

# AGENDA

## Standing Advisory Council for Religious Education (SACRE)

Date: **Friday 29 November 2013**

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Time: **2.00 pm**

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

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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 David Penrose, Democratic Services Officer on 01432 383690 or e-mail [dpenrose@herefordshire.gov.uk](mailto:dpenrose@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 CNH Attwood**

**Councillor EMK Chave**

**Mrs C Ault**

**Mrs L Barker**

**Revd. P Barlow**

**Mr P Bowen**

**Mrs S Bryant**

**Venerable Tsultrim Tenzin Choesang**

**Mrs A Daniel**

**Miss Emilie James**

**Mrs Gurmit Jutle**

**Rev DT Meachem**

**Sr. D. O'Donnell**

**Ms C Wolfe**

**Local Authority**

**Local Authority**

**Baha'i Faith**

**Secondary School Teachers**

**Church of England**

**Church of England**

**Church of England**

**Buddhist**

**Primary School Teachers**

**Special School Teachers**

**Sikh Faith**

**Churches Together in Herefordshire**

**Roman Catholic Church**

**Jewish Faith**

### **Non Voting**

**Mrs S Catlow-Hawkins**

**Ms K Mayglothling**

**Miss A Taylor**

**Co-opted member**

**Co-opted Member**

**Co-opted Member**

**AGENDA**

	<b>Pages</b>
<b>1. APOLOGIES FOR ABSENCE</b> To receive apologies for absence.	
<b>2. NAMED SUBSTITUTES (IF ANY)</b> To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.	
<b>3. MINUTES</b> To approve and sign the Minutes of the meeting held on 1 March 2013.	5 - 10
<b>4. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</b> To answer any pre-received written questions from members of the public.	
<b>5. SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR 2012/13</b> To comment on the draft SACRE Annual report for the academic year September 2012 to July 2013.	11 - 20
<b>6. RELIGIOUS STUDIES EXAMINATION RESULTS FOR 2013</b> To consider the Religious Studies examination results for 2013.	21 - 24
<b>7. UPDATE ON ANY NEW INITIATIVES IN RE</b> To consider a report on recent national reports and their implications for the teaching of religious education in Herefordshire schools.	25 - 26
<b>8. PLANS FOR PROFESSIONAL DEVELOPMENT 2014</b> To review the feedback from the 2013 SACRE Annual Conference and consider arrangements for the 2014 conference and other training events.	27 - 38
<b>9. DATE OF FUTURE MEETINGS</b> To note that the next meeting will be held at 2.00pm on Friday 21 <sup>st</sup> March 2014 at Brockington, 35 Hafod Road, Hereford. Further dates have yet to be arranged.	



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 Friday 1 March 2013 at 2.00 pm**

**Present:** Councillor J Stone (Chairman)

Councillor CNH Attwood, Mrs C Ault, Revd. P. Barlow, Mrs S Bryant, Councillor EMK Chave, Venerable Tsultrim Tenzin Choesang, Mrs A Daniel, Miss E James, Ms. K. Mayglothling, Rev DT Meachem and Miss A Taylor

**In Attendance** Mrs Sally McCamley (Herefordshire Diocese)

**Officers:** Mrs J Tinsley, Lead Officer to SACRE; Mr S Pett, RE Consultant – RE Today; Mr P James, Democratic Services Officer.

**133. APOLOGIES FOR ABSENCE**

Apologies were received from Mrs L Barker; Mr P Bowen; Mrs G Jutle; Sr. D O'Donnell and Ms C Wolfe.

**134. NAMED SUBSTITUTES**

Ms Melisa Williams substituted for Mr P Bowen.

**135. MINUTES**

**RESOLVED:** That the Minutes of the meeting held 27 November 2012 were approved and signed by the Chairman as a correct record.

**136. RESPONSE TO WRITTEN PUBLIC QUESTIONS**

No written questions had been received.

**137. PRIMARY SCHOOL SURVEY OF RE IN HEREFORDSHIRE SCHOOLS**

SACRE considered the results of a survey into the provision of RE in Herefordshire schools.

The Consultant for RE presented the results from the primary school sector and circulated the results for the secondary school sector, a copy of which has been placed in the meeting minute book.

SACRE noted the response rates for both sectors which were down on the previous year and discussed possible reasons.

The Consultant for RE took the meeting through the headline results and highlighted that:

- in the primary sector the shift away from all RE being taught only by class teachers was significant with an increase in diversity of provision. There was no correlation between the mixture of teacher/HT/PPA/HLTA and delivery – i.e. schools with RE days or weeks do not all have the Head Teacher involved in RE; discrete lessons and cross curricular RE are taught by the teacher, HT, PPA and HLTA.

- It was pleasing to note that the vast majority of schools found the RE Agreed Syllabus helpful.
- The Annual Conference which had included training on the new Agreed Syllabus had made a positive impact on the use of the Syllabus and was something to build on.
- Disappointingly three schools had indicated a lack of confidence in implementing the syllabus. However, they had not attended the training event nor wished to be contacted about further training.
- In the secondary school sector RE provision, and how it was delivered, may be becoming a concern. There was a return to discrete learning provision.
- Changes to the full and short course entry examinations could lead to a reduction in entry levels. This in turn could lead to courses becoming unviable in schools and, in turn, once the specialism had been lost may never be regained.
- There was evidence of some excellent RE teaching going on in County schools.
- Of the 7 secondary schools responding, 5 schools said specifically that the EBacc had not had an impact, with the remaining 2 not commenting.
- Indications were that there were a good number of students taking the A level short course, however, the majority were at the 6th Form College, Hereford.

SACRE considered that further thought was needed into how to improve the questionnaire response rate prior to next years.

**RESOLVED:**

- a) That the results of the primary and secondary school annual questionnaire be noted and it be recommended that the Local Authority take note of and act on any trends appearing;**
- b) The results be issued to schools so that they are made aware of the feedback received.**

**138. UPDATE ON ANY NEW INITIATIVES OR NEWS IN RELIGIOUS EDUCATION**

SACRE received a report on news or further changes to the government's education strategy affecting the teaching of religious education in Herefordshire schools.

The Good, Bad and the Ugly - The Consultant for RE referred to comments by John Keast, Chair RE Council, to the statement by Mr Michael Gove to the House of Commons following the DfE publication of new arrangements for the national curriculum, GCSEs and school accountability on 7 February 2013. (set out in the agenda). Good RE grades will help schools. The government had cut the support for RE teacher training places. The Consultant's view was that unless there was a further injection to RE now then the subject will decline further.

REC Review – the Consultant for RE reported that phase 1 of the review had been completed. Under phase 2 of the review two Task Groups would now be established to: 1) develop non-statutory guidance material and 2) develop strategies designed to structure and sustain the future of RE. The All Party Parliamentary Group were due to issue their report soon.

DfE Guidance: Q&A on RE and Collective Worship – the agenda report provided a very useful web link to questions and answers concerning the provision of RE and Collective Worship in Academies and Free Schools. SACRE were reminded that Academies and Free Schools had to provide RE but didn't have to follow the locally Agreed Syllabus.

National Association of Teachers of Religious Education (NATRE) – had produced 'A protocol for assuring provision for religious education in maintained schools in England'. SACRE briefly debated the position concerning Academies and Free Schools and were concerned that from the questionnaire returns, debated earlier, it could be assumed from

the information given that an academy in the County may not be complying with the RE teaching requirement. The Lead Officer to SACRE undertook to raise the matter with the Director of Education at the Diocese.

**RESOLVED: that the report be noted and the Lead Officer to SACRE discuss the matter concerning RE at one of the Counties academies with the Director of Education at the Diocese.**

**139. 2013 SACRE ANNUAL CONFERENCE**

SACRE received an update on arrangements for the 2013 SACRE Annual Conference.

The Consultant for RE reported that currently the take up of places was low. He would be contacting schools again to encourage them to send a delegate and requested that teachers on SACRE also encourage their colleagues to attend.

While planning for this year's conference was well underway Councillor Attwood questioned whether, for future years, there were any grants that schools could obtain via the Diocese or whether the Diocese could sponsor the event in any way. Councillor Attwood undertook to discuss the possibilities with the Bishop. Mrs S McCamely, in attendance for the Diocese, undertook to discuss the matter with the Education Director.

It was noted that school inspections now include interviews with the governors and it was suggested that governors should take a greater interest in RE matters and therefore should find attendance at the Annual Conference to be of great benefit.

Primary school teachers especially emphasised that with increasing pressures on budgets, schools would find it increasingly difficult to support teachers being away from school.

**RESOLVED: that the report be noted and the suggestion of possible grants or sponsorship be pursued by the relevant parties.**

**140. SYLLABUS TRAINING FOR SPECIAL SCHOOLS - EVENT REPORT**

SACRE received a report on the syllabus training event for Special Schools held October 2012.

Further to the brief report to the November SACRE, the Consultant for RE provided further information on the successful syllabus training event held in collaboration with Gloucestershire SACRE. It was noted that an article on the event was scheduled to appear in RE Today magazine in April.

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

**141. 2013/14 SACRE BUDGET UPDATE**

The Consultant for RE declared a pecuniary interest and left the meeting for the duration of this item.

SACRE considered the implications arising from reductions to the 2013/14 SACRE budget.

The Chairman provided a brief overview of the Council's budget position for 2013/14 and future years emphasising the range and degree of cuts being imposed. In accordance with the resolution at the last meeting he had spoken to the Cabinet Member (Education and Infrastructure) concerning SACREs budget position.

The Lead Officer to SACRE reported that in common with the majority of the Council's budgets the SACRE budget for 2013/14 had been reduced. The current budget of £11,752 would reduce to £4,718 being a cut of 60%.

As the Council didn't have any in-house specialist for Religious Education the SACRE budget was principally used to employ a Consultant on an annual contract basis. The current budget supported 20 days of consultancy advice and was used to support schools and provide advice to SACRE. As the contract for the Consultant needed to be re-tendered, and in view of the greatly reduced budget, the Lead Officer sought SACRE's views concerning where the budgetary emphasis should be placed.

SACRE greatly appreciated the valuable support and breadth of knowledge provided by the RE Consultant. However, with this support being reduced from 20 to around 8 days it was agreed to reduce the number of SACRE meetings so that the emphasis of the support could continue to be given to supporting RE in schools.

SACRE noted that the Annual Conference would not be affected as it was run by RE Today on a self-funding basis.

It was noted that the process of reviewing the RE Agreed Syllabus 2011-2016 would normally commence in the financial year 2013/14 and be resourced via the SACRE budget. The Democratic Services Officer advised that the Local Authority is required to review the Syllabus every five years by setting up an Agreed Syllabus Conference and therefore the Local Authority would need to give serious consideration as to how it intended to resource this work.

SACRE debated whether it wished to continue with its membership fee to NASACRE.

The Lead Officer warned that both her time and the Democratic Services Officer's time may in the future be costed to SACRE.

The Lead Officer to SACRE suggested there may be an opportunity to encourage teachers themselves to form an informal RE Strategy Group. Such a group may be able to undertake information gathering or dissemination work in schools and provide a degree of advice to SACRE, however, she was open to suggestions for its terms of reference.

A point was made that with school budgets being reduced teachers may not be able to volunteer for informal meetings as they may have in the past.

**RESOLVED:**

- a) That the SACRE budget for 2013/14 be noted with disappointment;
- b) The number of SACRE meetings be reduced to two per year initially November and March but be reviewed for future years to ensure that meetings be held to coincide with relevant business;
- c) The Lead Officer to SACRE commences investigations into setting up an informal RE Strategy Group.
- d) That the NASACRE membership should not be renewed; and
- e) That Members communicate directly with the Lead Officer any suggestions concerning areas the RE Strategy Group could work on.

**142. NASACRE AGM**

SACRE considered whether to send a representative to the NASACRE 2013 AGM.



The Venerable Tsultrim Tenzin Choesang reported that while she would be involved in this year's AGM she had decided to step down from being an elected member on NASACRE. Her reasons were that she was finding it increasingly difficult to attend national meetings and in her view the business conducted seemed to focus too much on internal administration matters rather than outwardly on furthering RE and helping SACREs.

In view of the budgetary position SACRE decided not to send a representative to the NASACRE 2013 AGM, the cost of which would be £95 plus any travel costs.

On behalf of SACRE the Chairman thanked the Venerable Tsultrim Tenzin Choesang for attending the meetings and reporting back on national issues.

**RESOLVED: that the position be noted and no representative be sent to the NASACRE 2013 AGM.**

#### **143. DATE OF FUTURE MEETINGS**

SACRE considered the future meeting dates set out in the agenda.

In view of the budget discussion at Minute No 141 the meeting scheduled for 5 July 2013 be deleted. The meetings scheduled for 29 November 2013 and 21 March 2014 should continue. Thereafter, following consultation with the Chairman, two meetings per year be arranged to coincide with relevant business.

**RESOLVED: that**

- a) The meeting scheduled for 5 July 2013 be deleted;**
- b) The meetings scheduled for 29 November 2013 and 21 March should continue;**
- c) Thereafter SACRE to have two meetings per year on appropriate dates to conduct relevant business.**

The meeting ended at 4.10 pm

**CHAIRMAN**





<b>MEETING:</b>	<b>STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)</b>
<b>MEETING DATE:</b>	<b>29 November 2013</b>
<b>TITLE OF REPORT:</b>	<b>HEREFORDSHIRE SACRE ANNUAL REPORT – ACADEMIC YEAR 2012/13</b>
<b>REPORT BY:</b>	<b>SACRE Lead Officer</b>

### 1. Classification

Open

### 2. Purpose

2.1 To receive the SACRE Annual Report for the academic year September 2012 to July 2013.

### 3. Recommendation(s)

**THAT: Subject to any comments by SACRE the Annual Report 2012/13 be approved and a copy be forwarded to NASACRE**

### 4. Appendices

4.1 Appendix A - SACRE Annual Report for the Academic Year 2012/13

### 5. Background Papers

6.1 None identified.



**Herefordshire**  
**Standing Advisory Council on**  
**Religious Education**  
**(SACRE)**

**Draft SACRE Annual Report for the Academic**  
**Year 2012/13**

## **1 Herefordshire SACRE Annual Report 2012-2013**

The Standing Advisory Council on Religious Education (SACRE) is a statutory body set up to advise the Local Authority on matters related to religious education and collective worship. Its members are drawn from teachers, Local Authority representatives including Councillors, faith representatives from the Church of England and a range of Christian denominations, and representatives from other religious groups represented in the region.

SACRE's key functions include monitoring the provision and quality of RE, and providing advice and support on the effective teaching of RE in accordance with the agreed syllabus. This includes advice on methods of teaching, choice of teaching material and provision of teacher training. This is primarily done through the review and implementation of the locally agreed syllabus, a process which is required every five years. This is followed by on-going monitoring of its effectiveness in the light of changing national education policy.

SACRE is grateful to Herefordshire County Council for its continuing support, but notes that in the current reduction in funding across the Council, SACRE has not been spared. SACRE endeavours to offer maximum support to schools through its use of conferences and network meetings.

Herefordshire SACRE met twice in 2012-2013. The minutes of these meetings are available from David Penrose, Clerk to SACRE ([dpenrose@herefordshire.gov.uk](mailto:dpenrose@herefordshire.gov.uk))

## **2 Supporting RE in Herefordshire**

The key activities of SACRE over the period 2012-13 have focused on maintaining support for teachers as they implement the revised Agreed Syllabus from 2011.

## **3 A day for Special School RE 10 October 2012**

This joint event with Gloucestershire SACRE included expert input from Anne Krisman, subject leader for RE at Little Heath Special School Redbridge. 15 delegates from 12 schools attended, along with three LA/Diocesan advisers. The focus was on how to use the revised Agreed Syllabus for planning great RE, and how to promote spiritual development in special schools.

Feedback was overwhelmingly positive, including the following representative comments:

- *Very interesting event. Nice to have an event like this centred around Special Education rather than having to adapt.*
- *A wonderful day – thank you for inviting me.*
- *Today was so relevant to what we do and the needs we cater for. Wonderful.*
- *Thanks to Anne for some wonderful insights, ideas, tips and information. The day worked on so many levels. The best courses send you out with an urgent enthusiasm to get back into school and try it out with the kids.*

## **4 Primary Network Meeting 17 October 2012**

18 teachers attended a network meeting held at St James' CE Primary School, Hereford. The focus was on good practice, exploring the features of good practice in RE and trying out some resources to use in the classroom. A second network meeting due to be held in Bridstow on 18 October was cancelled because of insufficient numbers.

## **5 Annual Conference 28 June 2013**

51 delegates attended the conference, from primary, special and secondary schools. The focus was on making good progress in RE. Workshops included planning and integrating assessment in the primary school, promoting deeper thinking in primary RE; teaching Islam; and raising achievement at KS3. Keynote speakers and workshop leaders were Lat Blaylock and Stephen Pett, from RE Today,

with SACRE members taking part in a 'Grill a SACRE rep!' session and Venerable TsultrimTenzin Choesang leading a session on understanding Buddhism. Whitecross Academy were generous and accommodating hosts.

As usual, feedback was very encouraging: 88% rated the day as excellent, 12% as good. Typical comments include:

- *An excellent day filled with inspiration and practical ideas. Very refreshing.*
- *Very well organised conference thank you. Useful to have time to focus on RE and gather lots of ideas.*
- *I found the day very accessible and realistic about what can happen in the classroom. Inspirational speakers and fab resources.*
- *Excellent day. Lots of great ideas – so nice to have practical ideas we can actually use rather than theory.*
- *Very inspirational as always – so many super resources. Can't wait to use them and inspire others back in school with ideas.*
- *Some really useful resources and ideas for lessons that have challenged and made me re-think all my planning for next year.*
- *Fantastic ideas, amazingly presented. Thank you!*

## 6 Monitoring

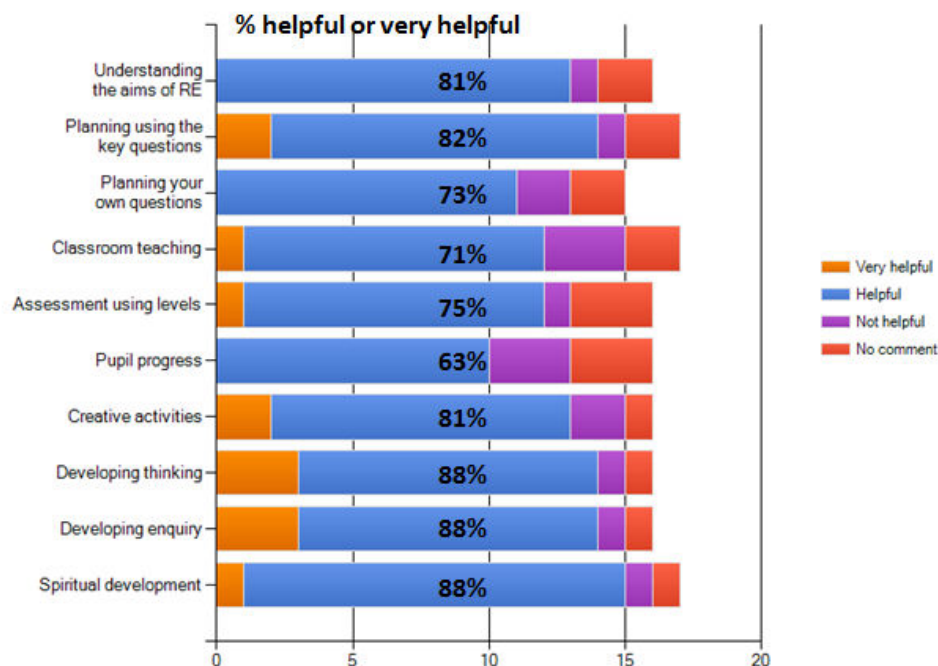
SACRE takes its monitoring duties seriously and has carried out primary and secondary online surveys this year. The information feeds into discussions about ways in which Herefordshire County Council and SACRE can continue to support teachers.

The **primary school survey**, carried out in January 2013, revealed some encouraging responses in respect of the new agreed syllabus:

- 83% of schools responding were confident or confident in aspects; 11% were unsure in aspects and only 1 school was not confident about implementing the syllabus.
- 33% had fully implemented the syllabus, 61% had partially implemented, and only 1 had many aspects still to implement.

The graph below gives a snapshot of the impact of the syllabus on various aspects of primary practice:

Are there particular areas of your RE provision that have been enhanced by the revised agreed syllabus? (Select more than one as appropriate)



The **secondary school survey** reveals that 57% of responding schools have fully implemented the syllabus and 29% have done so partially. One school has not implemented the syllabus.

## 7 Commentary on exam results Summer 2013

- Fifteen more pupils took the full course GCSE in 2013 compared with 2012. However, results were less favourable with 73.7% gaining a C grade or above compared with 79.8% in 2012. Girls outperformed boys.
- The short course attracted almost 25% more pupils this year. Results again were less favourable overall, with 41.4% of pupils gaining a C grade or above. Again, girls significantly outperformed boys by 12.7%. The difference between boys and girls was reduced this year, from a 2012 gap of 25.7%. The uptake of RS GCSE by both genders is very similar.
- The Entry Level Qualification band C course attracted slightly fewer pupils this year. The number of pupils gaining grade 1 or 2 was significantly higher than in 2012.
- A levels attracted 7 more candidates in 2013, however, those gaining C or above were lower by 22.4% than 2012. All candidates achieved a level E or above.
- Two girls took AS level, both gained an E or above.

See appendix for further data.

## 8 Quality of teaching in Herefordshire.

There is limited information about religious education in Ofsted reports, although lesson grading in inspections must comment on the quality of SMSC (spiritual, moral, social and cultural) aspects of learning. All reports will include some details pertaining to these elements found in lessons, and wider afield, for example in the school curriculum, pastoral care, ethos, aims, relationships, etc. Whilst this may not be a measurable aspect of school life, specific observations will be collected as evidence of a good school.

Overall in its Ofsted inspections, Herefordshire has been judged as having 79% of its schools as good or outstanding. In effect, as teaching and leadership and management have to be at least good for this grading, it can be assumed that the quality of SMSC is good or better, in almost four out of five of our schools.



Although there is room for improvement, the situation appears to be better, on the surface at least, in Herefordshire, compared to the Ofsted RE subject report findings in 2010. This report, *Transforming Religious Education*, states that the quality of teaching was 'less than good in around half of the lessons seen', a finding that was only slightly improved in the 2013 report, *Realising the Potential*. Whilst noting that RE lessons are not the same as SMSC, the overlaps in curriculum content and pupils' attitude as well as quality of teaching should be worth noting from Ofsted reports.

## 10 Future support for RE

On-going support for implementing the syllabus, and for improving teaching and learning in RE, is planned for 2013-2014, including:

- Annual SACRE conference for primary teachers, focusing on planning and assessment, in partnership with Worcestershire SACRE.
- Annual SACRE secondary conference, in partnership with Herefordshire and Worcestershire SACREs, focusing on assessment in the light of Government policy to remove the use of levels.
- Training for special school teachers of RE, in partnership with Herefordshire and Worcestershire SACREs.

## 11 Other matters

SACRE considered many issues over the year, including:

- The reduced support for SACRE has meant that SACRE has taken the decision to cut one meeting per year, so as to maximise the consultant's time for supporting RE in schools rather than supporting meetings. This meant that there were not the usual three meetings in 2012-2013, with the summer meeting cut. Instead, a 'strategy group' will act as an immediate contact group for the consultant to give ideas and initiate projects as required.
- The challenge of monitoring teaching and learning in RE in Gloucestershire schools
- The impact of government policy on academies and free schools, and its implications for RE and SACRE; SACRE has worked to maintain links with academies in order to support RE in the county.
- Continuing discussion on the impact of Government policy on the provision of RE, including the English Baccalaureate and the absence of RE from the National Curriculum Review.
- Consideration of the RE Council's Review of RE.

Many thanks are due to Judith Tinsley who left her role in the Local Authority after two years as schools' LA officer to SACRE. Also, to Paul James, who was Clerk to SACRE from 1998-2013 and whose efficiency and extensive knowledge of the legal niceties of SACREs and Local Authorities has been invaluable over many years.

This report was compiled by Stephen Pett, our RE consultant from RE Today Services, and Bronwyn Mabey, School Improvement Advisor, Learning & Achievement Service.

Cllr John Stone  
Chair of SACRE  
November 2013



## GCSE 2013 Results for Religious Studies

## GCSE 2012 Results for Religious Studies

## Appendix A

## Religious Studies

## Religious Studies

	Full Course					Full Course				
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>680</b>	<b>501</b>	<b>73.7%</b>	<b>668</b>	<b>98.2%</b>	<b>665</b>	<b>531</b>	<b>79.8%</b>	<b>662</b>	<b>99.5%</b>
Boys	327	215	65.7%	319	349.0%	314	230	73.2%	314	100.0%
Girls	353	286	81.0%	349	98.9%	351	301	85.8%	348	99.1%

## Religious Studies

## Religious Studies

	Short Course					Short Course				
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>348</b>	<b>144</b>	<b>41.4%</b>	<b>329</b>	<b>94.5%</b>	<b>281</b>	<b>121</b>	<b>43.1%</b>	<b>267</b>	<b>95.0%</b>
Boys	176	63	35.8%	168	95.5%	137	41	29.9%	128	93.4%
Girls	172	81	47.1%	161	93.6%	144	80	55.6%	139	96.5%

## Religious Studies/Education

## Religious Studies/Education

	ELQ Band C					ELQ Band C				
	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3
<b>Boys &amp; Girls</b>	<b>92</b>	<b>92</b>	<b>20.7%</b>	<b>45.7%</b>	<b>33.7%</b>	<b>99</b>	<b>99</b>	<b>8.1%</b>	<b>47.5%</b>	<b>44.4%</b>
Boys	59	59	20.3%	50.8%	28.8%	67	67	10.4%	52.2%	37.3%
Girls	33	33	21.2%	36.4%	42.4%	32	32	3.1%	37.5%	59.4%

## GCE A' Level 2013

## GCE A' Level 2012

## Religious Studies

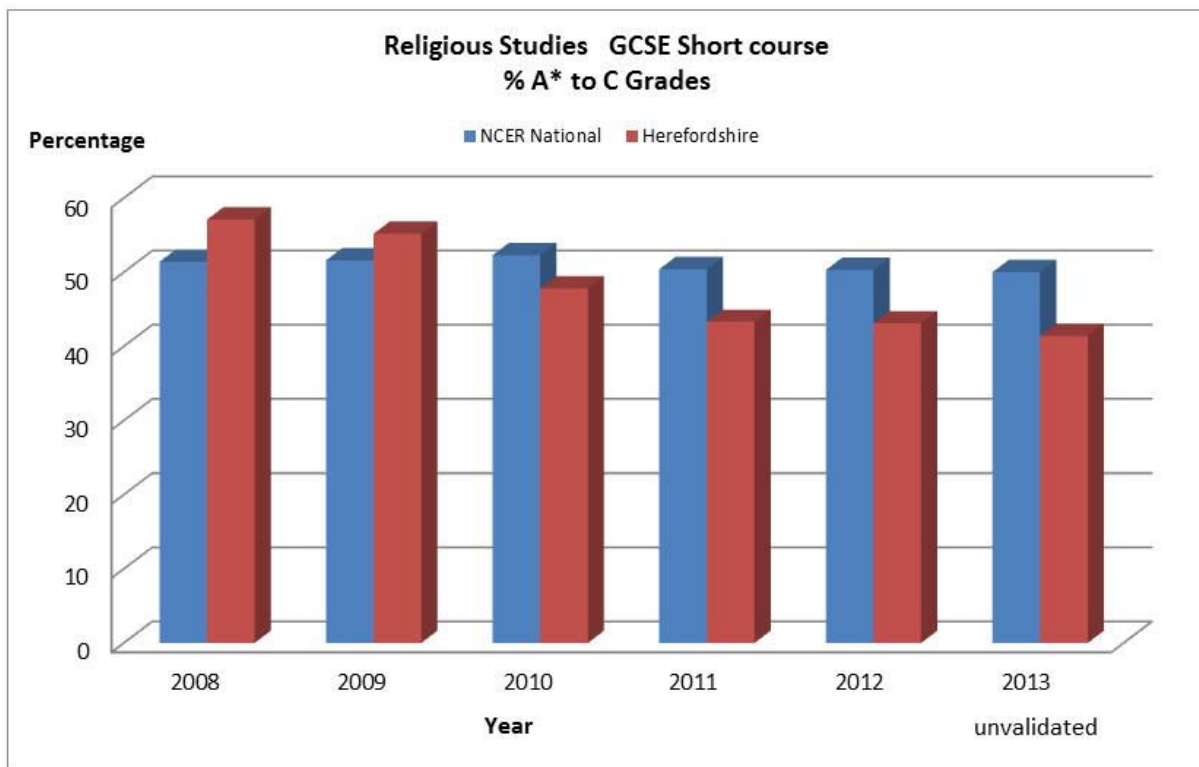
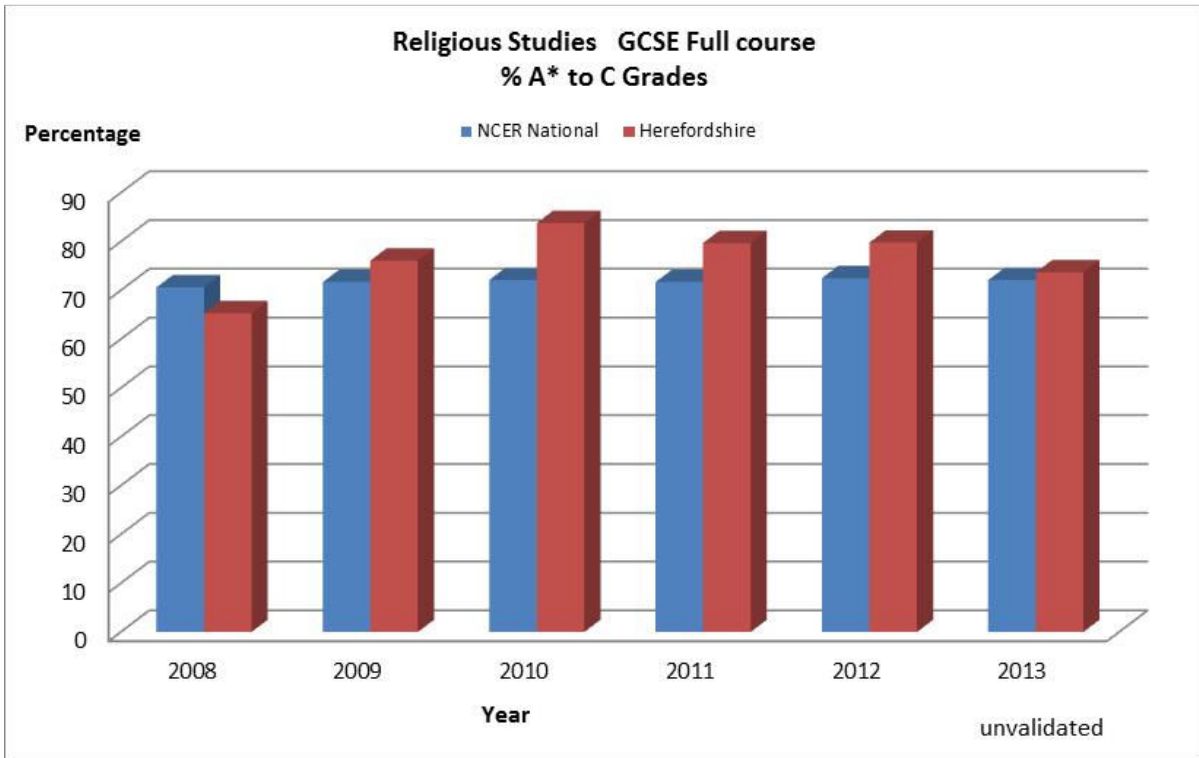
## Religious Studies

	A Level					A Level				
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
<b>Boys &amp; Girls</b>	<b>25</b>	<b>18</b>	<b>72.0%</b>	<b>25</b>	<b>100.0%</b>	<b>18</b>	<b>17</b>	<b>94.4%</b>	<b>18</b>	<b>100.0%</b>
Boys	13	11	84.6%	13	100.0%	4	4	100.0%	4	100.0%
Girls	12	7	58.3%	12	100.0%	14	13	92.9%	14	100.0%

## AS Level

## AS Level

	AS Level					AS Level				
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
<b>Boys &amp; Girls</b>	<b>2</b>	<b>1</b>	<b>50.0%</b>	<b>2</b>	<b>100.0%</b>	<b>9</b>	<b>6</b>	<b>66.7%</b>	<b>9</b>	<b>100.0%</b>
Boys	0			0		4	4	100.0%	4	100.0%
Girls	2	1	50.0%	2	100.0%	5	2	40.0%	5	100.0%





<b>MEETING:</b>	<b>STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)</b>
<b>MEETING DATE:</b>	<b>29 November 2013</b>
<b>TITLE OF REPORT:</b>	<b>RELIGIOUS STUDIES EXAMINATION RESULTS FOR 2013</b>
<b>REPORT BY:</b>	<b>SACRE Lead Officer</b>

## 1. Classification

Open

## 2. Purpose

2.1 To consider the Religious Studies examination results for 2013.

## 3. Recommendation

**THAT: the Religious Studies examination results for 2013 be noted.**

## 4. Key Considerations

### 4.1 Performance

- Fifteen more children took the full course in 2013 than in 2012. However, results were less favourable with 73.7% gaining a C grade or above compared with 79.8% in 2012. Girls outperformed boys.
- The short course attracted almost 25% more children this year. Results again were less favourable overall, with 41.4% of children gaining a C grade or above. Girls significantly outperformed boys by 11.3%, however the difference between boys and girls has reduced this year, from a 2012 gap of 25.6%. The uptake, by both genders, of this subject was very similar in 2013 as a result of an increase of almost 30% in the number of male entrants.
- The ELQ band C course attracted slightly fewer children this year. The number of children gaining grade 1 or 2 was significantly higher than in 2012.
- There was an increase in the number of A level entries amongst schools with a sixth form facility. The percentage of candidates gaining grade C or above fell by 22.4%. All candidates achieved a 'Pass' at A level (grade E or above).
- Two girls took AS level, both gained an E or above.

### 4.2 Quality of teaching in Herefordshire.

- Lesson grading in Ofsted inspections must comment on the quality of SMSC (spiritual, moral, social and cultural) aspects of learning. All reports will include some details pertaining to these elements found in lessons, and wider afield, for example in the school curriculum, pastoral care, ethos, aims, relationships, etc. Whilst this may not be

a measurable aspect of school life, specific observations will be collected as evidence of a good school.

- Hereford has been judged as having 79% of its schools to be Good or better. In effect, as Teaching and leadership and management have to be at least good for this grading, it can be assumed that the quality of SMSC is good or better, in almost four and of five of our schools.
- Although there is room for improvement, the situation appears to be better, on the surface at least, in herefordshire, compared to the Ofsted findings in 2010. This report states that the quality of teaching was 'less than good in around half of the lessons seen'. Whilst noting that RE lessons are not the same as SMSC, the many overlaps in curriculum content and children's attitude as well as quality of teaching should be worth noting from Ofsted reports.

## **5. Appendices**

### **5.1 Appendix A - Religious Studies examination results for 2013**

## **6. Background Papers**

### **6.1 None identified.**

**GCSE 2013 Results for Religious Studies**

**GCSE 2012 Results for Religious Studies**

**Appendix A**

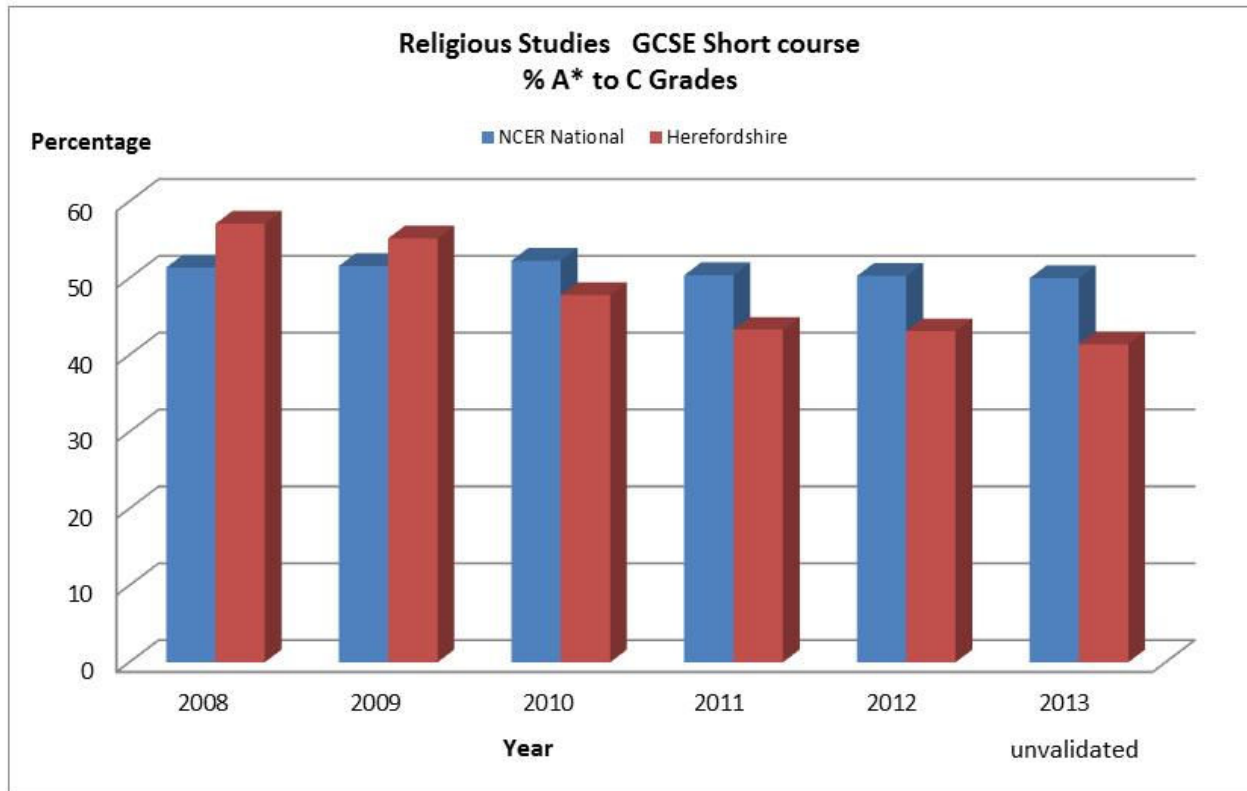
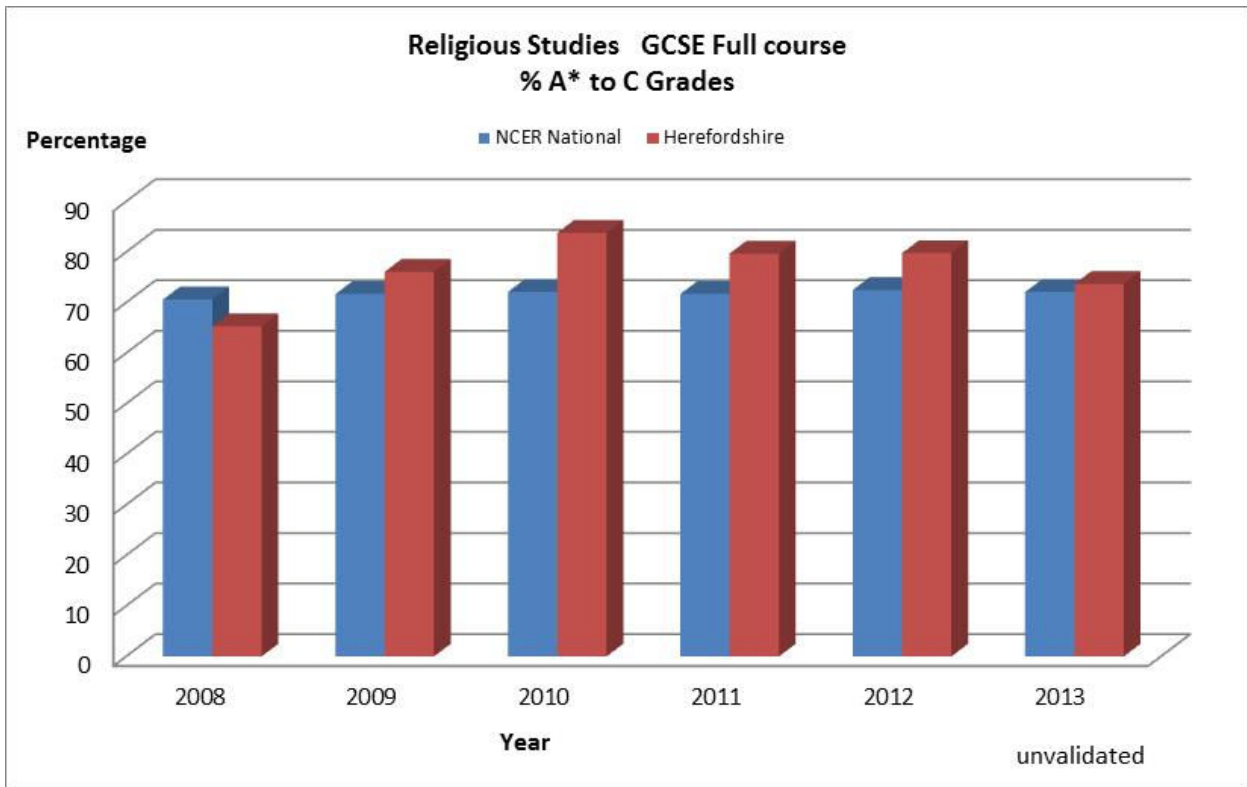
Religious Studies						Religious Studies					
Full Course						Full Course					
Entered	Number A* to C	% A* to C	Number A* to G	% A* to G	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G		
<b>Boys &amp; Girls</b>	<b>680</b>	<b>501</b>	<b>73.7%</b>	<b>668</b>	<b>98.2%</b>	<b>665</b>	<b>531</b>	<b>79.8%</b>	<b>662</b>	<b>99.5%</b>	
Boys	327	215	<b>65.7%</b>	319	<b>349.0%</b>	314	230	<b>73.2%</b>	314	<b>100.0%</b>	
Girls	353	286	<b>81.0%</b>	349	<b>98.9%</b>	351	301	<b>85.8%</b>	348	<b>99.1%</b>	

Religious Studies						Religious Studies					
Short Course						Short Course					
Entered	Number A* to C	% A* to C	Number A* to G	% A* to G	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G		
<b>Boys &amp; Girls</b>	<b>348</b>	<b>144</b>	<b>41.4%</b>	<b>329</b>	<b>94.5%</b>	<b>281</b>	<b>121</b>	<b>43.1%</b>	<b>267</b>	<b>95.0%</b>	
Boys	176	63	<b>35.8%</b>	168	<b>95.5%</b>	137	41	<b>29.9%</b>	128	<b>93.4%</b>	
Girls	172	81	<b>47.1%</b>	161	<b>93.6%</b>	144	80	<b>55.6%</b>	139	<b>96.5%</b>	

Religious Studies/Education						Religious Studies/Education					
ELQ Band C						ELQ Band C					
Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3		
<b>Boys &amp; Girls</b>	<b>92</b>	<b>92</b>	<b>20.7%</b>	<b>45.7%</b>	<b>33.7%</b>	<b>99</b>	<b>99</b>	<b>8.1%</b>	<b>47.5%</b>	<b>44.4%</b>	
Boys	59	59	<b>20.3%</b>	<b>50.8%</b>	<b>28.8%</b>	67	67	<b>10.4%</b>	<b>52.2%</b>	<b>37.3%</b>	
Girls	33	33	<b>21.2%</b>	<b>36.4%</b>	<b>42.4%</b>	32	32	<b>3.1%</b>	<b>37.5%</b>	<b>59.4%</b>	

GCE A' Level 2013 Religious Studies						GCE A' Level 2012 Religious Studies					
A Level						A Level					
Entered	Number A* to C	% A* to C	No. A* to E	% A* to E	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E		
<b>Boys &amp; Girls</b>	<b>25</b>	<b>18</b>	<b>72.0%</b>	<b>25</b>	<b>100.0%</b>	<b>18</b>	<b>17</b>	<b>94.4%</b>	<b>18</b>	<b>100.0%</b>	
Boys	13	11	<b>84.6%</b>	13	<b>100.0%</b>	4	4	<b>100.0%</b>	4	<b>100.0%</b>	
Girls	12	7	<b>58.3%</b>	12	<b>100.0%</b>	14	13	<b>92.9%</b>	14	<b>100.0%</b>	

AS Level						AS Level					
Entered	Number A* to C	% A* to C	No. A* to E	% A* to E	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E		
<b>Boys &amp; Girls</b>	<b>2</b>	<b>1</b>	<b>50.0%</b>	<b>2</b>	<b>100.0%</b>	<b>9</b>	<b>6</b>	<b>66.7%</b>	<b>9</b>	<b>100.0%</b>	
Boys	0			0		4	4	<b>100.0%</b>	4	<b>100.0%</b>	
Girls	2	1	<b>50.0%</b>	2	<b>100.0%</b>	5	2	<b>40.0%</b>	5	<b>100.0%</b>	







<b>MEETING:</b>	<b>STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)</b>
<b>MEETING DATE:</b>	<b>29 November 2013</b>
<b>TITLE OF REPORT:</b>	<b>UPDATE ON ANY NEW INITIATIVES IN RELIGIOUS EDUCATION</b>
<b>REPORT BY:</b>	<b>RE Adviser</b>

## 1. Classification

Open

## 2. Purpose

- 2.1 To consider a report on recent national reports and their implications for the teaching of religious education in Herefordshire schools

## 3. Recommendation

**THAT:** The report be noted

## 4. Background Papers

- **Ofsted Report:** Religious education - realising the potential  
<http://www.ofsted.gov.uk/resources/religious-education-realising-potential>
- **The Religious Education Council of England and Wales:** A Review of Religious Education in England  
<http://resubjectreview.recouncil.org.uk/re-review-report>





<b>MEETING:</b>	<b>STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)</b>
<b>MEETING DATE:</b>	<b>29 November 2013</b>
<b>TITLE OF REPORT:</b>	<b>PLANS FOR PROFESSIONAL DEVELOPMENT 2014</b>
<b>REPORT BY:</b>	<b>RE Adviser</b>

### 1. Classification

Open

### 2. Purpose

2.1 To review the feedback from the 2013 SACRE Annual Conference and consider arrangements for the 2014 conference and other training events.

### 3. Recommendation

**THAT:** The report be noted

### 4. Background Papers

- None identified.



**Herefordshire SACRE RE Conference 2013: Making progress in RE  
EVALUATION (44 evaluation forms/ 51 delegates)**

	excellent	good	satisfactory	poor
<b>A moment in the Tranquillity Zone (42 responses)</b> Midge Ault	38%	50%	12%	
<b>Keynote 1 Making good progress in RE (44)</b> Stephen Pett	70%	30%		
<b>Workshop A Planning and integrating assessment in the primary school Lat Blaylock (36 responses)</b>	100%			
<b>Workshop B Teaching Islam (8 responses)</b> Stephen Pett	88%	12%		
<b>Workshop C Understanding Buddhism (2)</b> Venerable Tsultrim Tenzin Choesang		100%		
<b>Workshop D Deeper Thinking in RE (35)</b> Stephen Pett	69%	31%		
<b>Workshop E Grill a SACRE rep! (5 responses)</b> Cllr Liz Chave; Cherry Wolfe; Ani-la Choesang		60%	20%	20%
<b>Workshop F Raising achievement at KS3 (4)</b> Lat Blaylock	75%	25%		
<b>Keynote 2 Progress for pupils, progress for teachers Lat Blaylock (34 responses)</b>	91%	9%		
<b>Venue: Whitecross Academy (44 responses)</b>	84%	14%	2%	
<b>Overall value of the conference (42 responses)</b>	88%	12%		

**Further comments** (representative selection of comments)

- An excellent day filled with inspiration and practical ideas. Very refreshing.
- Very informative manageable ideas to use in the classroom. Practical and immediate ideas provided. Well-organised and good choice of workshops.
- Very well organised conference thank you. Useful to have time to focus on RE and gather lots of ideas.
- Thanks for the hints, helps and reassurance.
- Always fantastic to have lots of practical ideas, but more examples from faiths other than Christianity would support what tends to be weaker areas of subject knowledge. Such an enjoyable day – fantastic quality from all, thank you.
- Invaluable, esp with regards to clarifying how to learn from as well as about religion.
- Lat was excellent – inspiring. Great examples of children's work which transcends year groups and key stages. Thank you.
- I found the day very accessible and realistic about what can happen in the classroom. Inspirational speakers and fab resources.
- Excellent day. Lots of great ideas – so nice to have practical ideas we can actually use rather than theory.
- Very inspirational as always – so many super resources. Can't wait to use them and inspire others back in school with ideas.
- Some really useful resources and ideas for lessons that have challenged and made me re-think all my planning for next year.
- Think the grilling needed a bit more focus on how lessons could be enhanced.
- Workshop E lacked focus and offered little that was relevant to the classroom.
- Good to consider agnostic/atheist ideas head on.
- Fantastic ideas, amazingly presented. Thank you!

**Actions you will take to follow up from this conference**

- Using ideas for 'learning from' in workshops A and D; use of level ladder in books from workshop A; use of EYFS Smartboard resources from workshop D.
- Hopefully encourage staff to think about Big RE – we did single days last year. Would like to suggest a week this year. Also use levels from Lat's workshop – really useful.
- Look at and improve the assessment we use at school. Deepen the thinking of children in lessons.
- Feed back in staff meeting to share the creative ideas and assessment ladder.
- Put in place focused assessment tasks for better assessment.
- Be more creative in my lessons and focus on 'learn from'.
- Use lots of practical ideas. Share resources with others. Take more risks.
- I will definitely be trying out many of the ideas.
- Review the broad impact of RE at my school and consider the confidence of my RE teachers.

**Suggestions/requests for future support**

- More of the same. More resources for KS1? Help to deliver Herefordshire key questions, perhaps.
- More time for secondary resources.
- Opportunities for representatives of different religions to come in to school for a 'grill the expert' session for children and/or teachers.
- Secondary conference
- Teaching/planning for mixed age groups (I'm teaching Yrs R, 1 & 2)
- Repeat of special schools conference. Arrange network meeting
- How to be a good RE co-ordinator

## Special RE with purpose: clarity, creativity and confidence

A day for special schools in Gloucestershire, Herefordshire and Worcestershire, supporting teachers to meet the needs of their pupils and promote their personal development.

**Tuesday 29<sup>th</sup> April 2014**

<b>8.30am</b>	<b>Arrivals, registration, tea &amp; coffee</b>
<b>9.00</b>	<b>Session 1: RE with purpose: responding to Ofsted</b> One of the lessons for Special schools is the importance of being very clear about our aims and content and what RE means for our pupils. This session will explore how we can confidently place our pupils at the centre of what we are teaching.
<b>10.30</b>	<b>Break</b>
<b>11.00</b>	<b>Session 2: Expressing concepts creatively</b> Getting children and young people to grasp the core concepts of religion is central to good RE. This session will explore how to help pupils do this through creating symbolic dances, movements and experiences. Examples will include Remembrance Day and the Jewish celebration of Yom Kippur.
<b>12.30</b>	<b>Lunch</b>
<b>1.30</b>	<b>Session 3: Wave meditation and prayer flags in Buddhism</b> Ani-la Choesang, the Tibetan Buddhist representative on SACRE, will introduce a session on movement in meditation – for those pupils who cannot sit still; and demonstrate ways of creating Buddhist prayer flags.
<b>2.15</b>	<b>Session 4: Spiritual, Moral, Social and Cultural (SMSC) development across the special school</b> Advice, tips and practical examples: how to ensure that SMSC development and spirituality permeates the curriculum and the school ethos.
<b>3.30</b>	<b>Evaluations</b>

The course is at **Puckrup Hall, Tewkesbury, GL20 6EL**. We are delighted to have **Anne Krisman** to lead the day. Anne is subject leader of RE at Little Heath School, Romford, Essex, an experienced teacher in a variety of special schools, writer on RE and special needs, and winner of the 2011 Hockerill/National Association of Teachers of RE [Award for Innovation in RE](#). Her school has been included as a [case study](#) on the Ofsted good practice website, and was included as an example of excellent RE in the latest [Ofsted RE report](#).

All the materials devised for the course will be available to your school, and a report will be published in REtoday magazine (<http://www.retoday.org.uk/retoday-magazine>)

### **Anne asks that all participants should bring along an item to share as part of session 1: 'What things move us?'**

Please bring along something that moves you. It might be something a pupil has done or said, or something in your life that has struck you as being very moving.  
e.g. a story; a picture; an object; a letter; an account of an event.





***Making and assessing progress in RE:  
creative teaching and effective assessment  
19 June 2014***

Following successful conferences in Gloucestershire, 2014 sees the first Three Counties secondary RE conference. Balancing **inspiration and practicality**, the conference offers a chance to **think through current issues** in RE, try out a host of **ready-to-use classroom resources**, meet other RE teachers and share ideas.

*Programme:*

<b>9.15 Assessment, progress and achievement without levels <i>Lat Blaylock</i></b> In the light of recent Department for Education announcements removing the use of levels, leaving it up to schools to devise their own ways of assessing progress, this keynote session will explore the issues and offer some practical and workable solutions.
<b>10.15 Growing your assessment <i>Julie Haigh</i></b> RE teachers at Stroud High School have been spending this year developing and trialling their own assessment procedures, to tighten up on pupils' understanding and development of skills. In this session we will hear how it works in practice.
<b>10.45 Break</b>
<b>11.15 Opening up art and texts: deepening understanding <i>Stephen Pett</i></b> A practical workshop giving you at least five strategies for engaging students with art and texts in RE, in order to deepen their understanding of core concepts and develop their RE skills.
<b>12.30 Lunch</b>
<b>1.30 Promoting deeper thinking in RE <i>Lat Blaylock</i></b> Pupils value RE because it helps them express ideas clearly, argue forcefully and engage creatively with big questions. This workshop will provide ready-to-use examples of how RE can best do this.
<b>2.30 Developing enquiry in the classroom <i>Stephen Pett</i></b> Knowledge is key, according to the DfE; enquiry is the thing, according to Ofsted. Can we do enquiry <i>and</i> develop students' knowledge? This session catches up with some theory and looks at classroom applications.
<b>3.30 Evaluations and end of conference.</b>

You will receive copies of materials used during the day, including access to downloadable copies after the event. Further resources on sale.

**Venue:** Puckrup Hall Hotel, GL20 6EL - easily accessible off the M5 and M50

**Fee:** £100, including refreshments and lunch.

Booking details attached. Please send to [courses@retoday.org.uk](mailto:courses@retoday.org.uk) or post to RE Today Services, 1020 Bristol Road, Birmingham, B29 6LB

### **Three Counties Secondary Conference: Gloucestershire, Herefordshire and Worcestershire SACREs**

We are delighted to have **Lat Blaylock** to lead the morning sessions. Editor of REtoday magazine, Lat is an inspirational trainer of thousands of RE teachers each year, and member of the REC Review Expert Panel and development writing group.

**Julie Haigh** is head of RE at Stroud High School, and author of two volumes in the new OUP *Living Faiths Series: Living Faiths: Christianity* and *Living Faiths: Sikhism*.

**Stephen Pett**, writer and editor of RE Today's series of secondary resources, a former Head of RE and AST, is currently adviser to the Three Counties SACREs.

#### **Some feedback from the 2012 conference:**

- Practical ideas, clearly presented; plenty of time for networking.
- Excellent speakers, fantastic resources, really interesting topics
- Excellent resources and ideas for lessons, also great to reflect on RE's strengths and opportunities to improve.
- From a non-specialist perspective this was a real eye-opener. I have lots to consider.
- Lat – loads of good ideas as ever. Love the pie! SACRE reps – fast and furious. Stephen – high speed brilliant; humorous, but really vital and very interesting. Lots to do.
- A challenging and uplifting day
- Very informative, enjoyed the session
- Fantastic experience for a PGCE student, lots of resources and networking opportunities.

#### **Feedback from 2013 conference:**

**Booking form: Three Counties Secondary RE conference**

**19 June 2014**

Fee: £100

Full Name:	
School Name:	
School Address:	
	Postcode:
Telephone:	
Email address:	
Special Dietary Requirements	

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<input type="checkbox"/>	Please invoice the school
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During the period of the Fellowship, there will be regular tutorials and at least one visit to the Farmington Institute.

Fellows are required to attend the Fellows' Conference *before* their Fellowship and the Conference *after* their Fellowship. Fellows who are still actively involved with RE will be invited to all subsequent conferences. The 2014 Conference will take place from **7.00 pm on Friday, 27 June, to 2.30 pm on Sunday, 29 June 2014. The 2015 Conference will take place from 26 – 28 June, 2015.**

### ***Applications***

Application forms can be downloaded from the Farmington website, [www.farmington.ac.uk](http://www.farmington.ac.uk), available under 'Farmington Fellowships'.

Alternatively, application forms are available from the address below. **The closing date for applications for the academic year 2014-2015 is 27 January 2014.**

Applicants may be asked to come for interview by the Selection Board. Interviews for Fellowships will take place in March-April 2014.

### ***Enquiries***

Further information about the Farmington Institute, its Fellowships and the work of previous Fellows is to be found on the Farmington website, [www.farmington.ac.uk](http://www.farmington.ac.uk)

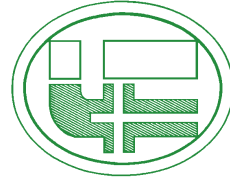
Other enquiries should be addressed to:

The Revd Dr Ralph Waller, The Director  
The Farmington Institute  
Harris Manchester College  
Mansfield Road  
Oxford OX1 3TD

Telephone: 01865 271965

Fax: 01865 271969

E-mail: [farmington@hmc.ox.ac.uk](mailto:farmington@hmc.ox.ac.uk)



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E-mail: [farmington@hmc.ox.ac.uk](mailto:farmington@hmc.ox.ac.uk)

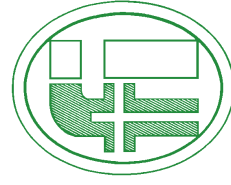
Website: <http://www.farmington.ac.uk/>

*Now open to Secondary and Primary School teachers, teachers of RE to children with Special Educational Needs, and Headteachers*

Farmington  
**Fellowships**

for Teachers  
of Religious Education  
and Headteachers

**Academic Year 2014–2015**



The Farmington Institute



## *The Farmington Institute*

*The aim of the Farmington Institute is to support and encourage teachers of Religious Education in schools, and Headteachers working on values and standards. It is financed by the Farmington Trust.*

The Institute awards Fellowships to UK teachers of Religious Education in schools and Headteachers, publishes discussion papers and arranges conferences.

## *What types of Fellowships are available?*

Fellowships are divided into two types: university-based and school/home-based. Teachers who live within a reasonable distance of one of the selected universities or colleges, may be awarded a university-based Fellowship.

Our selected universities/colleges are:

**Bath**, Bath Spa University (Study of Religions Department); **Belfast**, St Mary's University College and Stranmillis University College; **Cambridge**, University of Cambridge, Faculty of Education/ Homerton College; **Durham**, St Chad's College, University of Durham; **Exeter**, University of Exeter (School of Education);

## *What subjects may be studied?*

Fellows are free to study any aspect of Religious Education they wish but preference will be given to applicants whose work can be seen to be of direct value to the teaching of RE in schools. Occasionally, the Institute, in conjunction with one of its partner universities or colleges, may advertise for an RE teacher to undertake research on a specific topic which is relevant to RE.

## *How much will it cost?*

The Fellowship will cover the cost of tuition, board and lodging where appropriate, essential local travel and, by negotiation with the school, the salary of a replacement teacher up to point 6 of the main pay scale.

## *What is required of Fellows?*

All Fellows are expected to produce an outline study plan of their project, which must be sent to the Director of the Farmington Institute before the start of the Fellowship. Towards the end of the Fellowship, the Fellow will give a presentation on their work at the university/school and again at our 2015 conference. All Fellows are expected to produce a written report on the work they have undertaken, which must be sent to the Farmington Institute on completion of the Fellowship.

**Glasgow**, University of Strathclyde (Faculty of Education); **Lampeter/Carmarthen**, University of Wales Trinity Saint David; **Liverpool**, Liverpool Hope University; **Norwich**, University of East Anglia; **Oxford**, Harris Manchester College, University of Oxford; **Warwick**, University of Warwick (Religions and Education Research Unit); **York**, York St John University.

University-based Fellowships awarded may be taken as a block of up to eight weeks or in the form of day release up to 30 days. The Fellowships to be taken within university terms. The academic facilities of the universities/colleges are available for Fellows.

Teachers awarded school/home-based Fellowships will be appointed a Farmington Tutor. The Fellowship may be taken in the form of day release, for instance for one day a week over a term or over the year or for continuous periods up to a maximum of 30 days.

## *Who is eligible?*

The Fellowships are for teachers of Religious Education in UK secondary schools, primary school RE Co-ordinators or other primary school teachers involved in teaching RE, and teachers of children with Special Educational Needs who are involved with RE. Headteachers who wish to undertake research into either Religious Education or Values Education are also eligible to apply. Applicants should have had at least two years in their present post.