

Agenda

Standing advisory council for religious education (SACRE)

Date: **Friday 29 November 2019**

Time: **2.00 pm**

Place: **Committee Room 1, Shire Hall, St Peter's Square,
Hereford HR1 2HX**

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

For any further information please contact:

Matthew Evans, Democratic Services Officer

Tel: 01432 383690

Email: matthew.evans@herefordshire.gov.uk

If you would like help to understand this document, or would like it in another format, please call Matthew Evans, Democratic Services Officer on 01432 383690 or e-mail matthew.evans@herefordshire.gov.uk in advance of the meeting.

Agenda for the meeting of the Standing advisory council for religious education (SACRE)

Membership

Group D	Councillor Harvey Councillor Hewitt Councillor Stone	
Group A	Mr Burbidge Canon Nugent Mrs Ault Ven. Choesang	Roman Catholic representative Free Church representative Bahai faith representative Buddist faith representative
Group B	Mr Debenham Mr Harrington Mr Nicholas	Church of England representative Church of England representative Church of England representative
Group C	Mr Caldicott Mrs Barker Ms Westlake	Primary teacher representative Secondary teacher representative Co-optee

Agenda

		Pages
1.	<p>ELECTION OF CHAIRPERSON</p> <p>To elect the Chairperson of SACRE.</p>	
2.	<p>APOLOGIES FOR ABSENCE</p> <p>To receive apologies for absence.</p>	
3.	<p>NAMED SUBSTITUTES (IF ANY)</p> <p>To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.</p>	
4.	<p>MINUTES</p> <p>To approve and sign the Minutes of the meeting held on 15 March 2019.</p>	7 - 8
5.	<p>RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</p> <p>To answer any pre-received written questions from members of the public.</p>	
6.	<p>PLANS FOR PROFESSIONAL DEVELOPMENT 2020</p> <p>To review feedback from the 2019 conferences and consider arrangements for the 2020 conferences and syllabus launch conference.</p>	9 - 14
7.	<p>DRAFT SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR SEPTEMBER 2018 – JULY 2019</p> <p>To comment and agree the SACRE Annual report for the academic year September 2018 to July 2019.</p>	15 - 24
8.	<p>SECONDARY SCHOOL WORKFORCE DATA</p> <p>To consider the attached secondary school workforce data.</p>	25 - 26
9.	<p>HEREFORDSHIRE INTERFAITH SERVICE 2020</p> <p>To receive an update on the Herefordshire Interfaith Service at Hereford Cathedral in 2020.</p>	
10.	<p>UPDATE ON ANY NEW INITIATIVES IN RE</p> <p>To consider recent national initiatives and their implications for the teaching of religious education in Herefordshire schools.</p>	27 - 30
11.	<p>FUTURE BUSINESS</p> <p>To raise and consider future items of business for meetings of SACRE.</p>	

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HEREFORDSHIRE COUNCIL

SHIRE HALL, ST PETER'S SQUARE, HEREFORD, HR1 2HX.

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Minutes of the meeting of Standing advisory council for religious education (SACRE) held at Committee Room 1 - The Shire Hall, St. Peter's Square, Hereford, HR1 2HX on Friday 15 March 2019 at 3.00 pm

Present: Councillor J Stone (chairperson)

Carolyn Ault, Lou Barker, Venerable Tsultrim Tenzin Choesang, Stewart Debenham, Councillor EPJ Harvey, Duncan Jones, Councillor MT McEvilly, Jonathan Nicholas, Anna Nugent and Tracey Wakefield

Officers: Alison Naylor and Stephen Pett

21. APOLOGIES FOR ABSENCE

Apologies for absence were received from Pat Burbidge and Ben Caldicott.

22. NAMED SUBSTITUTES (IF ANY)

Tracey Westlake acted as a substitute for Ben Caldicott.

23. DECLARATION OF INTERESTS

There were no declarations of interest at this stage of the meeting; please see minute 27 below.

24. MINUTES

RESOLVED: That the minutes of the meeting on 9 November 2018 are agreed as a correct record.

25. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)

There were no public questions.

26. 2019/20 SACRE BUDGET UPDATE

SACRE received and noted a report concerning its budget for 2019/20. The head of learning and achievement confirmed that an amount of £9,589 the budget covered the operation of SACRE and the review of the agreed syllabus.

27. RELIGIOUS EDUCATION EXAMINATION RESULTS 2018

SACRE received and noted the RE examination results in 2018. The head of learning and achievement introduced the report and raised the following points:

- The number of pupils taking RE GCSE had been reducing since 2016.
- The pass rate for grade 5 and above had increased from 2017, from 45 – 51%.

- Four of the 14 secondary schools in Herefordshire entered the entire year 11 cohort for RE GCSE. Ten secondary schools offered RE GCSE.
- It was compulsory for schools to provide RE.
- The pupil progress average points score was negative in the county.

Councillor J Stone declared a other interest in the item concerning RE examination results as a governor of Earl Mortimer College.

The points below were raised in the discussion which followed:

- It was noted that some schools had experienced a decrease in the number of pupils but results had improved.
- SACRE noted that pupil progress was measured from key stage two.
- It was noted that other local authorities in the West Midlands had higher percentages of pupils achieving a grade 5+ average at GCSE.

28. RE CONFERENCES

SACRE noted arrangements for the secondary and primary conferences to be held on 25 and 26 June respectively. The RE Consultant explained that the primary conference would discuss the agreed syllabus and be publicised on spotlight. The free webinars had been arranged and thanks were offered to Bishop of Hereford's Bluecoat School for agreeing to host the primary conference.

29. UPDATE ON ANY NEW INITIATIVES IN RE

SACRE received and noted updates from the RE Consultant's report of new initiatives in RE.

30. MEETING DATES 2019/20

It was noted that the two proposed dates for meetings of SACRE in 2019/20 were not convenient. Alternative dates would be circulated.

The Chairman offered thanks to all the members of SACRE, the RE Consultant and the officers involved in meetings of the group.

The meeting ended at 3.50 pm

Chairperson

**Herefordshire SACRE Primary RE Conference 2019
EVALUATIONS 22 Delegates/19 responses**

	excellent	good	satisfactory
Session 1 Literacy and RE Fiona Moss	84%	16%	
Session 2 Ofsted and RE Fiona Moss	89%	11%	
Session 3 Creative RE Stephen Pett	100%		
Session 4: Teaching Islam and Hinduism Stephen Pett	95%	5%	
Venue: how do you rate it?	79%	21%	
Overall value of the conference	100%		

Further comments on the conference

- These conferences are always excellent with lots of amazing ideas. Real ideas/info for real teachers in the real world! Great presenters – Stephen and Fiona – Thanks. (HB, Mordiford)
- Good opportunities for discussion. Great ideas to shape curriculum delivery and ready to use activities for the classroom. (EW, Ledbury)
- Very useful, helpful day, thank you. (CA, Clifford)
- A really excellent day – really useful and relevant. The OFSTED session was particularly good and very thought provoking, Thank you. I really enjoyed all aspects. (HW, Colwall CE)
- An excellent conference – really so valuable. (RA, Ashfield Park)
- Lots of information. A raft of ideas; some I’ve heard before but good to be reminded and some new – thank you! (HW/Kingsland CE)
- Great, practical advice for RE in schools – stimulating and interesting at every turn – thank you! (BK, Eardisley CE)
- Excellent day, informative, fast paced, interesting. Great venue. (TK, Canon Pyon CE)
- Really interesting and relevant topics that will be of great practical use in school. Keen to share ideas and resources with other members of staff. Would have like more time to explore creativity and session 4. (LP, Kington)
- Useful teaching ideas and ideas to consider. Really informative, especially for myself who is new to this co-ordinator role. (HY, Ashperton)
- Useful ideas which can be implemented easily. Lots of ideas to consider for Ofsted. Great lesson ideas shown in practical way which can be adapted for different classes. (MT, Wigmore)
- Really good, engaging ideas that can be used in the classroom. (MD, St James’ CE)
- Extremely useful and relevant to our context. (TM, St Mary’s CE)
- Packed full of useful ideas – great to have the downloads to present to staff and governors (TW, Marlbrook)
- A relaxed day – lots of useful and informal discussions with colleagues (KH, Tenbury)

Actions you will take to follow up from this conference

[representative selection of comments]

- Creative RE tips – photos; poetry. Lots to think about with regard to Ofsted panic!
- Consider NATRE membership if not already subscribed. Examine school’s long-term plan and revise. Explore opportunities for visitors to school. Disseminate learning to staff. (EW, Ledbury)
- Raise profile of RE teaching in school and considering current assessment arrangements.
- Curriculum intent statement; mapping intent through RE. Spirited Poetry? Children’s writing; poetry about the importance of RE – all those ideas!
- Organise RE poetry morning. Prepare for Ofsted – speak to staff, prepare documents. CPD with staff – share lesson ideas – develop subject knowledge.

**Three Counties Secondary RE Conference 2019
EVALUATIONS 23 delegates/18 feedback responses**

	excellent	good	satisfactory
Session 1 Better thinking, better writing for GCSE [18] Angela Hill	83%	17%	
Session 2 Deeper thinking in Islam [18] Stephen Pett	100%		
Session 3 Enquiry-based learning [18] Angela Hill	72%	22%	6%
Session 4: Exploring non-religious worldviews [18] Stephen Pett	89%	11%	
Session 5: TeachMeet [17] Local teachers	82%	18%	
Venue: (Puckrup) how do you rate it?	89%	11%	
Overall value of the conference	100%		
<p>Further comments about the conference</p> <ul style="list-style-type: none"> • Excellent resources – informative and practical (CR, Sir Thomas Rich’s) • As always, excellent value for money and relevant materials with easily implemented ideas (DG, Sir Thomas Rich’s) • Always good to get together with like-minded people – new ideas every year. (LC, The Bewdley School) • Always good to meet up again, like a huge TeachMeet. Will use Islam resources to centre Y7 learning to be mosque focused. (JC, Archway School) • I absolutely love coming to these conferences and look forward to it each year. Stephen is so inspiring and always go back to my school with fresh and exciting ideas. Everybody should come to this! (KP, Maidenhill) • An excellent first experience. I enjoyed the diverse input. (IP, Pittville) • All very good, as per usual. Good length and variety of sessions linked clearly to research, resources, strategies and practice. (CW, Wycliffe College) • Very practical ideas and accompanying resources. Very user-friendly. (SB. Bishop of Hereford Bluecoat) • Great practical resources to use in the classroom. Very informative – clear structures and important information. (BV, The Hereford Academy) • This was my first RE Today conference and it was incredibly useful! I really enjoyed meeting new people and the quality of the content was amazing! (AP, The Dorcan Academy) • Great resources and classroom techniques. GCSE support is always needed. (CW, Sir William Romney’s) • This was a superb course. Angela and Stephen were so knowledgeable and great presenters. I’ve learnt so much! (Session 4 was a bit heavy for after lunch – for a non-specialist). Thank you, this was a great event! (RD, Forest High School) • Excellent selection of topics and concepts. Lots of great practical ideas to use. (AS, The Cheltenham Ladies’ College) • An excellent day to network and reflect on my own practice. Lots of practical ideas to revamp our curriculum and enhance learning in a deeper and more meaningful way. (AR, Bristol Free School) • Excellent to hear the common experiences of other teachers and the problems/joys we are currently working with. (AF, Sir Thomas Rich’s) 			
<p>Actions you will take to follow up from this conference</p> <ul style="list-style-type: none"> • Use the activities in future lessons, especially the evaluation grid. Excellent to have updated Amir. (DG Sir Thomas Rich’s) • Disseminate info to team; use resources in lessons. (JC, Archway School) • Embed some resources, particularly a few of those related to non-religion at GCSE level. (CW, Wycliffe College) • Feedback to our ethics dept. Will experiment with the resources. (SB. Bishop of Hereford Bluecoat) 			

- Use ideas and resources in teaching. Share with non-specialists within school. (BV, The Hereford Academy)
- Incorporate more on atheism in Y9; use materials for evaluation on GCSE courses; implement ideas about diversity in Islam with Y8. (AS, The Cheltenham Ladies' College)
- I'm going to scrap using a prescribed structure for GCSE evaluation questions, with more of a checklist-based approach. (AR, Bristol Free School)

Requests/suggestions for further support: what do you want/need, and what is the best way SACRE can support you?

- Keep sending us links and ideas. Need to meet up annually (probably not more often). Maybe once a term email something interesting to read. (JC, Archway School)
- Nothing I can think of! Great CPD and networking/resource sharing opportunity – hopefully just more people will come next year! (CW, Wycliffe College)
- GRETA to be resurrected. Perhaps a Facebook group for building connections and a teachmeet each term. (AK, Barnwood Park)
- Time to chat with other teachers – a specific time to do that. GRETA – need this please. Any chance of an area to share resources? Google drive? (CW, Sir William Romney's)
- Stretch and challenge – A to A* at A level; 10/12 to 12/12 GCSE evaluation. Development in Christian Thought – A level Christianity. (AS, The Cheltenham Ladies' College)

Herefordshire Agreed Syllabus Launch 2020: Draft outline

Date: TBC

Venue: TBC

This will be a practical conference to launch the new Herefordshire Agreed Syllabus for RE. It will provide an opportunity to see the changes to the current syllabus and explore how it helps teachers in planning and delivering creative and effective RE. Keynote speakers will set the wider context for RE and provide inspiring ideas for the classroom. Workshops will support planning of imaginative RE lessons and there will be plenty of resources and ideas to take away and use in the classroom.

Cost inclusive of syllabus hard copy, refreshments and lunch: £100.

Or £160 for two teachers from the same school

Programme:

9.30-11.00 Session 1	Intentions of RE: planning great RE using the new syllabus This session will consider the place, purpose and value of RE for pupils, highlighting the developments and opportunities in the new syllabus. It will demonstrate how to use the syllabus to plan and teach engaging, thoughtful RE.
11.30-1.00 Session 2	Implementing good RE: excellent teaching and learning This session will offer examples of excellent teaching and learning ideas, based on the syllabus, with a focus on creative strategies that enable pupils to recall their learning.
2.00-3.30 Session 3	Impact: achieving more in RE This session will look at setting high standard with the new syllabus. It will explore more teaching and learning ideas, connecting them with methods of assessment, providing examples of ways to enable pupils to make good progress in RE.
3.30	Evaluations and close.

Those attending the day will receive:

- A hard copy folder of the new RE syllabus
- Access to electronic copy of the syllabus
- Additional support materials and access to these online, including all materials used on the day
- RE network opportunities

There will be the opportunity to order a supporting scheme of work at a reduced rate, and to sign up for additional support and training. A bookshop will offer RE Today resources (to buy and take away, with invoices going to your school after the event).

Who is this conference for?

The conference is aimed at teachers of RE from primary and secondary schools of all types, including subject leaders, head teacher and interested governors or other stakeholders. HLTAs who teach RE are very welcome.

Aims

- To introduce the revised Herefordshire Agreed Syllabus for RE, with its increased clarity, rigour and inspiring support materials
- To provide practical support and guidance to schools in planning creative, challenging, thoughtful RE to increase pupils' knowledge and understanding, as well as their personal development
- To give teachers confidence when planning and delivering great RE, and in dealing with core concepts in religions, deepening subject knowledge and skills in RE
- To model examples of thoughtful RE, challenging all pupils and promoting deeper thinking



Meeting:	Standing advisory council for religious education (SACRE)
Meeting date:	Friday 29 November 2019
Title of report:	Draft SACRE Annual Report for the Academic Year September 2018 – July 2019
Report by:	Director of Children and Families

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose and summary

To approve the draft SACRE Annual Report for the academic year September 2018 to July 2019. The report covers those areas of work undertaken by SACRE during the year including the Religious Education (RE) conferences for primary and secondary schools. The report also refers to the initiation of the review of the RE syllabus by the agreed syllabus conference.

Recommendation(s)

That:

- (a) **subject to any comments by SACRE, the SACRE Annual Report 2018/19 be approved: and**
- (b) **the clerk to SACRE be authorised to finalise the document to take account of any comments by SACRE and final proof reading, and to publish/circulate the report as necessary.**

Alternative options

Further information on the subject of this report is available from
Matthew Evans, Tel: 01432 383690, email: Matthew.Evans@herefordshire.gov.uk

1. The broad role of SACRE is to support the effective provision of Religious Education and collective worship in schools. This report enables SACRE to fulfil this role therefore no alternative options are proposed.

Key considerations

2. There is a duty for SACRE to publish an annual report, ideally by the 31st December each calendar year but if necessary in the following calendar year. The report must be sent to the Secretary of State for Education as well as to key partners, including schools, teacher training institutions, libraries and councillors including the cabinet member for Children and Families.
3. The annual report should hold the council to account by providing detail of the advice that SACRE has given to the council during the year and the nature of its response, including advice on RE and Collective Worship in schools that are the responsibility of the council. The annual report provides the mechanism through which to hold the council to account through informing the Secretary of State and partners of the advice provided by SACRE.
4. The following issues arose from the previous annual report for 2017/18:
 - A further inquorate meeting took place in March 2018 and efforts would continue to fill vacancies in the membership of SACRE during the forthcoming year; *vacancies for the Church of England and Roman Catholic representatives have been filled; the March 2019 meeting of SACRE was well attended and quorate.*
 - An assessment of the quality of teaching of RE in Herefordshire schools would be undertaken and a primary school survey circulated during autumn 2018; *the survey attracted few responses therefore the survey will be repeated in 2020 using a different method and*
 - The need to encourage better attendance at the conferences and a number of proposals were raised to increase attendance at the conferences; *greater publicity was undertaken ahead of the 2018 conferences, particularly through the spotlight publication, and free webinars were provided for those unable to attend. Greater attendance of teachers at the 2019 conference was recorded.*
5. The following issues arise from the draft annual plan contained in the appendix:
 - The RE conferences in 2019 returned to the former format and resulted in an increase in attendance;
 - Although there were no inquorate meetings of SACRE during the 2018-19 period there are still a number of vacancies on the committee. Work in the new year will seek to address the high number of vacancies;
 - An agreed syllabus conference has been convened to consider the RE syllabus to be taught in schools. *The conference will recommend a syllabus to SACRE and the local authority in early 2020 for its implementation in schools from September 2020.*

Community impact

6. In accordance with the adopted code of corporate governance, Herefordshire Council must ensure that those making decisions and delivering services are accountable for them. To support effective accountability the council is committed to reporting on actions completed and outcomes achieved, and ensuring stakeholders are able to understand and respond as the council plans and carries out its activities in a transparent manner.

The provision of an annual report assists in maintaining transparency and an understanding of where the focus for improvement should be.

Equality duty

7. Under section 149 of the Equality Act 2010, the 'general duty' on public authorities is set out as follows:

A public authority must, in the exercise of its functions, have due regard to the need to -

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
8. The public sector equality duty (specific duty) requires the council to consider how it can positively contribute to the advancement of equality and good relations and demonstrate that 'due regard' is paid during decision making concerning the design of policies and the delivery of services. The provision of religious education seeks to contribute positively to the specific duty by increasing the understanding and tolerance of all religions in local communities. SACRE contributes to this duty by advising the council on its arrangements for religious education. The provision of Religious Education and collective worship seeks to increase understanding and tolerance of all religions in local communities.

Resource implications

9. There are no resource implications involved in the production and consideration of this report. There is no cost associated with the production of the annual report which will be published and circulated electronically.
10. If there are any resource implications of those actions identified in paragraph 5 the intention is that these will be met within the existing budget for SACRE.

Legal implications

11. Section 390 of the Education Act 1996 requires the council to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), to advise them on matters concerned with the provision of Religious Education and Collective Worship.
12. SACRE's main function is to advise the council upon matters connected with religious worship in schools for which the council has responsibility and with the religious education to be given in accordance with an agreed syllabus. Under Section 391(6) and (7), Education Act 1996, SACRE is required to publish a report each year as to the exercise of its functions and any action taken by representative groups on the council.

Risk management

13. No risks were identified in the production of this report.

Consultees

14. None

Appendices

Appendix – draft SACRE Annual Report 2018/19

Background papers

None

Please include a glossary of terms, abbreviations and acronyms used in this report.

LA – Local Authority

RE – Religious Education

SACRE – Standing Advisory Council for Religious Education

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

**Draft SACRE Annual Report for the Academic
Year 2018/19**

1 Herefordshire SACRE Annual Report 2018-2019

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, council representatives including Councillors, faith representatives from the Church of England and a range of Christian denominations, and representatives from other religious and non-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 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. However, it still functions with only two SACRE meetings a year. The long-term support from RE Today Services, who have supported Herefordshire SACRE since before 2008, was renewed for a two-year period, following a tendering process. The Local Authority officer is the Head of Learning and Achievement.

Herefordshire SACRE met twice in 2018-2019. The minutes of these meetings are available from Democratic Services (councillorservices@herefordshire.gov.uk). The decline in the membership of SACRE which has resulted in a number of vacancies on the committee, as noted in last year's annual report, has been addressed to a certain extent, with renewed membership from Roman Catholics on Committee A, and an additional member from the Church of England (Committee B). Both SACRE meetings were quorate. Membership is an on-going issue SACRE is seeking to address.

2 Supporting RE in Herefordshire

The key activities of SACRE over the period 2018-19 have focused on maintaining support for teachers as they implement the revised agreed syllabus for RE. SACRE has commissioned a local teaching school to draw up a guide for visits and visitors for schools, including contact names and details.

Worcestershire and Herefordshire SACREs share the same agreed syllabus, so training that is available for either county is made available to neighbouring schools.

3 SACRE Primary RE Conference 2019

Having tried a new format in 2018, where the conference was a half-day only, Herefordshire reverted to its former practice and held a day conference on 26 June hosted at Bishop of Hereford Bluecoat School. 22 teachers attended, from 18 schools.

The programme was led by Fiona Moss and Stephen Pett from RE Today, with sessions literacy and RE, Ofsted and RE, creative RE, and teaching Islam and Hinduism. 100% of those attending rated the conference as excellent!

Comments from head teachers and teachers attending included the following representative sample:

- *These conferences are always excellent with lots of amazing ideas. Real ideas/info for real teachers in the real world! Great presenters – Stephen and Fiona – Thanks. (HB, Mordiford)*
- *A really excellent day – really useful and relevant. The Ofsted session was particularly good and very thought provoking, Thank you. I really enjoyed all aspects. (HW, Colwall CE)*

- *Great, practical advice for RE in schools – stimulating and interesting at every turn – thank you! (BK, Eardisley CE)*
- *Excellent day, informative, fast paced, interesting. Great venue. (TK, Canon Pyon CE)*
- *Really interesting and relevant topics that will be of great practical use in school. Keen to share ideas and resources with other members of staff. Would have like more time to explore creativity and session 4. (LP, Kington)*
- *Packed full of useful ideas – great to have the downloads to present to staff and governors (TW, Marlbrook)*

Attendance was higher than 2018 with 22 teachers attending but still not reaching the numbers from in the years up to 2015 when more there were more attendees. With a new syllabus launch in summer 2020, it is hoped that most schools will attend.

4 Secondary RE Conference: June 2019

This conference was a joint Three Counties (and beyond) conference, with 23 teachers from Gloucestershire, Herefordshire, Worcestershire, Swindon and Bristol attending. Sessions focused in better writing for GCSE, deeper thinking in Islam, enquiry-based learning and exploring non-religious worldviews, and were led by Angela Hill and Stephen Pett (RE Today). All delegates rated the conference as excellent!

Representative feedback comments:

- *As always, excellent value for money and relevant materials with easily implemented ideas*
- *I absolutely love coming to these conferences and look forward to it each year. Stephen is so inspiring and always go back to my school with fresh and exciting ideas. Everybody should come to this!*
- *All very good, as per usual. Good length and variety of sessions linked clearly to research, resources, strategies and practice.*
- *This was my first SACRE/RE Today conference and it was incredibly useful! I really enjoyed meeting new people and the quality of the content was amazing!*
- *This was a superb course. Angela and Stephen were so knowledgeable and great presenters. I've learnt so much!*
- *An excellent day to network and reflect on my own practice. Lots of practical ideas to revamp our curriculum and enhance learning in a deeper and more meaningful way.*

6 Additional support for schools

On behalf of SACRE, RE Today offered Herefordshire schools more opportunities for CPD via webinar.

- Primary webinar: Meaningful and manageable assessment for RE in the primary school (10 April)
- Secondary webinar: Handling key Christian concepts for GCSE (10 July).

These hour-long webinars were available live for schools to use as CPD opportunities for whole staff/department teams. In the end, numbers were low (below 5 for each) and so the schools were able to download a recording of the webinar, to use as best suited them.

SACRE was delighted that a local teacher, Tracy Westlake, took on the challenge of setting up a NATRE local group. It had its first meeting on 8 July at Marlbrook Primary School, Hereford, and 31 teachers attended. A second date has been fixed for 21 October 2019.

7 Commentary on exam results summer 2019

[To follow]

8 Agreed Syllabus review

The current agreed syllabus is provided by RE Today and runs out in 2020. At its spring meeting 2019, SACRE set up an Agreed Syllabus Conference (ASC) and considered three options.

- a. Renewing the current syllabus, with an update inserted, to take account of recent development, such as in assessment, Ofsted priorities, the national report *Religion and Worldviews*, legal judgments made with regard to Humanism in RE, etc.
- b. Adopting RE Today's more recent syllabus model. Whereas the current syllabus is mainly thematic in its teaching, the new syllabus model is more systematic, promoting the study of two religions in a year and then comparing them in the summer term. It also incorporates questions from the *Understanding Christianity* resource that is in a significant number of local schools already.
- c. Developing a new bespoke syllabus for Herefordshire.

Option C was rejected as beyond the means of SACRE's funding possibilities. It was agreed that teachers should be consulted at the annual conferences, and through local network groups in the autumn, and that their feedback should be used to help SACRE's decision at the autumn SACRE meeting.

8 Future support for RE

On-going support for teachers is planned for 2019-2020. This includes training linked to the launch of a revised agreed syllabus. The possibility of joining with Worcestershire SACRE in the agreed syllabus launches will be considered. The NATRE local primary group is also arranging dates for meetings.

9 Other matters:

SACRE considered several pertinent issues over the year, including:

Monitoring

SACRE takes its monitoring duties seriously. Contact with teachers via hub groups and conferences allows for opportunities for feedback. SACRE has carried out some online surveys in the past. In 2018, the primary survey only attracted 18 responses, so it will be repeated early next year, via local hub groups.

Secondary school GCSE and School Workforce Data

SACRE discusses GCSE and A level results each year and members are delighted with the hard work and dedication shown by teachers and students, especially in the light of the changes to the GCSE and A level, with their increased demand.

The results also show issues of provision, as does the School Workforce Data. SACRE has on-going discussions on the best way to support and challenge school who are not meeting their statutory provision.

National developments in RE

SACRE meetings have a regular item on national updates. Some of the more significant items discussed include:

- Commission on RE: SACRE discussed its response to the Commission Report, *Religion and Worldviews: a way forward*. It will bear this in mind in its choice of a new syllabus. It will continue to monitor the on-going impact of the Commission report.
- Draft Ofsted Framework 2019: SACRE noted the planned change in focus from Ofsted, with its emphasis on coherent curriculum planning. It will bear in mind these priorities when considering the agreed syllabus revision. The primary conference 2019 explored ways in which schools can develop their thinking in RE in relation to these Ofsted priorities. This will continue to be part of SACRE support for teachers.

Chair of SACRE
November 2019

DRAFT

Herefordshire SACRE November 2019 Available data:

School Workforce Data (from Nov 2018, released July 2019) and validated GCSE results (2018)

	School	Type	Pupil Premium		OFSTED	% of timetable time spent on teaching RE			GCSE examinations 2018							
			Percentage Secondary	Secondary Premium		% Time for RE (KS3)	% Time for RE (KS4)	Average	KS4 FC Entry %	KS4 SC Entry %	KS4 All Entry %	KS4 No Entries %	% 9-4 Full Course	% 9-4 Short Course	% 9-4 All Courses	
25	1.	Aylestone School	Community school	20%	0	Requires improvement	1.57	0	0.85	0	0	0	100	0	0	0
	2.	Earl Mortimer College and Sixth Form Centre	Community school	34%	Low	Good	4.04	6.67	4.86	95.7	0	95.7	4.3	52.3	0	52.3
	3.	Fairfield High School	Community school	12%	Very Low	0	7.35	0	4.42	0	0	0	100	0	0	0
	4.	John Kyrle High School and Sixth Form Centre Academy		14%	Very Low	Good	0	0	0	40.9	58.6	99.5		86.4	17.2	45.7
	5.	John Masefield High School	Community school	18%	Very Low	Good	0	0	0	0	0	0	100	0	0	0
	6.	Kingstone High School	Community school	20%	Very Low	Good	0	0	0	0	0	0	100	0	0	0
	7.	Lady Hawkins' School	Community school	16%	Very Low	Good	0	0	0	0	0	0	100	0	0	0

8.	Queen Elizabeth High School	Foundation school	19%	Very Low	Good	3.95	2.23	3.07	91.8	0	91.8	8.2	40.3	0	40.3
9.	St Mary's RC High School	Voluntary aided school	10%	Very Low	Good	7.82	10.84	9.09	99.3	0	99.3		75.2	0	75.2
10.	The Bishop of Hereford's Bluecoat School	Voluntary aided school	12%	Very Low	Requires improvement	4.72	0	2.48	95.1	0	95.1	4.9	54.9	0	54.9
11.	The Hereford Academy	Academy sponsor led	38%	Low	Requires improvement	3.77	3.69	3.63	0	0	0	100	0	0	0
12.	Weobley High School	Community school	17%	Very Low	Good	3.96	3.04	3.53	58.2	24.2	82.4	17.6	92.5	45.5	78.7
13.	Whitecross Hereford	Community school	18%	Very Low	Good	0	0	0	9.2	20.2	29.5	70.5	87.5	45.7	58.8
14.	Wigmore School	Foundation school	15%	Very Low	Good	1.2	0	0.66	12.1	0	12.1	87.9	81.8	0	81.8

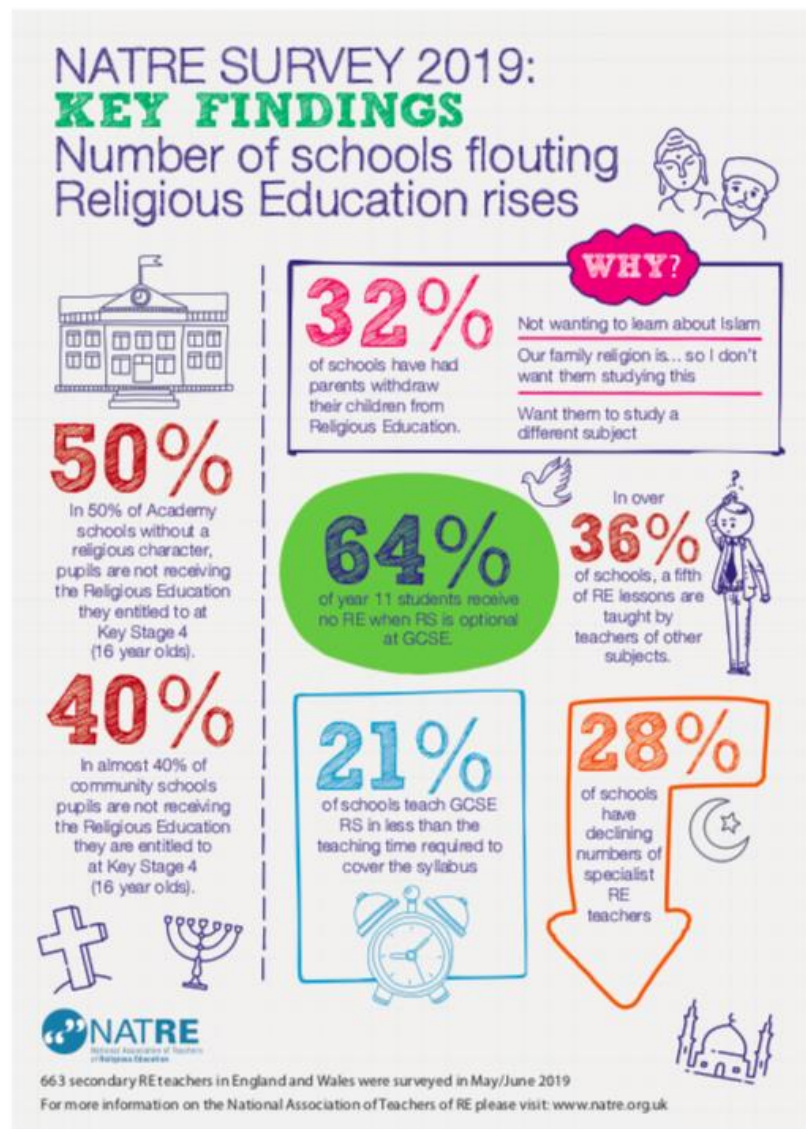
National News Update: Herefordshire SACRE November 2019

Number of schools flouting RE law rises

Half of academies without a religious character and 40 per cent of community schools are still failing to meet their legal or contractual agreements to provide Religious Education, new research by the National Association of Teachers of Religious Education (NATRE) has revealed.

State schools must teach RE to all pupils, whether they are studying for a GCSE in the subject or not. However, provision has been hit by schools being able to hide behind failing accountability structures, meaning many academies and community schools breach their contractual and legal obligations.

Meanwhile, more than a third of schools reported that they have received no subject specific training in the last academic year. The new Ofsted Framework for inspection states that school leaders, including governing boards, will be held to account during an inspection where lack of training for teachers has a negative impact on pupils.



www.natre.org.uk/uploads/Free%20Resources/NATRE%20Eacc%20Survey%202019%20FINAL%20v3.pdf

GCSE Entries continue to fall

The number of pupils in England and Wales taking GCSE Religious Studies full course has fallen for the third year in a row, down 1.6% against 2018 to 237,862.

In addition, the number of pupils in England and Wales taking the short course GCSE in Religious Studies has fallen even more sharply, down 19.7% from last year to 27,384. Religious Studies remains by far the most commonly taken short course GCSE, accounting for 94.4% of all short course GCSEs taken in England and Wales.

The decline is greater in Wales than in England. In England the number of entries for GCSE Religious Studies full course has fallen by 0.6% to 227,913. In Wales the equivalent figures are down by 20.8% to 9,949.

Entries for GCSE RS (combined short and full courses) in England and Wales peaked in 2011 at 461,795. Today's figures show a decline in entries of 42.6% in eight years with almost 200,000 fewer pupils achieving a qualification in RS at the end of KS4.

The long-term picture is more positive for the full course GCSE where there has been strong growth in the number of entries for most of the last decade. In 2009 there were 170,303 entries for Religious Studies in

England and Wales. The number of entries increased every year until reaching a peak in 2016. While there has been a decline since this peak, the number of pupils receiving a full course GCSE in Religious Studies is still 39.7% greater than in 2009.

The fall in entries comes despite pupils emphasising how much they value and enjoy studying Religious Education (underlined by the overall rise in entries at A-Level and GCSE over the past decade) and despite the fact that the Government is rightly emphasising the importance for young people to have knowledge and understanding of religions and non-religious beliefs.

The key outcomes for Religious Education in England and Wales at KS4 in 2019 are as follows:

- There were 237,862 entries for the full course in GCSE RS, a fall of 1.6% from 2018 (241,749)
- There were 27,384 entries for the short course in GCSE RS, a decline of 19.7% from 2018 (34,087)
- There were 265,246 entries for GCSE RS (combined short and full courses), a decline of 3.8% from 2018 (275,836). Entries for GCSE RS (combined short and full courses) peaked in 2011 at 461,795. Today's figures show a decline in entries of 42.6% in eight years with almost 200,000 fewer pupils achieving a qualification in RS at the end of KS4.
- 29.8% of entries for the full course in GCSE RS were awarded at least an A or a 7
- 23.5% of entries for the short course in GCSE RS were awarded an A or an A*

Increase in recruitment of trainee teachers of RE

NATRE is delighted to report that based on the UCAS figures released this week, there are 505 trainee teachers of RE placed or conditionally placed which, when compared to [2018](#), is an increase of over 100 trainees, If all of these people start their training and don't change their mind at the last minute, this will be the best recruitment figures for RE in a very long time!

Ofsted: New interest in RE?

NATRE published advice for members on the new Ofsted framework for use by teachers of RE in schools. This document takes teachers through the three 'I's – Intent, Implementation and Impact – explaining what each means, and giving examples of the kinds of questions that might arise in a 'deep dive' subject inspection. Accompanying these questions are sample answers given by teachers who are members of the NATRE Executive Committee.

Ofsted Framework and Handbooks in action. The new Framework and Handbooks are available, and making teachers and heads everywhere sit up and take notice of RE

www.gov.uk/government/collections/education-inspection-framework#handbooks-and-framework

172. All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum66, religious education and age-appropriate relationship and sex education. Academies are expected to offer all pupils a broad curriculum⁶⁸ that should be similar in breadth and ambition.

P.42 Footnote 68: Academies must include English, mathematics, science and religious education in their curriculum.

The early signs are that many schools are getting attention from OFSTED for a poor RE curriculum that lacks ambition.

Secondary Ofsted reports including reference to RE

Example 1:

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good

From the ‘What does the school do well and what does it need to do better?’ section

Most teachers are now teaching pupils the subject content that matters the most, apart from religious education, which is limited.

From the “What does the school need to do to improve?” section

Currently, some pupils in key stage 3 do not cover subject content sufficiently well to be able to draw upon their learning in the future. This is because subjects such as religious education lack prominence in the curriculum. Additionally, the time pupils spend learning new content is limited in some subjects as teachers attempt to teach a broad and balanced curriculum that is commensurate with the national curriculum. However, time is limited, and teachers sometimes gloss over important learning points. This leads to gaps in pupils’ understanding. Leaders must ensure that pupils are afforded sufficient time to learn important subject content in detail for as long as possible, including in religious education.

Example 2:

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Requires improvement

From the ‘What does the school do well and what does it need to do better?’ section

In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum.

In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. Few pupils choose to continue to study a modern foreign language. Leaders have put plans in place to improve pupils’ enjoyment of this subject so that more pupils choose this as an option.

From the “What does the school need to do to improve?” section

Leaders and governors need to ensure that pupils follow a broad curriculum which is similar in breadth and ambition to the national curriculum. They should further improve the curriculum by increasing the depth of learning for pupils in different subjects in key stage 3. Leaders should also increase the opportunities for key stage 4 pupils to study RE in greater depth.

Training and support opportunities:

The next **Strictly RE 2020** national conference, takes place near Heathrow, London, on Saturday 25 January 2020. An excellent day of seminars and keynotes, with an exhibition of representative publishers, examiners, faith groups and funders.

www.natre.org.uk/news/latest-news/strictly-re-2020/

National and Regional Ambassadors for RE – including work in our region

A reminder that the National and Regional RE Ambassadors are continuing to work to support and connect teachers of RE. More details here: www.natre.org.uk/news/latest-news/regional-ambassadors-announced/

The recent West Midlands Primary RE Conference was one example of an event set up by the Regional Ambassador, Chris Giles. Held on 19 November in St Matthew’s CE Primary School, Birmingham, it had Mary Myatt as keynote speaker on Curriculum Conversations. Local teachers led sessions on creative use of

literature, using dance and drama, and teaching RE and art, including Hereford SACRE rep Tracy Westlake (Marlbrook Primary School) who led a workshop on RE and EYFS, and using the senses to experience spirituality.

Resources for schools:

British Library *Discovering Sacred Texts* resource free online

www.natre.org.uk/news/latest-news/discovering-sacred-texts-highlights-from-the-british-library-is-now-online/
www.bl.uk/sacred-texts

GCSE RS BBC Bitesize – new for KS2, 3 and 4

The BBC's support for RE continues with the launch of its Bitesize religion and belief guides – new material for KS3 is due next term as well as the recent KS2 and 4 offers

<https://www.bbc.com/bitesize/subjects/zb48q6f>

Subsidised NATRE membership for struggling primary schools

The [Primary RE 1000](#) project provides bronze membership for two years instead of the usual one-year at a highly subsidised rate.

If you have schools that you would like to recommend for eligibility, please email insya@natre.org.uk with the school name and postcode. There is no limit on the number of recommendations, but schools must pass the eligibility criteria determined for the project to receive the subsidised membership.

If you have any questions or queries, please contact the [Communications Executive](#) Insysa, or telephone 0121 415 3968.

Stephen Pett
RE Today/NATRE
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