

AGENDA

Standing Advisory Council for Religious Education (SACRE)

Date: **Monday 15 March 2010**

Time: **2.00 pm**

Place: **The Council Chamber, Brockington, 35 Hafod Road,
Hereford**

Notes: Please note the **time, date** and **venue** of the meeting.

For any further information please contact:

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If you would like help to understand this document, or would like it in another format or language, please call Paul James, Democratic Services Officer on 01432 260460 or e-mail pjames@herefordshire.gov.uk in advance of the meeting.

Agenda for the Meeting of the Standing Advisory Council for Religious Education (SACRE)

Membership

Chairman

Councillor J Stone

Councillor WU Attfield
Mrs. C. Ault
Mrs L Barker
Revd. P. Barlow
Mr. P. Bowen
Mrs. J. Brown
Councillor P Jones CBE
Mrs G Jutle
Mrs S McCamley
Sr. D. O'Donnell
Mr. Z. Pandor
Rev L Rickards
Ms C Wolfe

The Local Authority
Bahai faith
Secondary Teachers
Church of England
Church of England
Special Education Schools
The Local Authority
Sikh Faith
Primary Schools
Roman Catholic Church
Muslim Faith
The Free Church from Churches Together
Jewish Faith

Non Voting

Mrs S Catlow-Hawkins
Mrs A. Daniel
Ms. K. Mayglothling
Mrs. G. Morris

Co-opted member
Co-opted Member
Co-Opted Member
Co-Opted Member for the Academic Community

GUIDANCE ON DECLARING PERSONAL AND PREJUDICIAL INTERESTS AT MEETINGS

The Council's Members' Code of Conduct requires Councillors to declare against an Agenda item(s) the nature of an interest and whether the interest is personal or prejudicial. Councillors have to decide first whether or not they have a personal interest in the matter under discussion. They will then have to decide whether that personal interest is also prejudicial.

A personal interest is an interest that affects the Councillor more than most other people in the area. People in the area include those who live, work or have property in the area of the Council. Councillors will also have a personal interest if their partner, relative or a close friend, or an organisation that they or the member works for, is affected more than other people in the area. If they do have a personal interest, they must declare it but can stay and take part and vote in the meeting.

Whether an interest is prejudicial is a matter of judgement for each Councillor. What Councillors have to do is ask themselves whether a member of the public – if he or she knew all the facts – would think that the Councillor's interest was so important that their decision would be affected by it. If a Councillor has a prejudicial interest then they must declare what that interest is. A Councillor who has declared a prejudicial interest at a meeting may nevertheless be able to address that meeting, but only in circumstances where an ordinary member of the public would be also allowed to speak. In such circumstances, the Councillor concerned will have the same opportunity to address the meeting and on the same terms. However, a Councillor exercising their ability to speak in these circumstances must leave the meeting immediately after they have spoken.

AGENDA

		Pages
1.	APOLOGIES FOR ABSENCE To receive apologies for absence.	
2.	NAMED SUBSTITUTES (IF ANY) To receive details of Members nominated to attend the meeting in place of a Member of the Committee.	
3.	MINUTES To approve and sign the Minutes of the meeting held on 1 December 2009.	1 - 4
4.	RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY) To answer any pre-received written questions from members of the public.	
5.	SACRE BUDGET To receive details on the budget position for SACRE.	
6.	2010 SACRE ANNUAL CONFERENCE To consider the 2010 SACRE Annual Conference.	
7.	RE IN THE PRIMARY CURRICULUM To note the publication of 'RE in the Primary Curriculum' which includes the RE Programme of Learning.	5 - 12
8.	RE NON-STATUTORY GUIDANCE 2010 To note the publication of 'Religious education in English schools: Non-statutory guidance 2010'. (NOTE: Members have been provided with the document. The document can be downloaded from www.terchnet.gov.uk/publications)	13 - 14
9.	NEWS FROM NASACRE To note the 2010 NASACRE Annual Conference and to bring to the attention of SACRE that March 2011 will mark the national month of Celebration for RE.	15 - 16
10.	FUTURE MEETING DATES To note that future meetings of SACRE are scheduled to be held at 2.00pm in the Council Chamber, 35 Hafod Road, Hereford on: Monday 5 th July 2010; Monday 22 nd November 2010, and Monday 28 March 2011	

HEREFORDSHIRE COUNCIL

MINUTES of the meeting of Standing Advisory Council for Religious Education (SACRE) held at The Council Chamber, Brockington, 35 Hafod Road, Hereford on Tuesday 1 December 2009 at 2.15 pm

Present: Councillor J Stone (Chairman)

Councillor WU Attfield, Mrs C Ault, Revd. P. Barlow, Mrs. J. Brown,
Mrs A Daniel, Councillor Brig P Jones CBE and Mrs S McCamley

16. APOLOGIES FOR ABSENCE

Apologies were received from: Mrs L Baker, Mrs S Catlow-Hawkins, Sr. S O'Donnell, Mrs G Jutle, Mr T Leach, Ms K Mayglothing, and Ms C Wolfe.

17. NAMED SUBSTITUTES

Ms Teresa Gregory, Deputy Director and Schools Advisor Herefordshire Church of England Diocese, substituted for Mr T Leach.

18. MINUTES

RESOLVED: That subject to amending Manger to Manager in minute 8 and minute 14, the minutes of the meeting held 29 June 2009 be approved as a correct record and signed by the Chairman.

19. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)

No written questions were received from the public.

20. AGREED SYLLABUS REVIEW AND QCDA

The Chairman introduced Dr Mark Chater, QCDA, who had attended an earlier informal meeting with Councillor J Stone (Chairman), Mrs J Mackley and Mr S Pett (RE Consultants) and Mr P James on behalf of the Clerk to SACRE.

SACRE were briefly informed by Dr Chater that 28 SACREs were due to review their Agreed Syllabuses. QCDA were inviting those SACREs to collaborate in drafting a syllabus template that other SACREs could use. He emphasised that any template devised would need to contain that which is nationally required and that which is open to local interpretation.

The Chairman thanked Dr M Chater for attending the earlier meeting and for briefly attending SACRE.

SACRE noted the position and that further debate concerning the Syllabus review would take place at the Agreed Syllabus Conference following this meeting.

21. RELIGIOUS STUDIES EXAMINATION RESULTS FOR 2009

SACRE considered the 2009 Religious Education examination results for Herefordshire.

The Lead Officer for SACRE presented the agenda report and took SACRE through the statistics.

Concern was expressed that according to the statistics approximately one third of the total cohort hadn't taken an accredited examination. However, it was acknowledged that those pupils may have undertaken the course but had decided not to sit the examination.

Questioned on individual school performances the Lead Officer responded that this information could be provided to members.

Appreciating the usual variances between gender and course type SACRE thought the results were good but there were no grounds to be complacent.

RESOLVED: that the report on RE examination results in Herefordshire for 2009 be noted.

22. DRAFT SACRE DEVELOPMENT PLAN 2010 - 2013

SACRE considered the draft Development Plan 2010 - -2013 for approval.

The Consultant for RE reported that the current plan ran until 2010. In reviewing the Plan a group Chaired by the Chairman, Councillor J Stone, had met to formulate the draft now submitted for consideration. The Consultant of RE reported that her involvement had been funded by the Diocese as the reduced budget for SACRE had not been sufficient to enable all the planned activities to be undertaken. She briefly took SACRE through the draft Plan which had been based on the guidance available. She emphasised that the Plan should guide the work and agendas for future meetings.

RESOLVED: That the draft SACRE Development Plan 2010 – 2013 be approved.

23. SACRE ANNUAL CONFERENCE 2009

SACRE received a report on the Herefordshire SACRE Conference 2009.

The RE Consultant reported that after initial concerns about attendance, a late take up had increased numbers to a respectable 55 including workshop leaders. The offer of '2 for 1' had increased the numbers and had been welcomed by schools. Jane Brooke (RE advisor with National Society/Chester Diocese) had provided an excellent start to the day with a practical and engaging presentation on 'What makes for good RE: the ingredients for quality RE in the classroom'. Workshops were led by Jane Brooke, Stephen Pett (RE Advisor with RE Today) and Shahne Vickery (Gloucester Diocesan schools advisor).

The Chairman and the Lead Officer for SACRE commented that it had again been a good quality conference held in a convivial atmosphere with high quality workshops.

It was commented that the '2 for 1' offer had probably encouraged colleagues from the same school to attend and therefore people hadn't felt isolated and were more likely to talk about the event afterwards.

It was noted that Hedley Lodge had taken photographs of the event for their promotional use and that these may be available for downloading to the 'schools on line' web site to promote future SACRE conferences.

SACRE thanked Joyce Mackley, RE Consultant, for organising the event and thanked all those who contributed in making it a successful Conference.

It was agreed that the theme of next years conference be considered at the next meeting.

RESOLVED: That the report be noted.

24. MULTI-FAITH EVENT HELD 19 OCTOBER 2009

SACRE received a report on the Multi-Faith Event held on 19 October at Holmer CE Primary School, Hereford.

The Chairman thanked Mrs Judy Cecil, Headteacher at Holmer, her staff and the workshop leaders for running the event and commended the pupils who had acted as excellent ambassadors for the school.

At various times in the afternoon the event had also been attended by ten Herefordshire Councillors, including the Cabinet Member (Children's Services), who had all appreciated the event and hoped that the event would be developed further.

Mrs C. Ault, Multi Faith Group member and Baha'i workshop leader, commented that the pupils had shown reverence for each session and had appreciated the unity, or thread, that ran through each of the different faiths.

Responding to a suggestion that Christianity be added to the 4 faith workshops, thereby enabling pupils to get a greater appreciation of the commonality between faiths, Mrs Ault commented that the intention had been to provide encounters with those faiths that children do not normally meet – access to Christianity was less problematical.

In response to a comment from the Diocesan schools advisor who asked that all schools should have access to this event the RE Consultant commented that 5 out of 6 primary schools had been involved in the last 3 years. Wigmore High and its feeder schools had just had a similar event, as had Whitecross High and its pyramid schools.

SACRE noted that the Multi Faith Group had secured a small grant for 2010/11 and had written to all high schools and the County Cohesion Inspector offering to assist them on projects put forward by schools.

The Lead Officer for SACRE thought that, in view of the financial situation, working through cluster groups could be a good model to follow. This could be taken further by arranging events over the space of a few days thereby hopefully saving on the cost of getting workshop leaders to the County at different times.

SACRE noted that special schools were not part of the school cluster arrangements. The Special schools representative requested that these be included in the events.

It was commented that the Multi Faith Group had probably taken the initiative as far as they could at present and it was asserted that as multi faith events contributed to both schools and the local authority's community cohesion agendas it was for the Local Authority to take the multi-faith initiative forward and to disseminate the pyramid idea.

It was suggested that a note of the event, and future aspirations, be communicated to all members of Herefordshire Council.

RESOLVED: That the report be noted and

- a) SACRE recommend that the local authority give further consideration to supporting Multi-Faith Events in schools to support the community cohesion agenda;
- b) The local authority give consideration to promoting the pyramid idea with schools as one means of providing a multi-faith event; and
- c) Notes of the Multi Faith event, and future aspirations, be communicated to all members of Herefordshire Council.

25. DRAFT HEREFORDSHIRE SACRE ANNUAL REPORT - ACADEMIC YEAR 2008/9

SACRE considered the draft SACRE Annual report for the academic year September 2008 to July 2009 prior to submission to QCDA.

The Clerk to SACRE representative presented the draft for comment and highlighted that the examination statistics discussed earlier in the meeting together with any comment made by SACRE would be added to the document. He also requested that SACRE provide guidance on any comment it wished to include under the 'summary' section.

SACRE agreed that commentary be included on: the multi-Faith events, SACRE Annual Conference and the vital part that Collective Worship plays in RE in schools.

It was agreed that any further comments would be forwarded as soon as possible to the Clerk for consideration.

RESOLVED: that subject to the inclusion of the examination statistics and commentary under the 'summary' section, the Annual Report be approved for submission to QCDA.

The meeting ended at 3.22 pm

CHAIRMAN

MEETING:	SACRE
DATE:	15 MARCH 2010
TITLE OF REPORT:	RE IN THE PRIMARY CURRICULUM
OFFICER	DEMOCRATIC SERVICES OFFICER

CLASSIFICATION: Open

Purpose

To note the publication of 'RE in the Primary Curriculum' which includes the RE Programme of Learning.

Recommendation

THAT SACRE note the publication of RE in the Primary Curriculum.

Introduction and Background

- 1 Members will recall that at its meeting on 29 June 2009 SACRE considered and provided feedback on two DCSF consultation documents: RE in English Schools: Non-statutory guidance 2009, and New Primary Curriculum.
- 2 RE in the Primary Curriculum, which includes the RE Programme of Learning, has now been published and is available from the QCDA Web-site by visiting <http://curriculum.qcda.gov.uk/new-primary-curriculum/> To find the RE details on the site scroll down and click on 'Six Areas of Learning and RE' in the 'Features of the new primary curriculum' section. Here you will find the RE programme of learning (POL). For members ease of reference I append a copy of 'Religious education: A statutory subject supported by a non-statutory programme of learning', being an extract from the National Curriculum 2009 published by the Qualifications and Curriculum Authority 2009.
- 3 The February update from QCDA indicates that further guidance on implementing the new primary curriculum will be out on 29 March and this also will include RE.
- 4 At the meeting the Consultant for RE will provide comment on the document.

Financial Implications

- 5 None identified as a result of this report.

Legal Implications

- 6 None identified as a direct result of this report.

Further information on the subject of this report is available from
P.R. James, Democratic Services Officer tel. 01432 260460 for the Clerk to SACRE

Appendices

- 7 'Religious education: A statutory subject supported by a non-statutory programme of learning'.

Background Papers

- Information referred to is available from the above detailed Web-site.

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Religious education

A statutory subject supported by a non-statutory programme of learning

(This is an extract from the National Curriculum 2009)



Religious education

A statutory subject supported by a non-statutory programme of learning¹

Curriculum aims

This area of learning contributes to the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why this area of learning is important²

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops children's knowledge and understanding of the nature of religion and belief³ including Christianity, principal religions, other religious traditions and world views, in the context of a diverse society.

RE offers opportunities for personal reflection and spiritual development. It enables children to flourish individually, within their communities and as citizens in a diverse society and global community. RE has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. In these ways it contributes to children's wellbeing and promotes ways in which communities can live and work together.

1. Essential knowledge

Children should build secure knowledge of the following⁴:

- a. beliefs, teachings and sources
- b. practices and ways of life
- c. forms of expressing meaning⁵
- d. identity, diversity and belonging
- e. meaning, purpose and truth
- f. values and commitments.

2. This statement is consistent with the secondary RE programmes of study
3. Religion and belief: this includes systems of thought that are religious and non-religious, theistic and non-theistic, in the context of a broad and balanced curriculum
4. Understanding these concepts is the basis of effective learning in RE
5. People can express a sense of meaning through their big questions about life (e.g. 'where do I come from?'), through their commitment to standards of behaviour (e.g. 'do not steal') and through their beliefs and practices (e.g. the practice of prayer, meditation, religious dancing or singing)

ns Denotes non-statutory information.

The explanatory text is a non-statutory part of the programme of learning.

1. Religious education is a statutory subject in the curriculum of all maintained schools. RE must be taught according to the locally agreed syllabuses (for community schools, voluntary schools and foundation schools without a religious character). Voluntary controlled and foundation schools with a religious character should teach the locally agreed syllabus unless parents request that RE is taught in accordance with the trust deeds and faith of the school. Voluntary aided schools with a religious character should teach RE in accordance with the trust deeds and faith of the school. Academies and Trust schools should provide RE in accordance with their funding agreement or trust deeds

This illustrative programme of learning is offered to support those who design statutory syllabuses, in order to promote consistency and quality in RE, in the context of a coherent curriculum

2. Key skills⁶

These are the skills that children need to learn to make progress:

- a. Identify questions and define enquiries, using a range of methods, media and sources
- b. Carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints
- c. Present findings, suggest interpretations, express ideas and feelings and develop arguments
- d. Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.

3. Cross-curricular studies⁷

This area of learning should provide opportunities for:

- a. children to develop and apply their literacy, numeracy and ICT skills
- ⁶ b. personal, emotional, spiritual, moral, social and cultural development
- c. enhancing children's understanding of religions and beliefs through making links to other areas of learning and to wider issues of interest and importance.

4. Breadth of learning

Children should be enabled to develop their understanding of the essential knowledge and key skills by drawing on an appropriate balance of religion and belief in the context of the religious and non-religious traditions that form the background and experience of pupils. The religions drawn on should include Christianity in each of the early, middle and later phases⁸. At least two other principal religions should be included during primary education as a whole⁹. To ensure that all children's background and experiences are taken into account, it is recommended that there are also opportunities to study other religious traditions such as the Baha'i faith, Jainism, and Zoroastrianism, and secular world views, such as humanism, where appropriate¹⁰. A religious community with a significant local presence¹¹ could also form a context for learning. Understanding of key ideas can also be promoted through themed studies, experiences of dialogue between and within beliefs, and visits to or encounters with people of a variety of religions and beliefs. Children should learn to use appropriate specialist vocabulary.

ns Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

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6. Key skills run through all areas of learning and are derived from the personal development framework 'Essentials for Learning and Life'
7. Further guidance and case studies to provide teachers with help to plan for cross-curricular studies are available on the National Curriculum website (www.qcda.gov.uk/curriculum) from early 2010
8. Where possible, this should include Orthodox, Catholic, Anglican, Free Church (e.g. Methodist or Baptist) and Pentecostal branches of Christianity across the whole primary phase

9. This should include at least one from Judaism and Islam, and at least one from Hinduism, Buddhism and Sikhism, across the whole primary phase

10. Over the primary phase children should learn about and learn from both religious and non-religious world views, in the context of a broad and balanced curriculum

11. This could include, for example, traditional religions such as those from African countries or China

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY ¹²	MIDDLE	LATER
<p>E1. to explore a range of religious and moral stories and sacred writings, and talk about their meanings</p> <p>E2. to name and explore a range of celebrations, worship and rituals in religions or beliefs, recognising the difference they make to individuals, families and local community¹³</p> <p>E3. to identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning¹⁴</p> <p>E4. to recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives</p>	<p>M1. to explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system¹⁵</p> <p>M2. to investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences¹⁶</p>	<p>L1. to describe and discuss some key aspects of the nature of religion and belief¹⁷</p> <p>L2. to investigate the significance and impact of religion and belief in some local, national and global communities¹⁸</p> <p>L3. to consider the meaning of a range of forms of religious expression¹⁹, identifying why they are important in religious practice and noting links between them</p>

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12. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress

Early

13. Celebrations refer to annual festivals such as Christmas, Easter, Pesach, Id-ul-Fitr or Diwali. Worship usually refers to daily or weekly ceremonies at home or in a sacred building. Rituals can be rites of passage, e.g. those marking birth or growing up; rituals can also be used in the context of worship, e.g. wudu at the start of daily prayers in Islam. Similarities and differences and the impact on daily life can be noted, e.g. believing in compassion may lead people to help others

14. The expression of a sense of meaning could be explored and responded to through the arts, e.g. in appreciation of religious art or music, or thinking about the position of hands/posture in prayer or meditation

Middle

15. Stories and their meanings should be understood as part of the sources of a belief system

16. Thinking about similarities and differences could mean wondering about differences between birth and naming rituals across religions, or about similarities between religious services with different names, such as Mass, Eucharist, Communion and the Lord's Supper. This should include investigation of the importance of these practices and ways of life to believers

Later

17. Children could describe and discuss the key aspects, including the questions that beliefs ask and answer, their key teachings and sources of authority, and the people, stories and traditions that influence the beliefs and values of followers

18. This could include, for example, how giving to charity might be based on a deep sense of the unity of humankind, or on a commitment to follow a divine commandment

19. Forms of expressing meaning could include, for example, Indian dance, Buddhist meditation, Arab calligraphy or Sikh sewa (service)

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY	MIDDLE	LATER
<p>E5. to communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts²⁰</p> <p>E6. to reflect on how spiritual qualities and moral values relate to their own behaviour²¹</p>	<p>M3. to describe and interpret how symbols and actions are used to express beliefs²²</p> <p>M4. to recognise that people can have different identities, beliefs and practices, and different ways of belonging, expressing their interpretations, ideas and feelings</p> <p>M5. to reflect on questions of meaning and purpose in life, expressing questions and opinions²³</p> <p>M6. to investigate questions of right and wrong in life, expressing questions and opinions²⁴</p>	<p>L4. to reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways</p> <p>L5. to describe and begin to develop arguments about religious and other responses to ultimate and ethical questions²⁵</p> <p>L6. to reflect on ideas of right and wrong and apply their own and others' responses to them</p>

ns

Early

20. This could include naming and thinking about experiences such as love, wonder, thankfulness, joy and sadness, or questions such as why we care for people or for things. Such experiences should be linked to related stories, rituals or symbols in a religion or belief
21. This could include thinking about spiritual qualities such as reverence or openness, and moral qualities such as forgiveness of people who hurt us. Such qualities should be linked to related stories, rituals or symbols in a religion or belief

Middle

22. Beliefs and ideas can be expressed in many different forms, including art, music, dress, dance, food, artefacts, behaviour codes and social action
23. Questions of meaning and purpose could include wondering about where life comes from, what people hold to be most precious or significant in life, or what happens when people or animals die, and learning about and from beliefs and practices related to these questions

24. Questions of right and wrong should include thinking about the practices and values arising from religious and non-religious traditions

Later

25. Beginning to understand responses to ultimate questions could include discussing and sharing beliefs on issues such as the meaning and value of human life, the existence of God, the causes of suffering or whether there is life after death. There are many such questions that are answered differently by most religious and philosophical traditions. Understanding responses to such questions means recognising that they have no certain answers agreed by all. Children should be encouraged to ask and think about their own and each other's questions, their sources of inspiration and views about truth, as well as exploring the responses of individuals and communities and applying them to their own lives



MEETING:	SACRE
DATE:	15 MARCH 2010
TITLE OF REPORT:	RE NON-STATUTORY GUIDANCE 2010
PORTFOLIO AREA:	DEMOCRATIC SERVICES OFFICER

CLASSIFICATION: Open

Purpose

To note the publication of 'Religious education in English schools: Non-statutory guidance 2010.

Recommendation

THAT SACRE note the publication of 'Religious education in English schools: Non-statutory guidance 2010'.

Introduction and Background

- 1 Members will recall that at its meeting on 29 June 2009, SACRE considered and provided feedback on two DCSF consultation documents: RE in English Schools: Non-statutory guidance 2009, and New Primary Curriculum.
- 2 The DCSF has now published 'RE in English Schools: Non-statutory guidance 2009' and can be downloaded from www.teachernet.gov.uk/publications (ref DCSF-00114-2010). Copies have been issued to SACRE members with the agenda.
- 3 This new guidance replaces the elements of Circular 1/94 that relate to Religious Education. The purpose of this guidance, produced by DCSF, is to support the provision of high-quality religious education (RE) in maintained schools in England. It provides clear non-statutory guidance about RE in the curriculum and the roles of those who have a responsibility for, involvement in or interest in the subject. The guidance is intended for:
 - local authorities (LAs), standing advisory councils on religious education (SACREs) and agreed syllabus conferences (ASCs);
 - governors, headteachers, curriculum planners, teachers and trainee teachers of RE and others in maintained schools,
 - educational agencies, advisers, inspectors and consul;
 - providers of initial teacher training (ITT) and continuing professional development (CPD), trainers and mentors;

Further information on the subject of this report is available from
P.R. James, Democratic Services Officer tel. 01432 260460. For the Clerk to SACRE.

- representatives of religion and belief groups locally and nationally;
- RE professional bodies, national and local;

The DCSF highlight that this guidance does not constitute an authoritative interpretation of the law; that is a matter for the courts.

- 4 The new guidance will support SACRE and the Agreed Syllabus Conference in many aspects of their work. It also provides checklists, case studies and links to relevant websites for people involved in designing and teaching RE.

Financial Implications

- 5 None as a result of this report.

Legal Implications

- 6 The Clerk to SACRE is unaware of any change to primary legislation that would change the administration of either SACRE or the Agreed Syllabus Conference.

Appendices

- 7 None.

Background Papers

- Information referred to in this report is available from the above mentioned TeacherNet web site.



MEETING:	SACRE
DATE:	15 MARCH 2010
TITLE OF REPORT:	NEWS FROM NASACRE
OFFICER	DEMOCRATIC SERVICES OFFICER

CLASSIFICATION: Open

Purpose

To note the 2010 NASACRE Annual Conference and to bring to the attention of SACRE that March 2011 will mark the national month of Celebration for RE.

Recommendation

THAT SACRE note the report.

Introduction and Background

- 1 **2010 NASACRE Annual Conference** – Members will recall that in some years Herefordshire SACRE has sent a delegate to the NASACRE Annual Conference. This year's conference will be on Wednesday 12 May in London. The keynote speaker will be Clare Short on 'Religion, Politics and Community'. The delegate fee will be £90 per head plus the cost of travel. SACRE will need to consider its budget position before considering whether it can send a delegate this year.
- 2 **Celebrating RE** – Members may already be aware that March 2011 will mark the national month of celebration for RE. A leaflet giving further detail will be available at the meeting. There is also a web site www.celebratingre.org which provides more information. SACRE may wish to consider its involvement in this at future meetings.

Financial Implications

- 3 Sending a delegate to the NASACRE Annual Conference will incur expenditure as detailed above.

Appendices

- 4 None.

Background Papers

- None. Information is available from the NASACRE web site or the web site detailed above.

Further information on the subject of this report is available from
P.R. James, Democratic Services Officer tel. 01432 260460 for the Clerk to SACRE

