious character.
 - Despite Religious Studies GCSE remaining a popular choice among students, it was still allocated less than the recommended level of teaching time of two hours per week in many schools; 43% of pupils were taught the GCSE full course in under one hour a week, nearly half (48%) receive one hour and a half or less of teaching.
 - Students were 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 were being undertaken at a critical time for RE, in particular because of the Government's ongoing programme of educational reform and drive towards full academisation.

RESOLVED – That:

- a) A unanimous vote in favour of the increase to the Annual Subscription Fee to NASACRE be reported to the AGM; and
- b) The Update be noted.

54. SACRE Annual Report

SACREs are required to produce an annual report of their work. This report would be distributed electronically to NASACRE and headteachers of all schools in the County, and would be available to teacher associations and local faith communities via the Entrust website. It would also be taken to the Prosperous Staffordshire Select Committee. SACRE were requested to read and approve the report prior to general distribution.

RESOLVED – That the 2016-17 SACRE Annual Report be approved.

55. Guidance on Visits

Members of SACRE were asked to consider proposed further guidance to schools regarding visits to places of worship, or trips which include visits to places with religious significance.

Some schools had experienced a reluctance from a few parents to allow their children to take part in visits to places of worship. Reasons given had included finance, safety issues or a political agenda. The guidance aimed 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 were an invaluable learning opportunity it was important to ensure the experience was positive for all involved. Visits to places of worship required 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 were made and risk assessments carried out. Visits to sacred spaces were believed to bring the Agreed Syllabus for Religious Education 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 purpose of all visits was educational, not to evangelise or proselytise so a visit should not compromise a pupil's own religious or non-religious beliefs.

Members considered a number of suggestions for preparing pupils for a visit so that they would be comfortable with any differences they saw. They also considered a Code of Conduct for any member of a belief community who supported Staffordshire Schools with their RE. This was adapted from the National Association of Teachers of RE in their guidance document "Religious Believers Visiting Schools". The guidance also

covered: the need for a clear rationale about visits; ways of preventing a problem from arising; preparation in school before the visit; helpful questions to pose during the visit; and follow-up activities afterwards. There was also a sample letter to parents, which had been adapted from guidance produced by Surrey SACRE, which set out the details of the visit and offered practical advice and reassurance.

Every school was required to have an Educational Visits Co-ordinator to comply with safeguarding demands. As Local Authorities were focused on health and safety as well as safeguarding, it was likely that as schools implemented more stringent requirements they would become more demanding about the health and safety and safeguarding expectations of the places they wished to visit. It would be useful to suggest that schools ask faith leaders whose venues they wished to visit for sight of their health and safety policies and risk assessments.

It was suggested that once the guidance had been approved 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 would need help to plan their visits, and the questions they may be asking in advance. Members commented that the guidance was a helpful and constructive document which they believed schools would welcome.

RESOLVED – That the proposed further guidance on visits to places of worship, or trips which include visits to places with religious significance, be approved.

56. Applications for Variation of Practice

There were none on this occasion.

57. SACRE Budget 2017-18

SACRE received a breakdown of the current budget for the financial year 2017-18. The total budget allocation was £12,860, plus the additional Westill/NASACRE Award of £2,725. The spend to date was £6,500 contribution towards support for SACRE, and £365 on subscription and conference fees. The remaining balance was £8,720, of which £3,012 was committed to Explore-Engage-Reflect. This left a final unspent balance of £5,708.

RESOLVED – That the current budget position be noted.

58. Date of Next Meeting

RESOLVED – That the next SACRE meeting be held on Wednesday 7 February 2018, at 2.00pm at The Kingston Centre, Stafford.

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

Standing Advisory Council on Religious Education 7th February 2018

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

Materials for schools

Staffordshire schools have now received the SACRE Annual Report and a copy of the guidance on visits. Both documents have been well received.

The NASACRE/AREIAC one day conference

The Commission on RE: The Interim Report came out in late September. In order to debate the content, and hopefully influence the final report, NASACRE held a joint conference with AREIAC in Birmingham on the 24th November 2017.

As conference delegates we were able to discuss vital questions regarding the Commission on RE: The Interim Report including what its recommendations might mean for pupils, teachers, advisers & SACREs.

Amongst the recommendations were:

- A National Entitlement to Religious Education for all pupils
- Holding schools to account for their provision for religious education
- A new and expanded role for SACREs
- A National Plan for improving teaching and learning

The conference panel included:

- Rt Hon. Charles Clarke patron of NASACRE
- Denise Cush
- Dr Anthony Towey
- Lat Blaylock

20:20 RE: Practice, Policy and Powerful Knowledge **A conference for professionals in religious education**

NASACRE is working with AREIAC, AULRE and NATRE to organise a **two-day conference** in Crewe (13-14 October 2018) which aims to enhance the quality of Religious Education by drawing together professionals in RE – teachers, academics, researchers, advisers, and providers of professional development.

The conference organisers warmly **invite your proposals** for a practical workshop, academic seminar, or talk, in one of the breakout sessions. We will consider all proposals and reserve the right to accept, reject or combine proposals where appropriate. We are particularly keen to draw on the expertise of Members of SACREs from the faith communities: could you offer a workshop/seminar/talk at this conference, of 20, 30 or 60 minutes where you help others from the world of RE to better understand your faith and how to present it to pupils? Ideas to be submitted by **February 18th** to chair@nasacre.org.uk

Book early for the 25th Jubilee Conference and AGM in London, 24 May 2018

Theme: Stronger Together - Celebrating the power of Community

NASACRE are excited to announce that the 25th Annual General Meeting and Conference of NASACRE will be held **Thursday 24 May 2018** at **Merchant Taylors' Hall** in the City of London. The closest underground station is Bank and the closest railway stations are Cannon Street, Fenchurch Street and Liverpool Street.

Full details of the Conference will be circulated nearer the time. If SACREs are concerned about their LA's SACRE budget for the next financial year, they may wish to register and pay for delegates before the end of the current financial year in March. The cost will be £100 per person for delegates from member SACREs and £130 for others.

BBC Religion & Ethics Review

In December 2017 the BBC produced its report Religion and Ethics Review which is interesting for SACREs for a number of reasons.

Firstly, there is a definite focus on young people and enabling them to access high quality, age-appropriate information about religions and beliefs in an accessible way. Naturally this will be of interest to schools as is the continued commitment shown to supporting Religious Studies GCSE.

Secondly, to improve religious literacy the 'mainstreaming' of religion in drama is seen to be important – putting religion back into the mind of viewers in a positive way.

Some interesting points of action from the review include recognition that journalists need to be trained in religion and belief and that editors should be much better educated about religion so that it can be appropriately represented.

One to watch out for is the pledge of the BBC to make 2019 a 'Year of Religion' across all of its platforms. SACREs could certainly capitalise on this and make 2019 a 'Year for Religious Education' for all children and young people in schools in their geographic area irrespective of whether they are LA schools or not.

David Hampshire, Inter Faith Network

CATHEDRALS AND THEIR COMMUNITIES: A report on the diverse roles of cathedrals in modern England

A report commending England's forty-two Anglican cathedrals for their continued importance as places of worship, their wider community work and their commitment to promoting local economic growth, was published by the Department for Communities and Local Government on 29 December 2017. The report is the

culmination of a year-long tour which saw the Minister for Faith, Lord Bourne, visit all of England's forty-two Anglican cathedrals to better understand their continued importance both to local communities and wider society.

The report sets out the outcomes of Lord Bourne's visits, but it is not intended for a school audience. However, it has some interesting findings which schools might find useful. The report is twenty pages long and covers the sort of work that Anglican Cathedrals do:

- Helping refugees
- Supporting the homeless and rough sleepers
- How cathedrals can be hubs for regeneration and businesses.
- How cathedrals are architecturally, artistically and culturally significant.

What may also be of interest to pupils is the number of jobs that a cathedral generates in the local area.

Whilst this report is about Anglican cathedrals the eagle-eyed will spot that one Roman Catholic cathedral has slipped in. Perhaps this could be a starter exercise for SACRE members, before discussing the usefulness of sharing the report with the LA and its schools to support the teaching of Christianity as part of the Agreed Syllabus.

David Hampshire, Inter Faith Network

Standing Advisory Council on Religious Education
7th February 2017
Report of the Deputy Chief Executive and Director for Families and
Communities
GCSE results 2017

1 Purpose of Report

1.1 To present SACRE members with analysis of the standards achieved in GCSE and Advanced Level GCE Religious Studies by pupils examined in the summer of 2017.

2 Summary

2.1 Members of SACRE will receive an overview of the standards achieved.

3 Recommendation

3.1 That members of SACRE receive the report.

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

4 Background

4.1 The Staffordshire Agreed syllabus for Religious Education sets as a requirement for KS4 RE that pupils study an examination course in Religious Studies.

4.2 It is of direct interest to SACRE to know numbers of entries and levels of achievement across Staffordshire.

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

Examination results for LA Maintained Schools in Staffordshire. Summer 2017 examination series.

Abbot Beyne School
Blythe Bridge High School
Cheslyn Hay Sport and Community High School
Codsall Community High School
Endon High School
Great Wyrley High School
King Edward VI High School
King Edward VI School
Moorside High School
Nether Stowe School
Norton Canes High School
Paulet High School
Stafford Manor High School
The Friary School
The King's CofE (VA) School
Wolgarston High School

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.

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.

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 16.01.18) is provided for reference.

GCSE Full Course Results All Pupils

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

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
-	National (All Schools)	589193	263974	10.0	19.4	23.4	18.4	12.1	7.3	4.5	2.7	< 0.1	1.8	0.3	71.2	97.9	4.8
-	National (State Funded)	529071	248210	8.8	18.6	23.5	19.0	12.6	7.6	4.8	2.8	< 0.1	1.8	0.3	70.0	97.9	4.7
-	LA (State Funded)	8439	4661	5.1	16.3	26.1	21.1	13.0	8.2	5.0	3.1		2.0	0.2	68.7	97.9	4.5
4500	Abbot Beyne School	118	114	2.6	18.4	23.7	14.9	10.5	10.5	5.3	7.9		6.1		59.6	93.9	4.1
4067	Blythe Bridge High School	170	61	1.6	14.8	27.9	29.5	18.0	3.3	1.6	3.3				73.8	100.0	4.5
4140	Cheslyn Hay Sport and Community High School	213	173	6.9	17.3	37.6	22.0	6.4	5.8	1.7	1.2		1.2		83.8	98.8	5.1
4075	Codsall Community High School	204	18	22.2	61.1	11.1								5.6	94.4	94.4	6.8
4077	Endon High School	140	136	5.1	18.4	29.4	13.2	13.2	7.4	8.1	5.1				66.2	100.0	4.6
4079	Great Wyrley High School	139	23	13.0	34.8	17.4	26.1	4.3		4.3					91.3	100.0	5.7
4181	King Edward VI High School	123	121	3.3	18.2	23.1	16.5	14.0	9.1	5.8	3.3		6.6		61.2	93.4	4.2
4087	King Edward VI School	208	51	21.6	29.4	21.6	13.7	5.9	3.9				2.0	2.0	86.3	96.1	5.9
4072	Moorside High School	133	132		18.2	40.2	28.0	7.6	4.5	1.5					86.4	100.0	4.9
4089	Nether Stowe School	88	24	8.3	12.5	41.7	20.8	12.5	4.2						83.3	100.0	5.2
4066	Norton Canes High School	68	27		33.3	22.2	14.8	7.4	11.1	3.7	3.7			3.7	70.4	96.3	4.7
4051	Paulet High School	110	54	3.7	25.9	18.5	25.9	16.7	3.7	3.7	1.9				74.1	100.0	4.8
5402	Stafford Manor High School	45	4		25.0	25.0	50.0								100.0	100.0	5.1
4126	The Friary School	194	106	0.9	7.5	31.1	34.9	20.8	3.8		0.9				74.5	100.0	4.4
4012	The King's CofE (VA) School	45	12			16.7	41.7	16.7			8.3		16.7		58.3	83.3	3.2
4100	Wolgarston High School	165	142	2.1	7.0	23.2	27.5	19.7	9.2	5.6	5.6				59.9	100.0	4.0

GCSE Full Course Results Female Pupils

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
-	National (State Funded)	259953	133325	11.8	22.5	24.4	17.6	10.7	6.1	3.6	1.9	< 0.1	1.1	0.3	76.4	98.6	5.1
-	LA (State Funded)	4154	2454	7.3	21.7	27.6	18.7	11.2	6.4	3.8	1.8		1.2	0.2	75.4	98.6	5.0
4500	Abbot Beyne School	63	60	5.0	28.3	26.7	15.0	6.7	10.0	1.7	3.3		3.3		75.0	96.7	4.9
4067	Blythe Bridge High School	81	40	2.5	22.5	35.0	25.0	12.5	2.5						85.0	100.0	5.1
4140	Cheslyn Hay Sport and Community High School	98	85	10.6	24.7	38.8	15.3	3.5	5.9		1.2				89.4	100.0	5.6
4075	Codsall Community High School	108	15	26.7	60.0	6.7								6.7	93.3	93.3	6.8
4077	Endon High School	70	69	7.2	14.5	31.9	17.4	15.9	7.2	5.8					71.0	100.0	4.8
4079	Great Wyrley High School	71	18	11.1	33.3	16.7	27.8	5.6		5.6					88.9	100.0	5.6
4181	King Edward VI High School	67	66	6.1	22.7	22.7	13.6	13.6	7.6	7.6	1.5		4.5		65.2	95.5	4.6
4087	King Edward VI School	107	33	30.3	36.4	15.2	12.1	3.0	3.0						93.9	100.0	6.6
4072	Moorside High School	61	61		29.5	41.0	13.1	6.6	6.6	3.3					83.6	100.0	5.2
4089	Nether Stowe School	44	22	9.1	13.6	40.9	18.2	13.6	4.5						81.8	100.0	5.2
4066	Norton Canes High School	42	24		33.3	25.0	12.5	8.3	8.3	4.2	4.2			4.2	70.8	95.8	4.7
4051	Paulet High School	61	34	5.9	26.5	23.5	23.5	14.7		2.9	2.9				79.4	100.0	5.1
5402	Stafford Manor High School	24	4		25.0	25.0	50.0								100.0	100.0	5.1
4126	The Friary School	101	57		14.0	33.3	28.1	21.1	3.5						75.4	100.0	4.6
4012	The King's CofE (VA) School	21	6				66.7	33.3							66.7	100.0	3.7
4100	Wolgarston High School	78	65	4.6	12.3	30.8	23.1	18.5	7.7	1.5	1.5				70.8	100.0	4.6

GCSE Full Course Results Male Pupils

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

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
-	National (State Funded)	269118	114885	5.3	14.1	22.6	20.6	14.9	9.5	6.1	3.9	< 0.1	2.7	0.3	62.6	97.0	4.3
-	LA (State Funded)	4285	2207	2.7	10.4	24.3	23.7	15.0	10.1	6.3	4.5		2.8	0.1	61.1	97.1	4.0
4500	Abbot Beyne School	55	54		7.4	20.4	14.8	14.8	11.1	9.3	13.0		9.3		42.6	90.7	3.2
4067	Blythe Bridge High School	89	21			14.3	38.1	28.6	4.8	4.8	9.5				52.4	100.0	3.4
4140	Cheslyn Hay Sport and Community High School	115	88	3.4	10.2	36.4	28.4	9.1	5.7	3.4	1.1		2.3		78.4	97.7	4.6
4075	Codsall Community High School	96	3		66.7	33.3									100.0	100.0	6.5
4077	Endon High School	70	67	3.0	22.4	26.9	9.0	10.4	7.5	10.4	10.4				61.2	100.0	4.4
4079	Great Wyrley High School	68	5	20.0	40.0	20.0	20.0								100.0	100.0	6.4
4181	King Edward VI High School	56	55		12.7	23.6	20.0	14.5	10.9	3.6	5.5		9.1		56.4	90.9	3.8
4087	King Edward VI School	101	18	5.6	16.7	33.3	16.7	11.1	5.6				5.6	5.6	72.2	88.9	4.6
4072	Moorside High School	72	71		8.5	39.4	40.8	8.5	2.8						88.7	100.0	4.7
4089	Nether Stowe School	44	2			50.0	50.0								100.0	100.0	4.8
4066	Norton Canes High School	26	3		33.3		33.3		33.3						66.7	100.0	4.3
4051	Paulet High School	49	20		25.0	10.0	30.0	20.0	10.0	5.0					65.0	100.0	4.4
4126	The Friary School	93	49	2.0		28.6	42.9	20.4	4.1		2.0				73.5	100.0	4.2
4012	The King's CofE (VA) School	24	6			33.3	16.7				16.7		33.3		50.0	66.7	2.7
4100	Wolgarston High School	87	77		2.6	16.9	31.2	20.8	10.4	9.1	9.1				50.6	100.0	3.4

Points to note:

- Overall, both national results (71.2%) and Staffordshire's (68.7%) results for GCSE Religious Studies in 2017 are broadly in line with overall results achieved in 2016. In 2016 the National Average A* to C was 71.5% (70.6% in 2015) and the Staffordshire Average A* to C was 67.8% (68.4% in 2015)
- 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 may wish to congratulate these schools on their achievements.
- When looking at the results for all pupils SACRE would be mindful to take note of the number of pupils on role versus the number of entries. This gives an insight into the provision that different schools have in place for pupils at KS4.

KS5 GCE A Level Results All Pupils

All pupils

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	21289	5.7	18.5	30.7	25.7	13.0	4.8	< 0.1	1.6	< 0.1	24.2	54.9	98.4	35.7
4075	Codsall Community High School	16			50.0	25.0	12.5	12.5					50.0	100.0	31.3
4087	King Edward VI School	12			41.7	50.0		8.3					41.7	100.0	32.5
4072	Moorside High School	3			33.3	66.7							33.3	100.0	33.3
4066	Norton Canes High School	3		33.3		66.7						33.3	33.3	100.0	36.7
4126	The Friary School	12			25.0	25.0	16.7	16.7		16.7			25.0	83.3	22.5

KS5 GCE A Level Results Female Pupils

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
4075	Codsall Community High School	12			50.0	25.0	16.7	8.3					50.0	100.0	31.7
4087	King Edward VI School	9			44.4	55.6							44.4	100.0	34.4
4072	Moorside High School	3			33.3	66.7							33.3	100.0	33.3
4066	Norton Canes High School	1				100.0								100.0	30.0
4126	The Friary School	9			33.3	33.3		11.1		22.2			33.3	77.8	24.4

KS5 GCE A Level Results Male Pupils

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E	Avg Pts
4075	Codsall Community High School	4		50.0	25.0		25.0					50.0	100.0	30.0
4087	King Edward VI School	3		33.3	33.3		33.3					33.3	100.0	26.7
4066	Norton Canes High School	2		50.0	50.0						50.0	50.0	100.0	40.0
4126	The Friary School	3					66.7	33.3					100.0	16.7

Points to note:

- This year there was a gap in results achieved nationally in comparison with those achieved locally for A level grades A-B. National results (54.9%) for A Level Religious Studies in 2017 are broadly in line with overall results achieved in 2016, but Staffordshire's results (36.6%) are lower than national. In 2016 the National Average A* to B was 54.4% (54.5 % in 2014) and the Staffordshire Average A to B was 49.6% (52% in 2015).
- Results for all pupils do show that although pupils in Staffordshire achieved slightly below the national average at grades A*-B, they performed very well across the full spectrum of grades A*-E. The results for male and female pupils reflect the results for all pupils.
- The number of entries per school is often small. This is not unexpected at KS5 for which examination courses will be optional.
- Staffordshire schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.

Standing Advisory Council on Religious Education
7th February 2018
Report of the Deputy Chief Executive and Director for Families and
Communities
Compliance at KS4

1 Purpose of Report

1.1 To consider any issues pertaining to compliance in RE at KS4.

2 Summary

2.1 The Staffordshire Agreed Syllabus requires all pupils in KS4 to follow an accredited examination syllabus in RE.

2.2 The 2017 examination results suggest a varied picture of compliance with this requirement at KS4 in maintained schools.

2.3 The DfE published its response to the consultation over the EBacc in July. In paragraph 72, there was a re-affirmation of the statutory nature of RE in all maintained schools. The SACRE, in fulfilling its monitoring role, can act when a school is not fulfilling its statutory duties with regard to RE.

3 Recommendation

3.1 That members consider the wording of the Staffordshire Agreed Syllabus as it applies to KS4.

3.2 That members use a part of the SACRE budget to commission the RE consultant's time to visit Staffordshire's maintained Secondary schools to gather an accurate picture of compliance in RE.

3.3 That the findings of this research are presented at the summer meeting to enable members to determine what, if any, action is required to ensure that schools are fulfilling their statutory obligations with regards to RE.

4 Background

4.1 DfE response to the Ebacc consultation. Paragraph 72.

72. We have considered suggestions to include additional subjects or pillars within the EBacc but have decided that this could reduce pupil choice at GCSE to the point where no other subjects can be studied. Religious education must be taught to all pupils until the end of key stage 5, a qualification (such as GCSE religious studies) should be offered at the end of key stage 4 to accredit pupils' knowledge and understanding. The proportion of pupils in state funded mainstream schools entering a GCSE in religious studies remains high at 47% in 2015/16.

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

Compliance at KS4: National statements about RE

The DfE published its response to the consultation over the EBacc in July. Many had hoped that RE might be included in an expanded list of EBacc subjects. This did not happen, but in paragraph 72, there was a re-affirmation of the statutory nature of RE in all maintained schools:

72. We have considered suggestions to include additional subjects or pillars within the EBacc but have decided that this could reduce pupil choice at GCSE to the point where no other subjects can be studied. Religious education must be taught to all pupils until the end of key stage 5, a qualification (such as GCSE religious studies) should be offered at the end of key stage 4 to accredit pupils' knowledge and understanding. The proportion of pupils in state funded mainstream schools entering a GCSE in religious studies remains high at 47% in 2015/16.

SACRE members may wish to examine the wording of the Staffordshire Agreed Syllabus and ensure that it has sufficient provision for pupils at the latter key stages:

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. This may be Full Course, or Entry Level Religious Studies. Schools wishing to base this provision on any other specification, for example Humanities or Citizenship, must take advice from SACRE.

In keeping with the aims of religious education and the underlying principles of the Staffordshire Agreed Syllabus pupils must have the opportunity to study Christianity and to draw examples from at least one other faith or secular world view. The decision to enter pupils for an examination at the end of the course is at the schools' discretion. (14)

- One option might be for the AS to state “*all pupils must*” follow an accredited course.
- If the AS suggests that all pupils should follow such a course, does it adequately outline a syllabus for those who do not? Is this necessary?
- Would it help to communicate the message from the DfE to your schools to help start a new dialogue about KS4 provision and compliance?
- Should Staffordshire SACRE use part of its remaining budget to commission the RE consultants time to visit Maintained Secondary schools to gather an accurate picture of compliance in RE to provide a clear basis for fulfilling its statutory monitoring role?

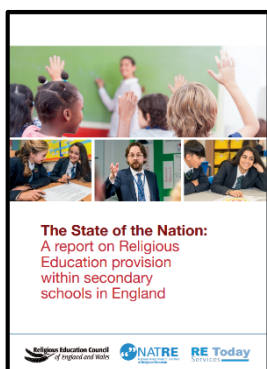
Why SACREs should complain to schools when they neglect RE



I think it is reasonable to say that almost all SACREs undertake activities that involve the monitoring of provision for RE as part of their work. This monitoring supports one of the main functions of SACRE and allows them to carry out the statutory duty to advise the local authority (see figure 1 below). These monitoring activities often include, reviews of Ofsted reports, reviewing published information on school websites, analysis of GCSE entry and performance data, consideration of school workforce data and visits to schools to observe RE.

to advise the local education authority upon such matters connected with ... religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit ...

Figure 1: Education Act 1996 c.56



All these are valuable activities and in the past, a report to the local authority from SACRE advising them of concerns about RE in a school would usually lead to the resolution of the problem. Sadly, for many reasons, that is no longer the most common pattern. The State of Nation Report¹ (left) makes clear that there are serious problems with the level of provision for RE in secondary schools in England and we know that this situation is almost certainly mirrored in primary schools.

What has changed?

In recent times, even when advice has been offered to a local authority or academy trust that a school is not meeting its legal responsibilities in relation to RE, it is increasingly common for no action to have been taken that results in those schools amending their provision. Chairs of SACRE sometimes write to Headteachers and/or a Governing Board but many annual reports that I have read recently as well as minutes of meetings indicate that the names of the same schools often appear as causes for concern year after year. This suggests that little has changed. In the case of Academies, local authorities have limited authority, but even for LA maintained schools without a religious character, the local authority officer is in an unenviable position since the possibility of academisation inevitably changes the nature of their conversations with school leaders.

A cloud of powerlessness seems to have descended over SACREs and, a myth has been shared suggesting that no one can do anything about the situation. **Put very simply, this is just not true.** The action I want to suggest is not without risk, but it is possible to effect change. Schools that are bound by the local agreed syllabus can be held accountable for their legal responsibility to 'make

¹ <https://www.natre.org.uk/uploads/Free Resources/SOTN RE 2017 Report web v4.pdf>

provision for Religious Education in accordance' with that Agreed Syllabus. NATRE has tested this process and shown that the Department for Education is ready, willing and able to act.

One note of caution about this exercise. Before making any complaint, it is wise to check the language of the legal requirements of your Agreed Syllabus. For example, if the stated requirement is that "schools *should* make provision ..." that is not the same as "It is mandatory for ..." or "It is a requirement of this syllabus that schools must ...". If SACRE "recommends" that, schools can choose not to follow that recommendation.

What can be done?

Step 1

If, as a consequence of a monitoring exercise, a SACRE becomes concerned about a school, then the first step will probably continue to be to send a letter to the school. Monitoring data can sometimes be misleading, and the school leadership team should obviously have the opportunity to respond. A suggested template for such a letter to a LA maintained school and an academy can be found on NATRE's website in the section "Being on your local SACRE" (additional Documents to support you) [here](#).

Step 2

If the Headteacher responds to the first letter, then SACRE will need to consider if the response is satisfactory. i.e. that the school is actually compliant with the Agreed Syllabus. If not, then a second letter will need to be written. On this occasion, the phrase 'formal complaint' will need to be mentioned. A suggested following up letter for such a letter can be found [here](#).

Step 3

If the Headteacher failed to respond to the follow up letter, then SACRE will need to consider making a formal complaint. A case study of the use of the complaints process can be examined [here](#). Appendix 2 explains how to use the complaints process. Appendix 3 is an exemplar letter beginning this process.

What are the challenges of using the complaints process?

Making a complaint against a local school may feel counter-intuitive to a SACRE, especially when so much effort is made to build relationships at all levels. I want to argue that the current situation for RE in English schools constitutes extreme circumstances and in many areas this means that extreme measures are justified. In the end, it is the students that are losing out as a consequence of schools failing to make provision for RE for all of its pupils or where tokenistic levels of RE are provided that fail to prepare pupils for life in the modern world.

What are the challenges of not using the complaints process?

If in one in four schools in England, there is no provision for RE at all, there cannot be many SACREs that are not aware of a school that is either partially or completely ignoring their responsibilities for pupils' RE. NATRE receives regular calls for help and support from teachers who are having teaching hours cut. Those people who follow RE social media, can be in no doubt of the scale of the problem. I believe that without action from all sectors of the RE community, the situation can only get worse. SACREs are arguably the best placed to deal with this issue and I believe it is important for them to do so to demonstrate their vital role in securing effective religious education for the children in their local area.

Deborah Weston is a teacher and the research officer for NATRE -the National Association of Teachers of RE and serves four SACREs as an associate adviser for RE.

Standing Advisory Council on Religious Education

7th February 2018

**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 2016 – 2017 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. Westhill/NASACRE bid £2725. Amount remaining £5110.42 with a further £500 committed for invoices from Explore Engage Reflect.

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**

<u>SACRE Budget 2017/2018</u>	
Cost Centre EM1100	
Expenditure from 01/04/17 to 16/01/18	£
Allocation	12,860.00
Westhill/NASACRE	2,725
<u>Expenditure</u>	£
Employers Liability Insurance 17/18	32.82
Professional Indemnity Ins 17/18	7.30
Public Liability Insurance 17/18	114.96
SAP:6002731631 SDA Charge to Services for SACRE	6,500.00
SACRE 1 day school visits paper	575.00
SACRE - 3 days for Explore Engage	1,752.00
Beverages 50 x 1.30	65.00
Lunch 25 x 3.50	87.50
SAP:3006431614 NASACRE Conference & AGM	100.00
SAP:3006535895 NASACRE Annual Subscription	95.00
NASACRE Conference Birmingham	75.00
NASACRE Conference - Metcalf	75.00
Hire of rooms (22 November)	325.00
Delivering the Christianity experience	300.00
SAP:3006568212 Professional NATRE Member	100.00
SAP:3006555158 Annual AREIAC membership	70.00
SAP:6002722120 WESTHILL ENDOWMENT STAFF	-2,725.00
	£
Balance Remaining	5110.42

Standing Advisory Council on Religious Education

7th February 2018

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

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

Standing Advisory Council on Religious Education
7th February 2018
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

7th February 2018

**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 was 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 exhibition has taken place

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

4.3 A summary article is attached and will be forwarded to RE today and distributed to Staffordshire Schools

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

Engaging with the Staffordshire Agreed syllabus for Religious Education.

The Staffordshire Agreed 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 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”.

EXPLORING

1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;

By exploring religious beliefs, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.

ENGAGING

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

By engaging with fundamental questions – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience.

REFLECTING

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

By reflecting – on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

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. This presents 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.

The Westhill/NASACRE Award

Staffordshire SACRE successfully bid for a Westhill/NASACRE award in order to offer Staffordshire pupils an interfaith encounter that supports and promotes the syllabus aims. The intention was to provide a compelling learning experience with a firm foundation for schools to build upon. As a result, the interfaith experience 'Explore Engage Reflect' was launched at a central venue in Staffordshire.

'Explore, Engage, Reflect' consisted of a Christian and Muslim experience aimed at pupils in Years 5 through to Year 8, and led by adherents to the faiths who are skilled in the field of education. The experience took the form of a morning encounter with Christianity and an afternoon encounter with Islam (or vice versa). It was 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.

Explore Engage Reflect

Staffordshire's schools were invited to attend the 'Explore Engage Reflect' and bring a representative group of pupils accompanied by a teacher. We were joined by over 80 enthusiastic young delegates, eager to increase their understanding of faith and belief.

Pupils visited the experience in small groups and were provided with an ipad to use to document their experiences. Using an app called 'Book Creator' pupils were 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 supported the opportunity for thorough investigation and meaningful exploration and dialogue. At the end of the day, schools were asked to upload their e-books into a virtual classroom hosted by the Showbie platform (Showbie is available either as an app on ipads or on any android device). A resource pack of preparation and follow up materials was provided to prepare schools for using the technology and to support pupils to get the maximum benefit from the experience.

"I have enjoyed the activities – they have improved my knowledge massively"



Dialogue

Dialogue was a key feature of the exhibition and time was deliberately built in to ensure that pupils had a direct opportunity to discuss what it means to live out your faith with adherents of faith communities. Pupils had the opportunity to ask 'anything and everything' and they did! They also took the opportunity to discuss things that puzzled and surprised them in equal measure.

"It was nice asking questions and finding out more about Christianity"

The virtual Showbie classroom now acts as a legacy resource, supporting our schools and equipping them to meet the requirements of the third syllabus aim. It has documented the experience of the exhibition, allowing pupils to share their learning creatively with their peers, also acting as an inspiration for schools wishing to put together their own interfaith experience in school. The virtual classroom has been made available to all Staffordshire schools as a supportive aspect for the syllabus.

"It was extremely exciting and interesting – this is a day never to forget. Well done! Thank you!"

Future impact

The sustainability of 'Explore Engage Reflect' long term was important and the two organisations involved in the creation of the exhibition have managed to create a mobile resource that can be used in any school or venue wishing to use them.

Information related to our project can be found on the Westhill/NASACRE website:

<http://www.westhillendowment.org/staffordshire-sacre/Our-progress>

Our virtual classroom can be accessed by creating your own Showbie account (join as a student and **not** as a teacher) and using the class code: YK6L5

For further details on booking or recreating your own 'Explore Engage Reflect' exhibition email emma.jardine@entrust-ed.co.uk

This article has been written by Emma Jardine-Phillips

Emma is the RE Advisor to Staffordshire SACRE and an Education Consultant at Entrust.

William Shrewsbury Primary
Church Road
Stretton
DE13 0HE

28th November 2017

Dear Mrs Phillips,

Thankyou for the wonderful opportunity and we thoroughly enjoyed the educational experience.

My favourite part of the day was creating the booklet and going into the Islamic exhibition because I learnt a lot.

My favourite thing in the Islamic exhibition was learning about the ~~5th~~ fifth pillar: hajj (going to Mecca) because it was interesting finding out that everyone (at least once in their lives) had to go to Mecca and go anti-clockwise around the Ka'ba seven times.

However, in the Christian exhibition, the best part was learning about how ~~so~~ some people get baptised and how they believe that God had three different forms: Lord, Jesus and the Holy Spirit.

We're now ready to present it to the whole of KS2 in an assembly. Once again, thankyou for the wonderful experience.

Yours sincerely,

William Shrewsbury primary
Church road
Stretton
DE13 0HE

28th November 2017

Dear Mrs Phillips,

Thank you for the wonderful opportunity! We thoroughly enjoyed the educational experience. My favourite part of the day was creating the R.E booklet and going into the baptism bath. I have found out a lot of new facts about Islam and Christianity.

In the Islam exhibition, my favourite fact was learning about Salah (prayer). It was interesting to find out about what they did before prayer. I extremely enjoyed the Islamic part of the day.

When we created the booklet, it was interesting to explore the new app and to create our very own homemade booklet. We found it amazing to be able to do this. It was a very new and fascinating way to show what we had learnt.

After creating our booklet we are going to show it to the rest of the juniors.

yours sincerely

William Shrewsbury Primary School
Church road
Stretton
DE13 0HE

28th November 2017

Dear Mrs Phillips,

Thank you for the wonderful opportunity! We thoroughly enjoyed the educational experience. My favourite part of the day was creating the R.E booklet & with my friends and I liked having hands on objects/clothing in each exhibition.

The facts that stick out to me most about the Islamic exhibition are Zakah (Charity) and how the Muslims give 2.5% of every £10 (25p) to a chosen Charity for children. It's also very interesting to know that 'Asalam u Alaikum' means Peace be upon you and 'Walaikum Asalam' means Peace be upon you too. I didn't know that Muslims have to visit the Ka'ba in Mecca at least once in their lives.

I enjoyed the Christianity exhibition as well and I can't believe Christians use noise to worship God! Going in the Baptism bath was fun because it was very interesting to know that people get gully submerged! Did you know there are 66 stories in the bible?

Overall it was an amazing experience and I can't wait to show other people in the juniors how to use the book creator app! We've already show our R.E booklet to KS2 and they were very impressed.
THANK YOU!!!!

yours sincerely,

