

# Agenda

## Standing advisory council for religious education (SACRE)

Date: **Friday 12 March 2021**

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Time: **2.00 pm**

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Place: **Online meeting**

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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

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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](mailto:matthew.evans@herefordshire.gov.uk) in advance of the meeting.

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

## Membership

<b>Group A</b>	<b>Mr Burbidge Canon Nugent Mrs Ault Ven. Choesang (Chairperson)</b>	<b>Roman Catholic representative Free Church representative Baha'i faith representative Buddhist faith representative</b>
<b>Group B</b>	<b>Mr Debenham Mr Harrington Mr Nicholas</b>	<b>Church of England representative Church of England representative Church of England representative</b>
<b>Group C</b>	<b>Mr Caldicott Mrs Barker (Vice Chairperson) Ms Westlake</b>	<b>Primary teacher representative Secondary teacher representative Co-optee</b>
<b>Group D</b>	<b>Councillor Harvey Councillor Hewitt Councillor Stone</b>	

## Agenda

		Pages
1.	<p><b>APOLOGIES FOR ABSENCE</b></p> <p>To receive apologies for absence.</p>	
2.	<p><b>NAMED SUBSTITUTES (IF ANY)</b></p> <p>To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.</p>	
3.	<p><b>MINUTES</b></p> <p>To approve and sign the Minutes of the meeting held on 23 October 2020.</p>	7 - 10
4.	<p><b>RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</b></p> <p>To answer any pre-received written questions from members of the public.</p>	
5.	<p><b>SACRE BUDGET 2021/22</b></p> <p>To receive an update on the 2021 – 2022 SACRE budget.</p>	11 - 14
6.	<p><b>RE CONFERENCES</b></p> <p>To receive details of the 2021 RE Conferences and a verbal report on the December syllabus launch/implementation training.</p>	15 - 18
7.	<p><b>UPDATE ON ANY NEW RE INITIATIVES</b></p> <p>To consider recent national initiatives and their implications for the teaching of religious education in Herefordshire Schools.</p>	19 - 22
8.	<p><b>SACRE MEMBERSHIP</b></p> <p>To undertake a review of the membership of SACRE and consider additional members.</p>	23 - 32
9.	<p><b>CHANGES TO THE SACRE ANNUAL REPORT</b></p> <p>To propose any changes to the SACRE annual report to improve the sharing of best practice and the delivery of the report to RE teachers in Herefordshire.</p>	
10.	<p><b>ROUNDTABLE UPDATES</b></p> <p>To receive any updates on religious education in Herefordshire from members of SACRE.</p>	
11.	<p><b>MEETING DATES - 2021-2022</b></p> <p>To note the dates below for meetings of SACRE in 2021 – 2022:</p> <ul style="list-style-type: none"> <li>• 27 October 2021</li> <li>• 11 March 2022</li> </ul>	



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- Inspect agenda and public reports at least five clear days before the date of the meeting.
- Inspect minutes of the Council and all Committees and Sub-Committees and written statements of decisions taken by the Cabinet or individual Cabinet Members for up to six years following a meeting.
- Inspect background papers used in the preparation of public reports for a period of up to four years from the date of the meeting. (A list of the background papers to a report is given at the end of each report). A background paper is a document on which the officer has relied in writing the report and which otherwise is not available to the public.
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## Minutes of the meeting of Standing advisory council for religious education (SACRE) held at Online meeting only on Friday 23 October 2020 at 2.00 pm

**Present:** Lama Tenzin Choesang (chairperson)  
Mrs Barker (vice-chairperson)

**Councillors:** Mrs Ault, Mrs Barker, Mr Burbidge, Mr Caldicott, Lama Tenzin Choesang, Mr Debenham, Mr Harrington, Cllr Harvey, Cllr Hewitt, Mr Nicholas, Canon Nugent, Cllr Stone and Ms Westlake

### 1. APOLOGIES FOR ABSENCE

There were no apologies.

### 2. MINUTES

The Chairperson requested clarification regarding the appointment of the Chairperson until May 2023 and if this would leave a long period between the May and November meeting where there was no Chairperson in post. *The clerk to the meeting explained that the appointment of the Chairperson ran concurrently with the term of the Council. The position of a Chairperson following the May 2023 elections in advance of SACRE in the November of 2023 would be looked into and clarified with the Chairperson.*

**RESOLVED:** That the minutes of the meeting on 12 March are agreed as a correct record and signed by the Chairperson.

### 3. PLANS FOR PROFESSIONAL DEVELOPMENT 2021

SACRE received and noted an update from the RE consultant concerning plans for professional development in 2021. The RE consultant explained the number of schools that had registered for the implementing the new syllabus conference; schools were being chased to attend the conference. It was explained that a steer was sought from SACRE as to whether the primary and secondary conferences should be conducted separately. The outline for the summer conference was raised and details of planning for the special education needs (SEN) RE conference were provided.

During the course of the debate the following principal points were raised:

- The separation of primary and secondary conferences was felt to be a good suggestion.
- It was felt that it was a sensible approach to ensure all conferences and events were online, until at least July 2021, to take account of the pandemic.
- It was requested that an update be circulated to members of SACRE in January with the number of schools that had attended the syllabus implementation course.

- It was urged that the recording of the session be made available to other schools which had been unable to attend the session.
- SACRE suggested possible Muslim attendees to the July conference including the Imam from Craven Arms and the recent attendee to the multi-faith days.
- It was requested that involvement of the Chairperson in the meetings between the consultant and Gloucestershire SEN teachers was facilitated.

#### 4. **DRAFT SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR SEPTEMBER 2019 - JULY 2020**

SACRE considered a report by the RE consultant which contained the annual report for the academic year September 2019 – July 2020. The RE consultant introduced the report and explained that it provided a summary of the work of SACRE in the previous academic year.

During the course of the debate the following principal points were raised:

- It was requested that the detail in the report be updated to clarify that pupils received assessed grades in GCSE RE. *The Head of Learning and Achievement would provide detail to the RE Consultant to include in the report.*
- It was felt that the presentation of the annual report could be enhanced with the inclusion of pictures.

**RESOLVED: That**

**(a) The SACRE Annual Report 2019/20 is approved: and**

**(b) The clerk to SACRE is authorised to finalise the document to take account of any comments by SACRE and final proof reading, and to publicise/circulate the report as necessary.**

#### 5. **UPDATE ON ANY NEW INITIATIVES IN RE**

SACRE received and noted an update from the RE consultant which provided details of recent national initiatives in RE and their implications for the teaching of RE in Herefordshire schools.

During the course of the debate the following principal points were raised:

- Ms Westlake provided an update on the work of the local NATRE group and the intention for the next 2 meetings.
- The information concerning interfaith week should be shared with all schools.
- It was felt that a discussion of the black lives matter protests would be appropriate through RE lessons and that the anti-racist RE detail should also be shared with schools.
- Work to understand and define the teaching of worldviews, as a proposal to replace the teaching of RE, was ongoing and an update could be provided to the March meeting.

#### 6. **RE HUB - HEREFORDSHIRE RESOURCES**

SACRE received and noted a presentation from the Regional Ambassador for the National Association of Teachers of Religious Education (NATRE). The Regional Ambassador explained his role and provided detail of an initiative he was engaged upon to compile a list of local religious contacts and places of worship in Herefordshire. The work was part of the project to establish a new RE hub and resources website in the



West Midlands. Any lists or databases of contacts used by teachers were requested to help compile the resource hub.

During the course of the debate the following principal points were raised:

- A number of members explained that they held lists of contacts and places of worship which they could share to assist the initiative.
- The religious and cultural resources available from Oxfam in Malvern was raised.
- The boxes of artefacts available from the Museum and Library in Hereford were raise.
- It was request that an update on progress with the project be provided to the March meeting.

## **7. ROUNDTABLE UPDATES**

The following updates were provided:

- Planning for the Peace Service was outlined and the possibility that its return to the Cathedral might be delayed until 2022.
- Free sessions that had taken place concerning creative RE were highlighted and the focus of sessions on core beliefs.
- The potential inclusion of a representative of the Humanist faith in the membership of SACRE was raised. At the next meeting a review of the membership of SACRE was requested to include detail of the inclusion of Humanist representatives in SACREs in other regions and statistics concerning identification with faiths across Herefordshire.
- Existing SACRE members with Quaker, Muslim and Sikh contacts locally would approach potential faith representatives to determine interest in membership.

## **8. DATE OF NEXT MEETING**

The next meeting of SACRE was scheduled for 2.00 p.m. on 12 March 2021.

The meeting ended at 3.56 pm

**Chairperson**





## **Title of report: SACRE budget 2021/22**

**Meeting: Standing advisory council for religious education (SACRE)**

**Meeting date: Friday 12 March 2021**

**Report by: Lead Officer for SACRE**

### **Classification**

Open

### **Decision type**

This is not an executive decision

### **Wards affected**

(All Wards);

### **Purpose**

To note the budget for SACRE for 2021/22.

### **Recommendation(s)**

**That: the SACRE budget of £5,000 for 2021/22 be noted.**

### **Alternative options**

1. There are no alternative options to recommendation proposed. This report is to inform SACRE of its budget for the forthcoming financial year.

### **Key considerations**

2. Section 390 of the Education Act 1996 requires Herefordshire Council to establish a Standing Advisory Council for Religious Education (SACRE), to advise them on matters concerned with the provision of religious education and collective worship in county schools.

## **Community impact**

3. The provision of religious education and collective worship seeks to increase understanding and tolerance of all religions in all local communities. A stated aim in Herefordshire Council's corporate plan is to ensure that there is access to excellent education and learning opportunities at all levels, including early years/schools, Further Education, Higher Education and adult learning.

## **Environmental Impact**

4. Whilst this is a decision on back office functions and will have minimal environmental impacts, consideration has been made to minimise waste and resource use in line with the Council's Environmental Policy.

## **Equality duty**

5. 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.
6. The public sector equality duty (specific duty) requires us to consider how we can positively contribute to the advancement of equality and good relations, and demonstrate that we are paying 'due regard' in our decision making in the design of policies and in the delivery of services. The provision of religious education seeks to contribute positively to the specific duty by increasing the understanding and awareness of all religions in local communities.

## **Resource implications**

7. New funding arrangements following the abolition of the Education Services Grant in April 2017, require that SACRE is funded from the Central Services Block of Dedicated Schools Grant (DSG). The budget is currently set at £5,000 pa. Around £4,000 is spent annually on a contract with RE Today which provides for a current annual surplus of approximately £1,000 which is accumulated each year to fund the syllabus review every five years. Currently the rolled over funds total £72 from 2019/20 as the syllabus review was funded in 19/20. Approximately £2,000 will be rolled forward from the current financial year and the amount rolled-over will increase over the next four years to provide sufficient funding to meet the cost of the syllabus review in 2024/25. Future

underspends will be rolled forward similarly although the precise amount cannot be guaranteed as it will depend on the actual costs each year. If the syllabus review is every four or five years then the current funding arrangements will provide sufficient budget to meet the costs of both the annual service contract with RE Today and the syllabus review. This also provides for future inflation and a cost increase on the renewal of the SACRE contract which is currently provided by RE today. The budget will be reviewed annually to ensure there is sufficient funding rolled forward to meet the syllabus review cost.

## **Legal implications**

8. Section 390 of the Education Act 1996 requires Herefordshire Council to establish a SACRE to advise them on matters concerned with the provision of religious education and collective worship in county schools.
9. Section 2.9.19 of Herefordshire Councils constitution provides for the establishment and membership of SACRE. The current membership groups are outlined in 2.9.21.

## **Risk management**

10. There are no risks associated with this report.

## **Consultees**

11. None.

## **Appendices**

None

## **Background papers**

None identified.

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

**Standing advisory council for religious education (SACRE) – Standing advisory council for religious education  
DSG – Dedicated Schools Grant**



# **RE with intent and impact: creative, thoughtful RE that makes a difference!**

**Tuesday 15<sup>th</sup> June 2021 ONLINE**

**9.15am-3.45pm**

A day of inspiring support and ideas for your RE classroom. A suite of practical ideas and guidance for implementing the new agreed syllabus, from long-term planning to classroom practice. Clear advice on what makes for rich, engaging RE for you and your pupils – as well as meeting Ofsted requirements.

## **9.15-10.15 Keynote 1: Ofsted and RE Fiona Moss**

In the light of the 2019 Ofsted Framework, and using the new Herefordshire agreed syllabus, how can we show the intent, implementation and impact of RE? Thoughtful ideas to consider and implement in your school.

## **10.30-11.30 Workshop A: Teaching about Muslims and Hindus: practical strategies Stephen Pett**

Using stories, art and activism to open up some of the core concepts in the syllabus, encountering something of the diversity of Muslim and Hindu living.

## **11.45-12.45 Workshop B: RE and climate justice. Fiona Moss**

How do religions view the natural world? How should people treat it? Why have things gone wrong? A thoughtful, dynamic, practical session that will harness your pupils' concerns for global climate justice and explore some religious and secular ethical issues and responses.

## **1.45-2.45 Workshop C: Multidisciplinary RE Stephen Pett**

Ofsted have started talking about 'disciplinary knowledge' or 'ways of knowing'. What does this actually look like, and how can we do it in the current syllabus? Practical ideas & resources on festivals and ideas of God.

## **3.00-3.45 Keynote 2: RE updated! What is going on in the world of RE?**

An introduction to some of the key developments in the RE world, including the idea of worldviews. Opportunities for on-going support for RE will be presented, including online resources and local teacher groups. A boost for the next academic year!

Copies of all resources used on the day will be available to take away, and electronic copies available to download afterwards. A range of resources will be available to purchase or order on the day.

### **Who is it for?**

The conference is aimed at teachers of RE from primary schools, including subject leaders and head teachers. It will also be valuable for governors to find out about and explore best practice in RE.

### **Aims:**

- To explore excellent practice for implementing the Herefordshire and Worcestershire Agreed Syllabus for RE, in the context of the new Ofsted Framework
- To provide practical support and guidance to schools in thinking about the intent of the syllabus and planning creative, challenging, thoughtful RE to implement it, increasing pupils' knowledge and understanding, as well as their personal development
- To give teachers confidence in planning and delivering great RE, deepening subject knowledge and skills
- To model examples of thoughtful RE, challenging all pupils and promoting deeper thinking

**Cost: £95 per school. Attend as a staff for all or part of the day!**

Booking details attached. Please email to [mark@retoday.org.uk](mailto:mark@retoday.org.uk)

or post to RE Today Services, 5/6 Imperial Court, 12 Sovereign Road, Birmingham, B30 3FH

**Booking form:**  
**Herefordshire and Worcestershire Primary RE Conference:**  
***RE with intent and impact***  
**Tuesday 15<sup>th</sup> June 2021**  
 Fee: £95 per school

Full Name:			
School Name:			
School Address:			
	Postcode:		
Telephone:			
Admin email address:			
Attending teacher email address:			
Payment details:			
<input type="checkbox"/>	Please invoice the school		
Invoice/ Credit Card billing address:			
			Postcode:
<input type="checkbox"/>	I enclose a cheque, payable to RE Today Services		
<input type="checkbox"/>	I will pay by Visa, Mastercard or Switch		
Card number:			
Expiry Date:		Start Date:	
Security code (last 3 numbers on signature strip)		Issue no. (Switch)	
Signature:			
Date:			

**Send to:** RE Today Services, 5/6 Imperial Court, 12 Sovereign Road, Birmingham, B30 3FH  
 Tel: 0121 458 3313 Fax: 0121 285 1816  
**Email to:** [mark@retoday.org.uk](mailto:mark@retoday.org.uk)



## **Deeper thinking, deeper learning**

**Date: 25<sup>th</sup> June 2021**

**Online via Zoom**

**9.15am-3.30pm**

This will be a practical conference to explore a mix of practical strategies and classroom resources. There is a focus on issues that matter – from anti-racist RE (examining ways of promoting well-being in plural communities) to Ofsted (exploring ideas of disciplinary knowledge). Our popular ‘TeachMeet’ slot gives you the chance to share great classroom ideas that work – for live or online working.

### **9.15-10.45 Anti-racist RE Lat Blaylock**

How can we encourage students to learn about religion and beliefs, racism and prejudice in challenging ways that promote the well-being of all in our richly plural communities? Practical ideas and resources to help you plan and provide excellent learning in the classroom.

### **11.15-12.45 Multidisciplinary RE Stephen Pett**

Ofsted is talking about substantive’ knowledge and ‘disciplinary’ knowledge. What do they look like in RE? This session will look at how we can enable students to apply different methods to examine and evaluate the content of RE. For example:

- How do the methods and conclusions of theology and psychology differ about ideas of God?
- What insights can students gain about religious and non-religious worldviews from RS and sociology?
- What difference does it make if you apply methods of theology and natural sciences to environmental issues?

### **Break**

### **1.30-2.45 Picturing Islam, picturing Muslims Lat Blaylock**

This session will explore Islamic life and faith in the UK and beyond through visual culture, providing teachers with numerous ready-to-use creative ideas. It will connect some central concepts in Islam to some concrete examples of Muslim life and practice, enabling students to recognise how these play out in the lives of Muslims across time – from seventh-century Arabia to today – and across place – from the UK to the US, North Africa, the Middle East, India and Indonesia.

### **2.45-3.30 TeachMeet**

Five-minute slots to share practical and relevant ideas for your classroom. Sign up to offer an idea that works!

You will receive an electronic copy of all resources used on the day to take away, with additional material available to download afterwards. A wide range of resources from RE Today Services will be available to purchase or order on the day at discounted prices.

**Fee: £95 per school – use this for departmental training.  
Several teachers can attend together or through the day**

Booking details attached. Please email to [mark@retoday.org.uk](mailto:mark@retoday.org.uk) or post to  
**RE Today Services, 5/6 Imperial Court, 12 Sovereign Road, Birmingham, B30 3FH**



## Herefordshire SACRE National Updates from RE Today: Spring 2021

### RE Council of England and Wales: worldviews project

Following up on the 2018 Commission on RE report on the future of RE, the REC has produced two reports exploring the idea of moving from 'Religious Education' to 'Religion and Worldviews'. One report offers a set of discussion papers around the issues. [www.religiouseducationcouncil.org.uk/wp-content/uploads/2021/01/The-Worldview-Project.pdf](http://www.religiouseducationcouncil.org.uk/wp-content/uploads/2021/01/The-Worldview-Project.pdf)

A second report offers a multidisciplinary examination of how different academic disciplines understand and use the idea of 'worldviews'. [www.religiouseducationcouncil.org.uk/wp-content/uploads/2021/01/REC-Worldview-Report-A4-v2.pdf](http://www.religiouseducationcouncil.org.uk/wp-content/uploads/2021/01/REC-Worldview-Report-A4-v2.pdf)

While there is no sign of any legislative change in the near future, the conversation about the study of worldviews in RE is widening. In March 2021, the REC is beginning a 3-year project to develop guidance and exemplar frameworks to support SACREs in developing agreed syllabuses for 'Religion and Worldviews'.

### Government launches review into Faith Engagement

On 10 October 2019, the government [announced that Colin Bloom had been appointed](#) as the Faith Engagement Adviser at the Ministry of Housing, Communities and Local Government (MHCLG). As Faith Engagement Adviser, Colin is leading a review into how best the government should engage with faith groups in England. He will make recommendations to the Communities Secretary about how the government can best celebrate and support the contribution of faith groups, break down barriers and promote acceptance between faiths, and promote shared values while tackling cultures and practices that are harmful.

Colin Bloom's initial proposal is to structure the review around 4 main sections:

- the first section asks the question, "Are faith groups, places of worship and people of faith a force for good in society?"
- the second section explores the extent to which government and its agencies have sufficient faith literacy and considers the partnership between faith groups and the State
- the third section looks at some aspects where harm might be caused through religious or faith-based practices and a review of the government's role in tackling them
- the fourth and final section will be a set of recommendations for the government to consider and respond to.

This survey closed on 11th December 2020 SACRE will receive an update on the next steps in due course.

### Ofqual – consultation on proposed changes to GCSE and A level examinations 2021

In light of the recent government announcement about the 2021 exams, NATRE has already been in contact with officials, and will continue to engage positively and constructively with both Ofqual and DfE as they consult about the replacement for exams. The consultation on the replacement for exams has not yet reported.

### Subject knowledge Enhancement

Following the disappointing news that bursaries had been cut for most subjects including RE, it was really good news that Religious Education had been selected for funded subject knowledge enhancement courses. The funding will be available from April 2021 but hopefully will help support those people wishing to apply to teach RE who do not have a first degree in the subject. This decision follows intensive lobbying to make the point that about 84% of trainee secondary RE teachers do not have a degree in Theology or Religious Studies and therefore need support in developing their subject knowledge.

<https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/subject-knowledge-enhancement-ske-courses>

## Independent evaluation of the *Understanding Christianity* Resource

This report was published on 11<sup>th</sup> December. It presents findings and analysis from a study that examines the impact of *Understanding Christianity* in schools across England. The study, conducted by Dr Rachael Shillitoe at the University of Birmingham, seeks to evaluate the impact of RE Today's Understanding Christianity teaching resource amongst pupils and teachers across primary and secondary schools, with a particular focus on schools without a religious character. This study aims to find out the extent to which the resource has 'made a difference' to teaching and learning about Christianity in RE.

The report indicates that the response from pupils and teachers has been extremely positive, particularly in relation to the 'Big Story', pupil engagement and increased teacher confidence.

The full report can be viewed on the [Understanding Christianity](#) website, [available here](#).

## NATRE curriculum symposium

NATRE are pleased to announce that they will be running a 24-hour residential curriculum symposium in Autumn. There will only be 25 places for delegates therefore NATRE will be running an application process to attract delegates from a variety of school types and at a variety of stages on their curriculum design journey for RE/Religion and worldviews.

The symposium will hear from both experts and practitioners in the area of curriculum design generally and curriculum design in for RE/Religion and worldviews.

[Curriculum Symposium Expression of Interest Survey \(surveymonkey.co.uk\)](#)

## Resources available to schools

### Free Lockdown home learning from NATRE and RE Today

As a response to the amazing work that teachers and school staff are doing teaching pupils both in school and remotely NATRE and RE Today are offering their support by making all the home learning resources that were created for use by NATRE members in the last lockdown free to all schools. These multi-faith resources are all available on the NATRE website and offer support for home learning about religious and non-religious worldviews for primary and secondary school pupils.

More resources will be created and made available over the next few weeks.

[www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/](http://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/)

### Free resources for school assemblies and RE lessons from 'Good News for Everyone'

**"Good News for Everyone"** (formerly known as **Gideons**) has worked with Lat Blaylock from RE Today to develop a range of free resources for school assemblies and lessons. All GNE visitors have received training for going into schools.

All their visitors to schools have been trained by Lat Blaylock and are still available to speak in assemblies and lessons. They offer of a free copy of the New Testament and Psalms (now including the Book of Proverbs) to pupils. Here's the link: <https://goodnewsuk.com/node/778>

### Anti-racist RE – free project resources from NATRE for primary and secondary schools

NATRE and RE Today, working with the Free Churches Group and Methodist Schools, have launched a project to help teachers tackle racism in RE lessons.

Wide partnerships to maximise the impact of the project have been used, including for example with NATRE and the Jo Cox Foundation. Teachers can access a planned unit of six topics for primary and of 8 topics for secondary RE, including ready to use resources and a wide range of support materials.

[www.natre.org.uk/anti-racist-RE](http://www.natre.org.uk/anti-racist-RE)

## Art in Heaven 2020 and 2021

- The 2020 Art in Heaven and Spirited Poetry competitions attracted record entries – lots of teachers set it in lockdown! flagship for ‘Spirited Arts’, our strategy to make RE more imaginative and creative.
- The latest website update is excellent – [take a look!](#) The relaunched 2020 section includes many amazing responses to last year’s themes, and our YouTube video to encourage entries had about 15000 views last year. We will be doing another of these for 2021.
- A Climate Justice theme features again this year: ‘God’s good earth?’ The most popular theme, overtaking the hardy perennial ‘Where is God?’.

## Schools can promote further study to examination classes with these films of Graduates in Theology and Religious Studies

To study for a degree in Theology or Religious Studies is to open up a vast range of options for worthwhile careers. TRS-UK is launching a set of ten recently filmed interviews with TRS graduates in jobs as varied as television documentary-making, law, local government, public relations, education, and many more. These high-quality YouTube films are to be made available as ten individual (3-minute) filmed interviews and two 5-minute compilations, where graduates speak about the value of their degrees and show how they put their skills and knowledge to work in their jobs. They do not advertise a specific University, only the value of the degree and the doors it has opened for them.

[View careers playlist](#)  
[YouTube TRS-UK](#)

## The Culham St Gabriel’s Leadership Programme: Finding your voice as a leader of Religion and Worldviews 2021-2022

Following a successful pilot programme in 2020-21 CSTG are now inviting applicants to be part of a new Cohort of Leaders for Change in 2021-22. This is an amazing opportunity for teachers.

### Programme Outline

The funded programme aims to develop leaders in the following four areas: research, curriculum, classroom and politics

**Stage 1:** This stage is for those local or regional leaders who are beginning to work across more than one school. For example, leading Religion and Worldviews across a MAT or supporting other schools in a Federation and/or leading a local group or hub. Some NATRE Regional Ambassadors, SLEs, REQM Gold award RE leads or LTLRE Hub leads might find this Stage of CPD helpful.

**Stage 2:** This Stage is for teachers who have completed Stage 1 and/or for those who already have a regional/national role and would like to develop their expertise further. This stage is particularly for teachers/advisers who are likely to continue their specialism into senior leadership roles within or outside of their school situation. Those who are seeking to become advisers, ambassadors or an Executive member of one of the RE Organisations are particularly encouraged to apply.

Please go the website for more details, participant guides and the application form. Applications need to be in by March 31st.

Find out more [on the RE:Online website.](#)

**Stephen Pett**  
RE Today/NATRE  
February 2021





## **Title of report: SACRE Membership**

**Meeting: Standing advisory council for religious education (SACRE)**

**Meeting date: Friday 12 March 2021**

**Report by: Clerk to SACRE**

### **Classification**

Open

### **Decision type**

This is not an executive decision

### **Wards affected**

(All Wards);

### **Purpose**

To undertake a review of the membership of SACRE and consider additional members.

### **Recommendation(s)**

**That: SACRE reviews its membership and agrees any additional representatives.**

### **Alternative options**

1. SACRE could choose not to consider its current membership however it was requested at the previous meeting that this exercise was undertaken.

### **Key considerations**

2. Under Section 390(4) of the Education Act 1996, the SACRE must include persons appointed by the LA to represent respectively –
  - A. such Christian denominations and other religions and denominations of such religions as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area (not including persons to represent the Church of England);
  - B. the Church of England;

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Further information on the subject of this report is available from  
Matthew Evans, email: [Matthew.Evans@herefordshire.gov.uk](mailto:Matthew.Evans@herefordshire.gov.uk)

- C. such associations representing teachers as, in the opinion of the LA, ought, having regard to the circumstances of the area, to be represented;
- D. the Local Education Authority (LA).

3. In accordance with the requirements of Section 390(4), the membership of the SACRE for Herefordshire comprises –

Group (A) One Roman Catholic representative (nominated by the Roman Catholic hierarchy);  
One Free Church representative (nominated by Churches together in Herefordshire);  
One representative of other faiths as a whole;  
One representative of the Bahá'í faith;  
One representative of the Muslim faith;  
One representative of the Sikh faith.  
One representative of the Jewish faith.  
One representative of the Buddhist religion.  
One representative of the Hindu religion.  
One representative of the Quaker religion.

Group (B) Three Church of England representatives (nominated in consultation with the Diocesan Education Authority).

Group (C) Three Teachers' representatives, with one drawn from each of the primary, secondary and special education sectors (nominated through recommendation of recognised Teacher Associations) and one Co-opted Member.

Group (D) Three Herefordshire Council members as Local Education Authority representatives.

4. The Membership of SACRE comprises 20 members. There are nine existing vacancies. The current membership and the existing vacancies are listed in full in appendix 1 to the report. At the previous meeting of SACRE it was discussed that existing SACRE members with Quaker, Muslim and Sikh contacts locally would approach potential faith representatives to determine interest in membership.
5. At the meeting of SACRE on 23 October there was a discussion of the potential inclusion of a Humanist representative on the committee's membership. It was requested that detail of the number of SACREs in England and Wales with a Humanist representative was presented to the current meeting. Below is a link to the Humanists UK website which provides the latest information collated by Humanists UK of the appointment of Humanist representatives to SACREs in England and Wales:

<https://humanism.org.uk/education/sacres-and-ascs/sacre-reps-map/>,

6. To inform discussions of the membership of SACRE, detail of religious identification in Herefordshire is provided in appendix 2.



## **Community impact**

7. The provision of Religious Education and collective worship seeks to increase understanding and tolerance of all religions in local communities, supporting achievement of the council's corporate plan priority to keep children and young people safe and give them a great start in life
8. Ensuring that the membership of SACRE is kept up to date supports the council to uphold the principles in its adopted code of corporate governance.

## **Environmental Impact**

9. Whilst this is a decision on back office functions and will have minimal environmental impacts, consideration has been made to minimise waste and resource use in line with the Council's Environmental Policy

## **Equality duty**

10. 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.
11. The public sector equality duty (specific duty) require 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 awareness of all religions in local communities. SACRE contributes to this duty by advising the LA on its arrangements for religious education.

## **Resource implications**

12. There are no resource implications involved in the production and consideration of this report. Members of the Council attending SACRE do not get paid an allowance. Travel and subsistence expenses are only payable for meetings of SACRE outside Herefordshire. Travel and subsistence expenses are payable to external representatives on SACRE.

## Legal implications

13. Section 390 of the Education Act 1996 requires the council to constitute Standing Advisory Council for Religious Education (SACRE), to advise them on matters concerned with the provision of Religious Education and Collective Worship in community and foundation schools which do not have a religious character.
- The Act sets out that SACRE shall consist of such groups of persons appointed by the council as representative groups are set out in section 390(4): A group to represent the Christian denominations and other religions that in the opinion of the council appropriately reflect the principal religious traditions of the area;
  - A group to represent the Church of England;
  - A group to represent associations representing teachers, who in the opinion of the council ought to be represented having regard to the circumstances of the area;
  - A group to represent the council.
  - SACRE may also co-opt members as required.

The numbers in each group should broadly reflect the proportional strength of denominations or religions in the area, so far as is consistent with the efficient discharge of the groups functions.

On any question to be decided upon by SACRE only the aforementioned groups shall be entitled to vote; with one vote per group.

14. Section 2.9.19 of Herefordshire Councils constitution provides for the establishment and membership of SACRE. The current membership groups are outlined in 2.9.21.

## Risk management

Risk / opportunity	Mitigation
Meetings of SACRE are not quorate, a representative from each of the four groups must be present at a meeting of SACRE to ensure quoracy.	The recommendations in this report mitigate against this by seeking to fill vacancies and thereby increase attendance at meetings.

## Consultees

15. None.

## **Appendices**

Appendix 1 – Current Membership and Existing Vacancies

Appendix 2 – Demographics from Herefordshire

## **Background papers**

None identified

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

SACRE – Standing Advisory Council for Religious Education



## SACRE Membership and Current Vacancies

### Group (A)

One Roman Catholic representative (nominated by the Roman Catholic hierarchy)	Mr P Burbidge
One Free Church representative (nominated by Churches together in Herefordshire)	Canon Nugent
One representative of other faiths as a whole	Vacancy
One representative of the Bahá'í faith	Mrs C Ault
One representative of the Muslim faith	Vacancy
One representative of the Sikh faith	Vacancy
One representative of the Jewish faith	Vacancy
One representative of the Buddhist religion	Ven. Choesang
One representative of the Hindu faith	Vacancy
One representative of the Quaker faith	Vacancy

### Group (B) - Three Church of England representatives (nominated in consultation with the Diocesan Education Authority).

	Mr M Harrington
	Mr S Debenham
	Mr J Nicholas

### Group (C) Three teachers' representatives, with one drawn from each of the primary, secondary and special education sectors (nominated through recommendation of recognised teacher associations) and one co-opted member.

Primary	Mr B Caldicott
Secondary	Mrs L Barker
SEN	Vacancy
Co-optee	Ms T Westlake

Group (D) Three Herefordshire Council members as local education authority representatives

	Cllr Harvey
	Cllr Hewitt
	Cllr Stone

## E.5 The demographics of religion and belief in Herefordshire, the region and the nation

The 2011 Census information sets the demographic context for the county, the region and the nation. This will be updated with the 2021 Census, but these data still have relevance today. We intend to educate pupils for their current life, whether in a village, town or city, but also for a plural nation and a diverse world. The purpose of RE includes enabling pupils to be ready to live well in a wider world: the region, the nation, the global community.

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CENSUS 2011:	Population	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	No religion: Humanist	Religion not stated
Herefordshire	183,477	124,403	562	228	131	364	80	893	41,766	72	15,050
Shropshire	306,129	210,268	792	378	127	989	256	1,113	69,725	123	22,481
Worcestershire	566,169	382,240	1,268	1,145	355	7,466	1,413	2,061	131,861	172	38,360
Gloucestershire	596,984	379,144	1,772	2,222	539	5,741	449	2,940	159,496	211	44,681
Monmouthshire	91,323	57,101	269	162	65	239	47	391	26,018	43	7,031
Powys	132,976	82,120	567	324	80	235	49	798	37,050	67	11,753
West Midlands	2,736,460	1,471,780	9,119	59,768	3,060	332,684	116,715	15,181	554,152	469	174,001
Birmingham	1,073,045	494,358	4,780	22,362	2,205	234,411	32,376	5,646	206,821	219	70,086
Inner London	3,231,901	1,466,035	36,860	70,178	52,767	466,265	14,631	15,499	772,717	1,092	336,949
<b>England</b>	<b>53,012,456</b>	<b>31,479,876</b>	<b>238,626</b>	<b>806,199</b>	<b>261,282</b>	<b>2,660,116</b>	<b>420,196</b>	<b>227,825</b>	<b>13,114,232</b>	<b>14,252</b>	<b>3,804,104</b>
<b>ENGLAND AND WALES</b>	<b>56,075,912</b>	<b>33,243,175</b>	<b>247,743</b>	<b>816,633</b>	<b>263,346</b>	<b>2,706,066</b>	<b>423,158</b>	<b>240,530</b>	<b>14,097,229</b>	<b>15,067</b>	<b>4,038,032</b>

**This table selects data for religious affiliation from the 2011 Census**, providing a context for RE in Herefordshire and the surrounding region. We need RE that prepares young people for life in the village, county, region, nation and world. Diversity is not always evident in every part of the county or the region, but pupils might learn much from seeing this regional picture and understanding it. Some parts of the region are not as diverse as others, but the region still reflect a range of religious and non-religious worldviews.

Note that the British Social Attitudes Survey gives a different national picture. See their report for 2018, noting the changes over the past decades on p.5 of the report.

[https://bsa.natcen.ac.uk/media/39293/1\\_bsa36\\_religion.pdf](https://bsa.natcen.ac.uk/media/39293/1_bsa36_religion.pdf) Note, however, that the BSA Survey and the Census ask different questions about religion, so the results are not immediately comparable.

