

# A G E N D A

## Standing Advisory Council for Religious Education (SACRE)

Date: **Monday, 3rd July, 2006**

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Time: **2.00 p.m.**

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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:*

*Paul James, Members' Services, Tel:  
01432 260 460 Fax: 01432 260286*

***e-mail: [pjames@herefordshire.gov.uk](mailto:pjames@herefordshire.gov.uk)***

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**County of Herefordshire  
District Council**



# AGENDA

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

To: Councillor J. Stone (Chairman)

Cllr. Mrs. W.U. Attfield, Mrs. C. Ault, Revd. P. Barlow, Mr. P. Bowen, Mrs. J. Brown, Cllr. P.E. Harling, Rev C Marrison, Ms. K. Mayglothling, Mrs S McCamley, Mrs. G. Morris, Mrs A. Mundy, Mr. Z. Pandor, Mr M. Rollnick, Mr K Scot and Revd. I. Terry

	Pages
1. <b>APOLOGIES FOR ABSENCE</b> To receive apologies for absence.	
2. <b>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.	
3. <b>MINUTES</b> To approve and sign the Minutes of the meeting held on 20th March 2006.	1 - 6
4. <b>RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</b> To answer any pre-received written questions from members of the public.	
5. <b>WELCOME NEW MEMBERS</b> To welcome Mr Peter Bowen, Church of England representative (Committee B) and Rev. Cenydd Marrison OSB, Roman Catholic Church representative (Committee A).	
6. <b>SIKH FAITH REPRESENTATION ON COMMITTEE A</b> To consider inviting representation from the Sikh faith.	7 - 8
7. <b>PROGRESS IN IMPLEMENTING THE 2006 AGREED SYLLABUS FOR RELIGIOUS EDUCATION</b> To receive an update report on the introduction of the 2006 Agreed Syllabus for Religious Education.	
8. <b>SCHEMES OF WORK TO SUPPORT THE IMPLEMENTATION OF THE 2006 AGREED SYLLABUS</b> To consider developing further religious education schemes of work for primary schools.	9 - 10
9. <b>REPORT FROM NASACRE MEETING 4TH MAY 2006</b> To report on the NASACRE meeting held 4th May 2006.	11 - 16

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|---|----------------|
| <p><b>10. 2005 RELIGIOUS EDUCATION EXAMINATION RESULTS - UPDATE</b></p> <p>To report on the 2005 examination results for Religious Education.</p> <p><b>(Report to follow)</b></p>  |                |
| <p><b>11. 2006 SACRE ANNUAL CONFERENCE - UPDATE</b></p> <p>To receive an update on organising the 2006 SACRE Annual Conference.</p>   |                |
| <p><b>12. COLLECTIVE WORSHIP GUIDANCE - UPDATE</b></p> <p>To receive an update on the introduction of the new Collective Worship guidance.</p>  |                |
| <p><b>13. REVIEW OF THE SACRE DEVELOPMENT PLAN</b></p> <p>To consider reviewing the SACRE Development Plan and the formation of a working group to under take the review.</p>   | <p>17 - 18</p> |
| <p><b>14. SUPPORT, DEVELOP AND MONITOR PROVISION, TEACHING AND LEARNING IN RE IN COUNTY AND VC SCHOOLS AND VA SCHOOLS IN PARTNERSHIP WITH DIOCESAN AUTHORITIES</b></p> <p>To support the implementation of the Agreed Syllabus and the monitoring of RE provision and standards through further development of the established practice of school visits.</p> | <p>19 - 22</p> |
| <p><b>15. REPORT ON THE VISIT BY RABBI DANNY RICH</b></p> <p>To receive a report on the recent visit of Rabbi D. Rich.</p>  | <p>23 - 28</p> |

COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL

**MINUTES of the meeting of Standing Advisory Council for Religious Education (SACRE) held at The Council Chamber, Brockington, 35 Hafod Road, Hereford on Monday, 20th March, 2006 at 2.55 p.m.**

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

Councillor Mrs. W.U. Attfield, Mrs. C. Ault, Revd. P. Barlow, Mrs. J. Brown, Mrs S McCamley, Mrs A. Mundy, Mr. Z. Pandor, Mr. J. Rendall, Mr M. Rollnick and Revd. I. Terry

**57. APOLOGIES FOR ABSENCE**

Apologies were received from Councillor P E Harling, Ms K Mayglothing and Mr K Scot.

The Committee Officer (Scrutiny) reported that Father M. Donnelly, Roman Catholic Representative on Group A, had accepted an appointment in Cardiff and had therefore resigned from SACRE. The diocesan authority had been contacted regarding a replacement.

**58. NAMED SUBSTITUTES**

There were no named substitutes.

**59. MINUTES**

With reference to Minute No 52 – Proposed talk by the Chief Executive of Liberal Judaism – Mr Rollnick briefly reported that following consultation, the current timetable for Rabbi Daniel Rich’s visit would be that he would visit and give a talk at Wigmore High School on Friday 9th June. On Monday 12th June he would, if possible, visit a number of secondary schools culminating at The Bishop of Hereford’s Bluecoat School between 4pm and 6pm with an open forum meeting for all RE Co-ordinators.

**RESOLVED: That the minutes of the meeting held on 28th November, 2005 be approved and signed by the Chairman.**

**60. RESPONSE TO WRITTEN PUBLIC QUESTIONS**

No written questions had been received.

**61. PRESENTATION ON THE SIKH FAITH**

SACRE received a presentation on the Sikh faith and discussed educational issues relating to teaching the faith in Herefordshire Schools.

The Chairman welcomed Mr Harvinder Singh and Mr Popinder Matharu to the meeting and invited them to inform the meeting about their religion.

Mr Singh commented that while Sikhism was Britain's third most popular religion, few Sikhs lived in Herefordshire. He gave a presentation explaining the basis of the Sikh faith, its customs and method of worship and explained that he had been initiated into the Khalsa, the core community of committed initiated men and women within the wider Sikh faith.

Responding to a comment that Sikh children seemed to have a detailed knowledge of their faith from quite an early age, Mr Singh explained that many of the younger generation Sikhs wanted to retain their identity and knowledge of their ancestry. Sikhs took pride in learning and this included learning about other faiths, including the Bible, and many celebrated other faith festivals as part of that learning.

Mr Singh indicated his willingness to, if this would be of interest, arrange for either himself or other members of the Sikh faith to give presentations to local schools.

The Chairman thanked both Mr Singh and Mr Matharu for attending and for giving such an interesting insight into the Sikh faith.

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

**62. THE NEW RELIGIOUS EDUCATION AGREED SYLLABUS FOR  
HEREFORDSHIRE**

SACRE noted that at an earlier meeting of the Herefordshire Agreed Syllabus Conference, the revised Syllabus for Religious Education had been approved unanimously and had been recommended to the Local Education Authority for implementation from Sept 2006.

**63. GUIDANCE TO PRIMARY SCHOOLS ON COLLECTIVE WORSHIP**

SACRE was informed of progress in producing the Guidance to Primary Schools on Collective Worship.

Mr Rendall reported that there had been a good response to the draft Guidance and that the document was in its final stages of preparation. Apart from the inclusion of a foreword section and proof reading, the document was ready to go to the printers.

SACRE debated the launch of the Guidance and a number of suggestions, in addition to the original suggestion minuted at a previous meeting, of including the launch as part of the SACRE Annual Conference, were considered. In principle SACRE wished to launch the Guidance at a separate event to the Conference, thereby highlighting that the Collective Worship Guidance was separate from the Religious Education Syllabus. However, SACRE were mindful of the cost of a separate event, both in organisational terms and in teacher attendance time. To facilitate the early production and launch of the Guidance it was suggested that the Chairman, the Dioceses and Mrs B Knight (General Inspector) meet to consider options and costs for the production and launch of the guidance.

**RESOLVED: That the report be noted and the Chairman, the Dioceses and Mrs Knight meet to discuss and progress the production and launch of the Guidance.**

**64. 2005 RELIGIOUS EDUCATION EXAMINATION RESULTS**

SACRE was informed of the 2005 Herefordshire's examination results in Religious Education.

The Head of School Effectiveness reported that Bath University produced, on a national basis, an analysis of each subject taken at GCSE and at 'A' level. The table of figures set out in appendix 1 to the report was the most accurate set of figures available. However, the national comparators had so far not been made available.

He highlighted that for the full RE course at GCSE 5A\*-C achievement had been down in 2005 by 1% to 79%, but 75 more pupils had been entered for the exam and at A\*-G achievement had been up by about 2% to 99.7%. The figure of 79% for 5A\*-C was likely to be about 15% above the national average based upon previous years. For the short course the A\*-C percentage in 2005 was down by 14% but 315 more pupils had been entered. Performance by girls had risen but that of boys had fallen.

He further reported that the reason that only 8 pupils in 2005 appeared to have taken Religious Studies at 'A' level was that the figures did not include those from the Sixth Form College, where approximately 90% of pupils in the County take their 'A' Levels.

SACRE debated the figures and agreed that further clarification was needed, particularly in relation to the comparison against national comparators. In view of the number of pupils taking 'A' Level at the Sixth Form, it was suggested that the Principal and the Head of RE at the Sixth Form be invited to a future meeting to discuss the RE examination results.

**RESOLVED:**

**That (a) the report be noted and further investigation of the RE results be undertaken; and**

(b) the Principal and Head of RE at the Sixth Form be invited to a future meeting to discuss RE examination results in the County.

**65. 2006 SACRE ANNUAL CONFERENCE - UPDATE**

SACRE was updated on arrangements for the 2006 SACRE Annual Conference.

The Consultant for Religious Education reported that, following discussion at the November 2005 meeting, options for a different Conference format had been considered. However, in view of additional cost or organisational issues, the current format had been kept. She further reported that the theme for the 2006 Conference would be 'Exploring the Big Questions'. The Keynote address entitled: 'The Importance of the Big Questions', would be given by Dr. Trevor Cooling.

A draft programme for the Conference was circulated at the meeting and the RE Consultant commented upon the various elements. She reported that the following possible workshop events could be confirmed:

1. From the Big Questions to Classroom: by Trevor Cooling;
2. Looking for God in the Classroom with 6 – 10 year olds: by Lat Blaylock; and
3. RE in the Foundation Stage. The Spiritual in Every Child Matters: by Sue Peasgood and Jonathan Rendall.

However, in view of the discussion under minute No 63 concerning the launch of the Collective Worship Guidance, she requested guidance on whether to run workshop No 4 'Finding Treasure' – the Collective Worship Guidance for Primary Schools', and whether adding workshop No 5 'Making Room for pupils questions in an RE lesson' would be too many workshops for the event.

SACRE congratulated the Consultant for RE on the number of possible workshops on offer and considered that four workshops should be offered. It was agreed that workshops 1 – 3 be confirmed. Should the launch of the Guidance for Collective Worship be held at a separate event, as reported under minute No 63, then workshop No 5 should be included. Otherwise, workshop No. 4 should be included and workshop No 5 should be dropped.

**RESOLVED: That the report and draft programme be noted and four workshops be offered as set out above.**

**66. DFES & QCA ROADSHOW ON THE NATIONAL FRAMEWORK FOR RE**

The Consultant for Religious Education reported on her attendance at the National Framework for Religious Education Roadshow held 18th January, 2006 at Birmingham and hosted by the DfES and QCA.

Rev Terry reported that he had also attended the very interesting event on behalf of the Diocese.

**RESOLVED That the report be noted.**

**67. NASACRE AGM 2006**

SACRE was invited to consider appointing a representative to attend the National Association of Standing Advisory Councils on Religious Education (NASACRE) Annual General Meeting to be held in London on 4th May, 2006.

**RESOLVED: That Mrs Bridget Knight, General Inspector, be appointed to attend.**

**68. MR JONATHAN RENDALL -**

The Chairman reported that Mr Jonathan Rendall had announced he would be retiring from the Diocese at the end of April.

On behalf of SACRE the Chairman thanked Mr Rendall for his valuable contribution to the work of the Diocese and for his passionate commitment to Religious Education in the County. He thanked Mr Rendall for serving as the Diocese representative on SACRE since its inception in Herefordshire in June 1998.

SACRE Members wished Mr Rendall a long and happy retirement and the Chairman presented him with a card signed by all in attendance.

**69. MR TED ST.GEORGE - HEAD OF SCHOOL EFFECTIVENESS**

The Chairman paid tribute to Mr Ted St. George following the announcement of his retirement.

The Chairman reported that Mr Ted St. George would be retiring from the Council at the end of March 2006 after serving this authority since its inception in 1998 and having previously served for many years with the former Hereford and Worcester County Council. Mr St. George had acted as the Lead Officer from the Education Directorate and had been instrumental in setting up and developing both the Herefordshire SACRE and the Agreed Syllabus Conference.



**STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)    MONDAY,  
20TH MARCH, 2006**

On behalf of SACRE the Chairman thanked Mr St. George for his valued advice and support to SACRE over the years and for his efforts to improve education in the County. The Chairman presented Mr St George with a retirement present and a card signed by all in attendance and wished him a long and happy retirement.

The meeting ended at 4.30 p.m.

**CHAIRMAN**



## SIKH FAITH REPRESENTATION ON COMMITTEE A

**Report By: Committee Officer (Scrutiny)**

### Purpose

1. To consider inviting representation from the Sikh faith.

### Background

2. Since its formation in 1998 Herefordshire SACRE has sought to broaden the range of faiths represented on Committee A (Christian denominations and other religious and religious denominations) by seeking appropriate authoritative representation from other faiths.
3. Members will be aware that in accordance with the statutory requirement the current membership of Committee A is comprised of:
  - One Roman Catholic representative (nominated by the Roman Catholic hierarchy)
  - One Free Church representative (nominated by Churches Together in Herefordshire)
  - Other Faith representatives - one Bahá'í, one Muslim and one representative of other faiths as a whole.
4. While paragraph 110 of DfE Circular 1/94 states that "it is the Local Education Authority (LEA) who appoints the members of the five Committees..." the LEA would clearly give serious consideration to any change SACRE wished to make to its membership.
5. At its meeting on 20th March 2006 members heard a very informative presentation on the Sikh faith given by Mr Harvinder Singh and Mr Popinder Matharu. It is suggested that SACRE consider whether it recommend to the LEA that the membership of Committee A be extended to include one representative from the Sikh faith.

### RECOMMENDATION

**THAT SACRE consider the range of faiths on Committee A and whether it wishes to recommend to the Local Education Authority that the membership of Committee A be extended to include a representative from the Sikh faith.**

### BACKGROUND PAPERS

- None identified.

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Further information on the subject of this report is available from  
Mr P R. James, Committee Officer (Scrutiny) on 01432 260460



## **SCHEMES OF WORK TO SUPPORT THE IMPLEMENTATION OF THE 2006 AGREED SYLLABUS**

**Report By: RE Consultant**

### **Purpose**

1. To consider developing further religious education schemes of work for primary schools.

### **Background**

2. The 2006 Agreed Syllabus is accompanied by general planning guidance and 4 KS1 schemes of work and 5 KS2 schemes. Ideally 3 further KS1 and 4 KS2 schemes are needed.
3. The proposal is to provide 2 more funded days for the working members to complete their work. The RE consultant will contact members of these groups to identify the feasibility of this in terms of their willingness to continue their work and their schools to release them.

### **RECOMMENDATION**

**THAT SACRE advise the LEA of their wish in relation to the provision of further schemes of work to support the 2006 Agreed Syllabus.**

### **BACKGROUND PAPERS**

- None identified.



## REPORT FROM NASACRE MEETING 4TH MAY 2006

**Report By: Bridget Knight, Lead Primary Inspector**

### Purpose

1. To report on the NASACRE meeting held 4th May 2006.

### Background

2. Following my attendance on behalf of SACRE at the National Association of Standing Advisory Council for Religious Education (NASACRE) meeting held on 4th May 2006, I briefly set out below some items of interest:

- Mrs Robin Kanarek was recommended as a speaker for SACRE Conferences. Contact details: 22 Mount Pleasant Avenue, Exmouth, Devon, EX8 4QG
- NASACRE website now available: [www.nasacre.org.uk](http://www.nasacre.org.uk)
- Statement made to effect: ' A good SACRE knows how its schools are performing in RE'. Brent SACRE has produced a booklet for schools explaining what SACRE is and outlining its code of conduct to "subdue suspicion" by schools.

Request that this and other development ideas are shared nationally via the NASACRE website.

- Young People's Faith Forum Project: Tristram Jenkins, [Shropshire SACRE] Introduced an example of a young people's inter-faith day through art and music workshops was felt to be a positive experience for those involved.

Five further SACRE's have been successful in the 2006 bid for this.

- Consultation to take place in due course concerning 14-19 curriculum work to re-evaluate the criteria for A-level and the place of RE in vocational courses.
- HMI subject Inspections – please see separate briefing paper. (Appendix 1).
- Plan for a national strategy for RE which covers improvement to teacher training and building capacity of SACREs. Plan to develop business plan and take to Andrew Adonis.
- Request for the annual SACRE report to be sent to QCA.
- Proposal from Culham Institute/Re online to support SACRE Self Evaluation – please see separate briefing paper. (Appendix 1)

Discussion groups of above proposal reflected a mixed response: Some SACREs felt the system being offered was too onerous and so had introduced their own systems, but had had a poor return. The issue of insecure foundations for the quality of data that can be gleaned from Ofsted reports was also raised. It was felt that the RE adviser was critical in terms of organising and leading this,

and that some form of school self evaluation of RE was crucial. This issue will be further reported at the meeting and SACRE may wish to consider a formal response which should be sent to: [secretary@nasacre.org.uk](mailto:secretary@nasacre.org.uk).

- Proposal for NASACRE to offer a number of regional conferences/workshops to meet regional need.

## **RECOMMENDATION**

**THAT the report be noted and consideration be given to making a formal response to the school self-evaluation of RE issue.**



## Appendix 1

**NASACRE keynote address: Mick Waters, Director Curriculum Division at QCA: “changes to the curriculum and the place of RE”.**

**BRIEFING PAPER**

- MW hopes to meet and listen to SACREs, and invited us to have continued dialogue with QCA.
- MS’s own doctoral thesis covered the distinctive nature of learning in a multi-faith school.
- MW very concerned that RE should not be a marginal subject. He has advocated that the national framework should be kept the same and used to inform the local syllabus. There is the important addition, however, of the notion of ‘big ideas in RE. This has involved national consultation about ‘what is the essence of a subject?’
- MW’s role is to ‘Develop a word-class, modern curriculum that will inspire and challenge all learners and prepare them for the future’. He felt many children, especially at secondary school, are not challenged. Many comply but do not engage. He suggested that we need to work together as ‘community of educators’ to address this aim.
- MW felt very strongly that RE should be seen in the context of the wider whole curriculum. He defined the Curriculum for the Future as containing the following elements:
  - The universal element
  - Based on the Every Child Matters (ECM) 5 outcomes
  - Unique elements (local authority issues, school cluster potential and individual school characteristics)
  - The school as ‘broker’ of flexibility, in terms of time, space and people, to the best advantage for the children.
  - The entire planned learning experience: the National Curriculum and the place of RE.
  - The community ‘signs up’ to this.
  - The Curriculum means the entire planned learning experience, including out of hours activities, school performances and so on.
  - The events in a school are as important as the lessons
  - Routines of the school are phenomenally important
  - The quality of the assembly is profoundly important (add up the number of hours children spend in assembly – what is that experience like for them?)

**What are we trying to achieve?**

- What do we want children to be like? Design your curriculum from this starting point so that you end up with successful learners, responsible and confident citizens.
- NW advocated that all children should experience: the dawn of the day, the opening of a flower, the power of the weather.

Dance, drama, music, sport, arts, maths, English are the basics: all children need something to write, dance singe, draw about.

## How to organise learning

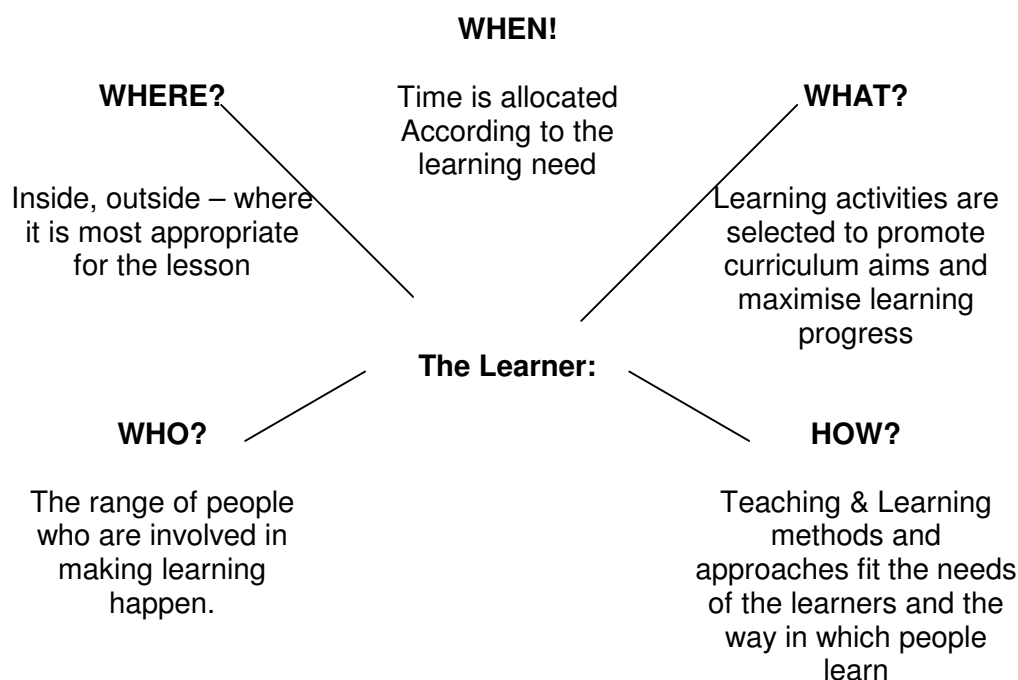
“Children want to know what to do with their lives”

- MW advocated that the following model is used to design a non-linear curriculum:

Outcomes – implications – experience – subject/theme – out of hours learning

e.g. ‘Participation’ – contribution to – charity – RE – team – the common good – tending plants – citizenship – Sports at English.

We also need to think about:



We need “Contagious professionalism” to create organisations that are about continuous improvement

## RE

- Still growing as an option at GCSE + A Level.
- Assessment and differentiation is a weaker element of teaching overall, and there is over – reliance on knowledge as opposed to understanding.
- Resourcing (RE teachers time as well as concrete aids also an issue.
- QCA wants to build strengthen at KS2.
- Widespread national consultation and has been accepted by all participating faith groups, local Authorities, stakeholders and partners.

## RE Schemes of Work

- Early Years – 19.
- Wide Consultation.
- Non-statutory.

- Underpin and illustrate the national framework with examples of how RE can be implemented.
- Available online from June 2006.

**Some Challenges:**

- Danger of superficial interpretation.
- Learning about RE as a subject.
- Learning from RE as a subject.
- Young peoples' changing allegiance with faith traditions – many refuse to practice.
- Collective worship ("is there a correlation between the quality of collective worship and overall standards?")

**Ways forward for SACRES:**

- The place of content and knowledge.
- Monitoring and improvising standards.
- The effectiveness of the local syllabus.
- Partnership with Local Authority and others.

What are the Local Authority issues within the quality of collective worship, and the contribution of RE to social and racial harmony for your SACRE?

**Is your SACRE:**

- A 'sleeping partner'?
- An 'uncritical lover'?
- A 'hostile witness'?
- A 'critical friend'?

**What should SACRE do now?**

- Talk, talk, talk!
- As for time at headteacher meeting and subject conferences.
- Talk at Governors Conferences.
- Talk with local communities.
- Have a presence at Parent Conferences.
- Talk to employer organisations.
- Encourage RE involvement in together subject conferences.
- Send the Annual SACRE Report to QCA.
- Grapple with 'big issues'.
- Get children to see the world picture more.



## REVIEW OF THE SACRE DEVELOPMENT PLAN

**Report By: Consultant for Religious Education**

### Purpose

1. To consider reviewing the SACRE Development Plan and the formation of a working group to under take the review.

### Background

2. The current Development Plan covers the period 2004-7. The document is designed to focus attention on, and clarify, key aspects of the work of SACRE in Herefordshire. It is suggested that now is an opportune time to re-visit the plan to ensure that it provides appropriate momentum to drive the work of SACRE through to 2010. It should also complement the work of the Council under the Every Child Matters agenda.
3. It is suggested that to facilitate the review of the plan SACRE establishes a working group to meet during the Autumn term 2006 to draft a new development plan for the period April 2007-March 2010. It is proposed that the group should include a member from each SACRE committee together with relevant officers. (e.g. Councillor John Stone (Chair); Revd Ian Terry (Diocesan Director of Education); with a member from committees A (Other faiths & denominations) and C (Teachers) together with Bridget Knight (Children's Services Directorate); Joyce Mackley (RE consultant).
4. The purpose of the working group will be to draft a development plan for consideration at the 8th December 2006 meeting of SACRE.
5. Copies of the current Development Plan were included in the SACRE Annual Report but copies will be made available at the meeting.

### RECOMMENDATION

**THAT SACRE appoint a working Group to review the SACRE Development Plan and submit a draft Plan for consideration to the December 2006 meeting.**

### BACKGROUND PAPERS

- None identified.



## **SUPPORT, DEVELOP AND MONITOR PROVISION, TEACHING AND LEARNING IN RE IN COUNTY AND VC SCHOOLS AND VA SCHOOLS IN PARTNERSHIP WITH DIOCESAN AUTHORITIES**

**Report By: Consultant for Religious Education**

### **Purpose**

1. To support the implementation of the Agreed Syllabus and the monitoring of RE provision and standards through further development of the established practice of school visits.

### **Background**

2. It is proposed that the RE consultant visits a sample of primary and secondary schools to work with the RE co-ordinator or Head of Department on issues relating to the implementation of the new Agreed Syllabus. These meetings will aim to provide support for the school as well as feedback for SACRE on standards and provision in RE. Each meeting will be planned to include a short follow-up meeting to identify progress made. In some instances, if sufficient funding is available, school based inset may be provided by the RE consultant. Schools able to offer a partnership staff meeting for this purpose (e.g. bringing together 2 or more primary schools for this purpose) are the most likely recipients.
3. Within the limited SACRE budget it is likely that up to 4 schools each term (12 per year in total) could be involved.
4. In the 'survey of primary schools' undertaken by Mike Carter in 2003, a list of 10 schools representing a cross section within the county was compiled in liaison with the LEA officer on SACRE. These included:
  - a very large primary school,
  - an Infants' school,
  - a Junior school,
  - a small rural (2 class) primary school,
  - a Special school, and
  - five other schools of varying sizes representing urban and rural situations.
5. In addition to these Joyce Mackley visited 3 High schools
6. Schools were made aware of the fact that the visits were not inspections and that no lesson observations would take place. The information gathered derived from discussions with the Headteacher and RE Coordinator/subject leader, (where appropriate) of each school. Schools were informed of the areas for discussion before the visits took place. Most schools were prepared to share their

documentation about the subject, which included samples of children's work. The duration of visits ranged from just over an hour to half a day.

7. The issues explored in this first 'survey' covered:
  - Policy, Guidelines And Planning In RE
  - Perception of teaching and learning in RE
  - The assessment of progress and achievement in RE
  - The contribution made by RE to the wider curriculum (citizenship; personal and social development (*and now the values agenda?*))
  - The impact and influence RE has within the wider community
  - Links with faith communities
  - The management and coordination of RE
  - RE resources
8. These largely followed the Ofsted framework of the time and integrated some SACRE agenda issues. Similar areas may be the focus of the 2006-7 visits – but adapted to be in line with school Self-Evaluation criteria (as identified in the non-statutory guidance accompanying the Herefordshire Agreed Syllabus for High schools. (see attached Appendix 1)
9. In addition to the monitoring/support visits, the RE consultant will explore the possibility of enabling a small number of excellent RE teachers to be available to support/coach colleagues in other schools.

## RECOMMENDATION

**THAT;**

- (a) **SACRE consider the report and comment on the proposal;**
- (b) **SACRE consider advising the LEA that the action set out in the report be implemented; and**
- (c) **A report on the outcome of the action be presented to a future meeting.**

## BACKGROUND PAPERS

- None identified.



# A quick self-evaluation of RE in your school!

Extract from Herefordshire  
NSG for High schools 2006

		Outstanding	Good	Satisfactory	Inadequate
<b>2. VIEWS OF LEARNERS and others</b>	How do you gather the views of learners, parents/carers and other stakeholders? What do these views tell you about the learners' standards and quality of provision of RE?				
<b>3. ACHIEVEMENT AND STANDARDS</b>	What are learners' achievement and standards in their work? <ul style="list-style-type: none"> <li>standards of learners' <b>current work</b> in relation to their targets</li> <li><b>progress</b> relative to their starting points and capabilities</li> </ul> What are your key priorities for development?				
<b>4. PERSONAL DEVELOPMENT AND WELL BEING</b>	How good is Religious Education's contribution to the personal development and well being of the learners? This includes: <ul style="list-style-type: none"> <li>learners' <b>spiritual, moral, social and cultural</b> development;</li> <li>learners' <b>confidence in participating</b> in RE activities.</li> </ul> What are your key priorities for development?				
<b>5. THE QUALITY OF PROVISION</b>	How good is the quality of teaching and learning in religious education? This includes: <ul style="list-style-type: none"> <li>meeting the <b>needs of the full range</b> of learners;</li> <li>the <b>suitability and rigour of assessment</b> in planning learning and monitoring learners' progress;</li> </ul> How well does the curriculum in religious education meet the needs of learners and course requirements? This includes how far the curriculum: <ul style="list-style-type: none"> <li>meets the <b>requirements of the Agreed Syllabus</b>;</li> <li><b>builds on prior attainment</b> and experience;</li> </ul>				
<b>6. LEADERSHIP AND MANAGEMENT</b>	What is the overall effectiveness and efficiency of leadership and management? This includes: <ul style="list-style-type: none"> <li><b>clear direction</b> leading to improvement and promote high quality of provision;</li> <li>how effectively performance is <b>monitored and improved</b> to meet challenging targets;</li> <li>how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (i.e. <b>inclusion</b>);</li> <li>the adequacy and suitability of staff, specialist equipment, learning resources and accommodation;</li> <li>how effectively and efficiently resources are deployed;</li> <li>the extent to which governors discharge their responsibilities.</li> </ul>				
<b>STATUTORY REQUIREMENTS</b>	How well does your school provide teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children				



**Report on visit of Rabbi Danny Rich.  
Educational Weekend, 9<sup>th</sup> – 12<sup>th</sup> June  
Herefordshire.**

**Co-ordinating an educational weekend for so many busy people is a serious undertaking, which should not be entered into lightly! However, this was a resounding success, Rabbi Danny Rich making meaningful verbal and visual contact with audiences at all levels and all ages from 7 to 70.**

**Rabbis** are busy people, as are most religious leaders, however, Rabbi Danny Rich is the Chief Executive of *Liberal Judaism* and is responsible for 36 Liberal Jewish communities in the UK. In addition to all this, he has very many associated interests, such as being a Justice of the Peace, a Jewish Chaplain to HM Prisons, Richmond and a Chaplain to Kingston Hospital.

**Teachers** are also very busy people, as most of us know. Almost every minute of the working day is fully utilised. In some cases, e-mail systems are not always working or messages get mislaid. So communications are not always effective, and each school may have to be dealt with in a different way to be sure that the message arrives safely.

**Herefordshire Jewish Community.**

Herefordshire has a total of only 132 Jewish residents according to the last Census, but despite (or because of) its small size, Rabbi Danny makes a point of seeing its Jewish community at least once per year. Each Community is important to him, and he makes every one feel special. On the Friday evening, Rabbi Danny led the Sabbath service for the Herefordshire Jewish Community, held at the Parish Room of the Church of Our Lady, Belmont Road. After the service he outlined the many advances taking place in *Liberal Judaism*.

**Why have an Educational Weekend in Herefordshire?**

We all live in a multi-racial society where it is increasingly important to be able to understand 'the other' as the globe shrinks. The Herefordshire **SACRE**\* has just completed its Agreed Syllabus for RE. This provides information for teachers in this area, to enable them to help children to understand the different religions of people they will encounter now and throughout their lives. Rabbi Danny's visit was therefore timely and he spoke to a group of Primary teachers about the Jewish concepts outlined in the syllabus. Joyce Mackley, the RE Advisor to SACRE took part at the meeting, which was well attended and well received.

In Herefordshire there are few people from the minority religions such as Judaism and Islam so that children are unlikely to have any contact with them, and even if they do, they may not know it. So, as a Jew, Maurice Rollnick makes a point of visiting Herefordshire schools, to tell them about Judaism. He says that he will often show some artefacts to demonstrate Jewish festivals etc, but he says that the most meaningful one is the human artefact – himself. How much more interesting and special, then, is a Rabbi?

**Rabbi Danny Rich's Teaching Programme.**

During the weekend of the 9<sup>th</sup> to 12<sup>th</sup> June this year, Rabbi Danny visited one primary school, and several secondary schools in Herefordshire. Here he gave six talks to students of 13/14yrs, answering the big and ultimate questions, with particular emphasis on suffering and Jewish responses to the Holocaust. Audience sizes ranged from 25 to 200 students.

**Visual impact and involvement** are the essence of Rabbi Danny's teaching methods. In one case, at Wigmore High School, he demonstrated the horrors of the Nazi regime, by

showing how the individuals in the class would have been progressively eliminated. Having asked all the students to stand, he rejected those with Jewish grandparents, then those with eye colour other than blue, then those who were not blond. Every eliminated person was 'ordered' to sit down. Then only two remained standing, and they were identical twins. The first was asked if she would produce one child every year for 11 years for the 'Fatherland'. When she said 'no' she was rejected. Her sister was then asked if she would have the 11 children to save her sister. This decision took longer than any others and the impact was astounding.

**Visual Impact at Primary schools** was possibly even more vivid.

At Broadlands Primary School, Hereford, there was a class of 60 children of the age of about 7 years. Rabbi Danny was asked to explain about special people, special books and the Exodus. Mrs Watkins the RE teacher, only had 30 minutes available for this exercise, which was to take place in the Gymnasium. There was considerable improvisation!

The children were allocated the role of slaves, and the boys were 'set to work' on the building of one pyramid (a vaulting horse). The girls were working on building another. They were told to feel hot and tired, and they played their part superbly and looked exhausted! (It was also particularly humid on that afternoon!).

Moses (Rabbi Danny) had a long robe (a decorator's smock with authentic splashes of dried paint) and carried a stout stick.

After the tenth plague 'Moses' led the escape from Pharaoh's grasp, each 'slave' carrying a small piece of unleavened bread (*matzah*) to help them on their long 50-day journey to Sinai (two circuits around the gymnasium). On the way, the freed 'slaves' encountered the Sea of Reeds (five, blue gymnasium mats), which they had to cross. 'Moses' gave the order, and the seas parted (assistants lifting two mats) to enable the 'crossing'.

On arriving at mount 'Sinai', (a third, even larger vaulting horse), 'Moses' climbed the mountain and collected the ten laws or commandments, but there were some problems and he had to climb again to collect the laws. The children and attending adults enjoyed the whole very memorable and vivid experience.

**The Marches Branch of the Council of Christians and Jews** meets monthly except during August. Meetings are varied and speakers from virtually all religious persuasions are invited to talk and discuss religious and practical subjects, with a view to developing a better world with a better understanding of our neighbour. For this event, Rabbi Danny was invited to talk about the 'Derivation and Modern relevance of Judaic Liturgy'. At first sight, this may sound a very dry subject, but because Judaism was one of the earliest religions, it has influenced the development of others. The development of the liturgy over the centuries was explained clearly and showed its influence on the present day order of service. This meeting was also well attended, particularly by Christians.

It is hoped that Rabbi Danny Rich will return to present another Educational Weekend sometime next year. Meanwhile if anyone wishes to discuss any of the items referred to above, Mr Rollnick will be delighted to hear from you by e-mail. My address is [mprollnick@tiscali.co.uk](mailto:mprollnick@tiscali.co.uk)

Maurice Rollnick 16<sup>th</sup> June 2006

**\*NB SACRE is the Standing Advisory Conference in Religious Education.**

**Thank you Note to SACRE members.** The above event would not have been possible, (I would have given up long ago!) without the support, particularly of the following: Jonathan Rendall, Joyce Mackley, Peter Bowen, Bridget Knight, the Secretary to the Bishop of Hereford and last but not least, Rabbi Danny Rich and his partner, Laura. Schools visited were Aylestone High, Wigmore High, Hereford Cathedral, Bishop of Hereford Bluecoat and Broadlands Primary.

# RABBI DANNY - ITINERARY

## Educational Weekend in Herefordshire

Date	Times	Venue	Audience	Subject	Contact/Authority
<b>JUNE</b> Thurs.8th	About 5pm?	20 Eastfield Road, Ross On Wye, Herefordshire, HR9 5JY Tel:01989 562852		<b>Tea, B&amp;B, Discussion of programme</b>	M & P Rollnick
25 Fri. 9th	9.00am - 10.00am	Aylestone High Sch. Broadlands Lane, Hereford, HR1 IHY Tel:01432 357371	25, 14yrs old	<b>Big/Ultimate questions FROM students. Eg. Science &amp; Religion. Who made the Universe. Suffering. Life after death. Jewish Responses to the Holocaust. Religion &amp; Conflict - etc</b>	Kevin Scot (Head of RE)
	10.00 am -11.00 am	Ayleston High Sch. as above	25, 14yrs old	<b>AS ABOVE</b>	Kevin Scot
	11.30am - 12 noon	Lunch, or travel then lunch?			
	1.30pm - 2.30pm 2.30pm - 3.30pm	Wigmore High School, Ford St. Wigmore, Leominster, Herefordshire HR6 9UW Tel: 01568 770323	25, 14yrs (Yr 9) 25, 14yrs (Yr 9) (Different groups)	<b>Dialogue with Rabbi Danny. Students questions about being Jewish/suffering, More to be provided in advance.</b>	Kate Mayglothling (Head of RE)
	5.00pm - 7.15pm	Rest & Refreshment		Rest & refreshment at the home of Sec. of Herefordshire Jewish Community	Andrea Berry-Ottaway Sec. of HJC
	7.30pm - 9.30pm	Church of Our Lady, Parish Room, Belmont Rd Hereford.	HJC Members	<b>Oneg Shabbat Service</b>	Andrea (Sec.) and David Springer, (Chair HJC)

# RABBI DANNY - ITINERARY

## Educational Weekend in Herefordshire

<b>Mon. 12th</b>	11.00am - 12 noon	Hereford Cathedral School The Cathedral Close Hereford, HR1 2NW Tel: 01432 363522 (Dial O)	25, Ages 12-13	<b>Current anti-Semitism, Racism</b> (Have covered Holocaust recently)	Elizabeth Locke (Head of RE)
	12.15pm - 1.00pm	LUNCH			Maurice Rollnick
	1.20pm - 1.50pm	Broadlands Primary School Prospect Walk Tupsley Hereford, HR1 1NZ Tel 01432 266772	60, Ages 6-7yrs	<b>Special People/books/Exodus + Artifacts</b>	Mrs Ami Watkins
	2.10pm - 2.40pm	Bishop of Hfd. Bluecoat Sch. Hampton Dene Rd., Hereford, HR1 1UU Tel: 01432 357481	Assembly of 200 Ages 12 - 13	<b>Being Jewish &amp; Keeping Faith in a Modern, Secular Britain</b>	Peter Bowen, (Head of RE)
	3.00pm - 4.00pm	Relaxation time!			
	4.15 pm - 6.00pm	Bishop of Hfd. Bluecoat Sch.	25 - 30 primary School Teachers	<b>A talk for Primary School Teachers 'Jewish Concepts in the Herefordshire Agreed Syllabus'* (See NOTES - Next Page)</b>	Peter Bowen
	6.15pm - 7.15pm	Home of CCJ Member		Rest & Refreshment in Hereford	Joyce Marcus
	7.30pm - 9.15pm	Parish Room, Belmont Rd. Hereford.(Church of Our Lady)	30 - 40 (Mainly Christian)	<b>CCJ meeting. Rabbi Danny talk. The Derivation and Modern Relevance of Judaic Liturgy'</b>	Maurice (Chair)

# RABBI DANNY - ITINERARY

## Educational Weekend in Herefordshire

### NOTES

<b>Mon 12th</b>	4.15pm - 6.00pm	Bishop of Hfd Bluecoat Sch.	25 -30 Primary School Teachers	<b><u>Herefordshire Agreed Syllabus</u></b> <b>Discuss importance to Jews of:-</b> The Creation story and G-d. Shabbat. The Holy books. Moses and Pesach. Belonging to a Jewish Community.
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