



believing in children, learning together

Inclusive SACREs Award nomination form

1. Contact details:

SACRE name:	Staffordshire SACRE
Name and position of main contact for the Award:	
Main contact's telephone number and email address:	
Name and email of SACRE Chair (if different from above):	Michael Metcalf: prebmetcalf@hotmail.com
Name and contact email of RE advisors, clerks or local authority staff/ officers that currently actively support the SACRE:	Emma Jardine-Phillips (as above) Roberts, Julie (Clerk to SACRE) julie.roberts@staffordshire.gov.uk

2. SACRE details:

Please provide the information listed below by either including a relevant hyperlink or indicating that the document is to be attached by email with this completed form.¹

Copy of the current syllabus, and any accompanying guidance:	
Copy of the SACRE constitution, along with any standing orders:	
Link to SACRE website (if exists):	
Link to last annual report:	

¹ If only a paper copy can be submitted, please post it to the Accord Coalition at Unit A, 39 Moreland Street, London, EC1V 8BB.

Please list the current membership of your committees A, B, C and D, or any members who are co-opted or attend regularly as an observer, and indicate for which party, tradition or interest group(s) they each represent. Feel free to also indicate any known vacancies.

Committee A:

Committee A: Christian & other religious denominations

Hifsa Haroon-Iqbal
Muhammad Parekh
G. Devadason
Pramaha Laow Panyasiri
Sam Phillips
Margaret Crossland
Ann Hewetson
Tajinder Singh
Diane Cutler
Paul Lewis
Paul Moseley
Susan Devereux

Committee B:

Committee B: Church of England

Sue Blackmore
Colin Hopkins
Michael Metcalf
Jayne Grundy
Rosemary Woodward

Committee C:

Committee C: Teacher Associations

Sonia Andjelkovic
Mick Dwyer
Sam Kirwan

Committee D:

	Terry Finn Peter Davies Ian Lawson David Williams Caroline Wood
Co-opted:	
	Julie Thompson Julia Almond
Observers:	

3. SACRE remit and resources: (no more than 250 words)

Please describe – in no more than 225 words – the characteristics of the area the SACRE covers and the number of schools that are currently required to adhere to its syllabus. This is also an opportunity to describe the access to subject expertise and the level of material support the SACRE receives, including from the local authority.

Staffordshire is a vast County with a diverse mix of over 400 schools (approximately 200 schools are required to use the Staffordshire Agreed Syllabus). Located in the heart of England, Staffordshire is home to approximately 838,000 people. Approximately 75% of the area of the county is rural but only about 25% of the population live in rural areas. The most authoritative ethnicity figures are from the Census and the black and minority ethnic (BME) population of Staffordshire in 2011 represented 6.4%. This is below the UK average and the West Midlands regional average. Staffordshire SACRE is well supported by Staffordshire County council...

Staffordshire has access to a Specialist RE Consultant

4. Implementation of being an inclusive SACRE: (no more than 850 words)

This is the most important section. The judges recognise there are many competing expectations and demands placed upon the subject. However they are especially interested in the way that the SACRE have sought to boost inclusion, community cohesion, mutual understanding and mutual respect between those of different religions and non-religious worldviews. Please provide specific examples of how these aims are met. It is also recommended to set out at least one innovative approach that has been particularly important or successful. Judges will be interested to find out how the Agreed Syllabus directly advances these aims, but other areas of the SACRE's work that could prove of interest include:

- building a relationship with local schools that are not required to follow the syllabus and forging partnerships with other agencies (such as local academy chains, multi-academy chains and faith school sponsors, or higher or further education providers)
- urging the local authority to ensure that the membership of the SACRE and Agreed Syllabus Conference is diverse and representative, including of the non-religious
- considering the views of pupils, or developing a Youth SACRE or RE Ambassador programme
- support and guidance to schools on making assemblies and/or provision for SMSC development more inclusive
- creative use of Collective Worship determinations
- the production or commissioning of extra resources for teachers, such as with lesson or curriculum planning (please also submit these in digital copy - they will be treated with confidence and only shared amongst the judging panel)
- organising training for Governors or helping tackle gaps training and Career Professional Development for teachers
- developing support and research networks
- celebrating successes by pupils and schools

- identifying an area of the SACRE's weakness and acting upon it
- targeted help to individual schools
- ideas and help for schools to advance their legal duties, including the Public Sector Equality Duty² and requirement to promote British Values and community cohesion

The Award judges are also interested in the provision of high quality RE more generally, so please consider drawing upon examples that highlight how the SACRE has helped in achieving this. Examples might include:

- new ways of working to alleviate the impact of local authority funding restraints
- sharing ideas and concerns with central government
- ensuring continuity, coherence and sustained learning for pupils moving between primary and secondary phases,
- promoting provision for short course or full RS GCSE and A level

- Academies represented on SACRE include CCET academies and many schools in Staffs are not part of academy chains so forging that relationship higher up has been a challenge. The relationship with individual academies is strong, academies are regularly represented at RE training and development events and regularly request advice from the advisor to sacre regarding teaching and learning.
- Yes examples of humanism and NSU
- SACRE had a strong and well supported youth SACRE up until 2 years ago. There have been changes in the local set up in terms of local authority funding and due to this and the involvement of a private organisation, the closure of council buildings which hosted youth SACRE meetings regularly, the closure of the local University Campus etc. the youth SACRE has had to be placed on hold. There are plans in place to look to how this can be re-started in the coming year. The plans relate to an application for a NATRE award. Events in the past included 3 meetings a year of the youth SACRE, an annual student conference, visits to faith buildings and reporting back to schools via an annual youth SACRE report. Evidence for all of these initiatives is available upon request.
- Extra resources for teachers can be provided (send copies of materials to Michael)
- Governors in staffordshire receive regular updates on RE. They have been kept well informed of the development of the new syllabus, training has been provided by Emma and Mary at the termly Governors briefings (can provide evidence of the governor reports that get sent out) The advisor to SACRE regularly visits schools were requested to provide whole school CPD sessions on aspects of RE, effective teaching and learning, and its relationship to wider curriculum initiatives. Recently the BLNC (a group of affiliated schools within Tamworth) and also the Pirehill cluster of schools (located in stone) have identified gaps in

² The Public Sector Equality Duty was created by Section 149 of the Equality Act 2010 and came into force in 2011. It requires all public bodies and those carrying out public functions to have due regard when carrying out their activities to helping eliminate discrimination, advance equality of opportunity and foster good relations between different people.

<http://www.legislation.gov.uk/ukpga/2010/15/section/149>

their RE training and provision and arranged for a termly training session for all RE coordinators.

- Letters to schools relating to examination results. SACRE affirms the good things that are happening
- SACRE is regularly represented at friends of faith and also NASACRE conferences, AREIAC conferences etc. information is fed back at SACRE meetings to ensure that information is cascaded to all
- Whole school training sessions were provided to all schools, headteachers and governors were invited to attend – focus was British values and a large part of the session was about how this could be facilitated effectively in schools. The role of RE was a key part of this training.
- Current work around the tell MAMA report
- The syllabus requires schools to have a GCSE/examination syllabus at KS4

5: Evaluation and planning for the future: (no more than 200 words)

Where has the SACRE's work and implementation of its approach been most successful, and why? What lessons were learned? In what way was the SACRE's approach improved as a result? What are major barriers to further improvement, and how might they be overcome? Have any ideas and recommendations be made for the next Agreed Syllabus Conference?

Please return the completed nomination to paul@accordcoalition.org.uk

If you wish to submit further external or supplementary evidence for consideration by the judges, please consider including appropriate web links in this form. If you only have information as a hard copy then please consider scanning and uploading it online.