

# AGENDA

## Standing Advisory Council for Religious Education (SACRE)

Date: **Monday 21 November 2011**

---

Time: **2.00 pm**

---

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

---

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

For any further information please contact:

**Paul James, Democratic Services Officer**

Tel: 01432 260460

Email: [pjames@herefordshire.gov.uk](mailto:pjames@herefordshire.gov.uk)

---

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

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

## Membership

**Chairman**  
**Vice-Chairman**

**Councillor J Stone**

**Councillor CNH Attwood**

**Mrs. C. Ault**

**Mrs L Barker**

**Revd. P. Barlow**

**Mr. P. Bowen**

**Mrs S Bryant**

**Councillor EMK Chave**

**Venerable Tsuiltrim Tenzin**

**Choesang**

**Mrs A. Daniel**

**Miss Emilie James**

**Mrs Gurmit Jutle**

**Rev DT Meachem**

**Sr. D. O'Donnell**

**Ms C Wolfe**

Local Authority

Bahai faith

Secondary School Teachers

Church of England

Church of England

Church of England

Local Authority

Buddhist

Primary School Teachers

Special School Teachers

Sikh Faith

Churches Together in Herefordshire

Roman Catholic Church

Jewish Faith

## Non Voting

**Mrs S Catlow-Hawkins**

**Ms. K. Mayglothling**

**Miss Allyson Taylor**

Co-opted member

Co-Opted Member

Co-opted Member

## GUIDANCE ON DECLARING PERSONAL AND PREJUDICIAL INTERESTS AT MEETINGS

### What is a personal interest?

You have a personal interest in a matter if that matter affects the well-being or financial position of you, your relatives or people with whom you have a close personal association more than it would affect the majority of other people in the ward(s) to which the matter relates.

A personal interest can affect you, your relatives or people with whom you have a close personal association positively or negatively. If you or they would stand to lose by the decision, you should also declare it.

You also have a personal interest in a matter if it relates to any interests, which you must register.

### What do I need to do if I have a personal interest?

You must declare it when you get to the item on the agenda headed "Declarations of Interest" or as soon as it becomes apparent to you. You may still speak and vote unless it is a prejudicial interest.

If a matter affects a body to which you have been appointed by the authority, or a body exercising functions of a public nature, you only need declare the interest if you are going to speak on the matter.

### What is a prejudicial interest?

You have a prejudicial interest in a matter if;

- a) a member of the public, who knows the relevant facts, would reasonably think your personal interest is so significant that it is likely to prejudice your judgment of the public interest; and
- b) the matter affects your financial interests or relates to a licensing or regulatory matter; and
- c) the interest does not fall within one of the exempt categories at paragraph 10(2)(c) of the Code of Conduct.

### What do I need to do if I have a prejudicial interest?

If you have a prejudicial interest you must withdraw from the meeting. However, under paragraph 12(2) of the Code of Conduct, if members of the public are allowed to make representations, give evidence or answer questions about that matter, you may also make representations as if you were a member of the public. However, you must withdraw from the meeting once you have made your representations and before any debate starts.

**AGENDA**

	<b>Pages</b>
<b>1. APOLOGIES FOR ABSENCE</b> To receive apologies for absence.	
<b>2. NAMED SUBSTITUTES (IF ANY)</b> To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.	
<b>3. MINUTES</b> To approve and sign the Minutes of the meeting held on 6 July 2011.	1 - 6
<b>4. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</b> To answer any pre-received written questions from members of the public.	
<b>5. MEMBERSHIP OF SACRE - UPDATE</b> a) To note the resignation of Mr Zack Pandor, Muslim faith Member, from Group A.  b) To consider a request from the British Humanist Association to become a member of Herefordshire SACRE.	7 - 8
<b>6. RELIGIOUS STUDIES EXAMINATION RESULTS FOR 2011</b> To consider the Religious studies examination results for 2011.	9 - 12
<b>7. 2012 SACRE ANNUAL CONFERENCE</b> To consider arrangements for the 2012 SACRE Annual Conference.	
<b>8. 'LOOKING FOR MEANING' PROJECT (WESTHIL/NASACRE AWARD) - UPDATE</b> To receive an update on the 'Looking for Meaning' project supported by Westhill/NASACRE Award funding.	13 - 18
<b>9. UPDATE ON ANY NEW GOVERNMENT INITIATIVES IN RE</b> To report any further changes to the government's education strategy that may affect the teaching of religious education in Herefordshire Schools.	
<b>10. SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR 2010/11</b> To comment on the draft SACRE Annual Report for the academic year September 2010 to July 2011. (NOTE: copies of the draft report have been issued to members with the agenda and are available on request)	19 - 20

**11. BBC COMMISSIONED COMRES SURVEY INTO COLLECTIVE WORSHIP IN SCHOOLS** | 21 - 22

To bring to SACREs attention a BBC commissioned ComRes survey into Collective Worship in schools reported on Websites in September 2011.

**12. MINDFULNESS IN SCHOOLS PROJECT**

The Venerable Tsultrim Tenzin Choesang to report on developments in the Mindfulness in Schools Project.

**13. DATE OF NEXT MEETING.**

To note that the next meeting will be held at 2.00pm on 19 March 2012 at Brockington. Further dates will ne notified in due course.

HEREFORDSHIRE COUNCIL

**MINUTES of the meeting of Standing Advisory Council for Religious Education (SACRE) held at The Council Chamber, Brockington, 35 Hafod Road, Hereford on Wednesday 6 July 2011 at 2.00 pm**

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

Councillor CNH Attwood, Revd. P. Barlow, Councillor EMK Chave, Venerable Tsuiltrim Tenzin Choesang, Ms. K. Mayglothling, Mrs S McCamley, Rev DT Meachem, Sr. D. O'Donnell and Ms C Wolfe

**66. LOCAL AUTHORITY MEMBERS AND CHAIRMAN OF SACRE**

SACRE noted that following the Local Authority elections in May 2011 the Council's political group leaders had appointed Councillor CNH Attwood, Councillor EMK Chave and Councillor J Stone to serve on SACRE. In accordance with the SACRE Constitution the Chairmanship of SACRE is drawn from the Local Authority membership. Councillor Stone had been appointed Chairman.

Councillor Stone (Chairman) thanked Mrs WU Atfield (who had not stood for re-election) and Councillor Brig. P Jones CBE, (who had not been re-appointed to SACRE) for their support and contributions to the work of SACRE. He welcomed Councillor CNH Attwood and Councillor EMK Chave to the meeting.

**RESOLVED: That the changes to Group D (Local Authority Membership) and the re-appointment of Councillor J Stone as Chairman be noted.**

**67. APOLOGIES FOR ABSENCE**

Apologies were received from: Mrs C Ault; Mrs S Bryant; Mrs S Catlow-Hawkins; Mrs A Daniel; Miss E James; Mrs G Jutle; Mr Z Pandor and Miss A Taylor.

The Clerk to SACRE reported that Committee C (Teacher Associations) was unrepresented and therefore the meeting would proceed on an advisory basis.

**68. NAMED SUBSTITUTES**

Mrs S McCamley, on behalf of the Church of England Diocese, substituted for Mrs S Bryant.

**69. MINUTES**

**RESOLVED: That the minutes of the meeting held 28 March 2011 be approved as a correct record and signed by the Chairman.**

**70. RESPONSE TO WRITTEN PUBLIC QUESTIONS**

No written questions had been received.

## 71. NASACRE / WESTHILL AWARDS 2011/12

As Mr T Jenkins was in attendance for this item the Chairman agreed to move the item up the agenda.

To receive news of the successful bid to NASACRE / Westhill Awards 2011/12 (Local Young Inter-Faith project)

The Chairman welcomed Mr Tristram Jenkins, Co-opted Member on the NASACRE Executive and former member of Herefordshire SACRE and invited him to comment on NASACRE's consideration of the funding bid.

Mr Jenkins started by giving a brief overview of the work of NASACRE and how the Westhill Awards had come about. He then reported that the Herefordshire bid had been well received by the NASACRE Awards Panel as the project 'Looking for meaning: bringing schools, faiths and communities together' had been well devised with good levels of project detail and contained outline costings. The project would provide a real opportunity for SACRE and the Local Authority to get noticed at a national level. He hoped that the resultant case study would pave the way for other SACREs to develop work in this area. He also hoped that eventually the project could be further developed to include the wider world faiths.

The Chairman commented that while good work had already been undertaken through multi-faith events around the County, this project would bring together the training and support for those developing programmes of activities; would bring together students of different faiths and ethnicities at a conference, and provide a case study that would guide other schools in developing their own multi-faith partnership conferences. Herefordshire is a rural County and the project would also encourage young people to make links to other communities and faiths. The project would be run on behalf of SACRE by the Herefordshire Multi-faith Development Group and managed by Mrs J Mackley.

The RE Consultant reported that a training day for visitors to schools had been organised for 3 October 2011 at Holmer Primary School, Hereford. The event would be for non-teachers to gain experience in how to engage students in active learning.

**RESOLVED: That the success of the bid to NASACRE for project funding towards 'Looking for meaning: bringing schools, faiths and communities together' be noted.**

## 72. NEW AGREED SYLLABUS LAUNCH AT SACRE ANNUAL CONFERENCE

SACRE received an update on the launch of the Herefordshire Agreed Syllabus for Religious Education 2011-2016 and a report on the SACRE Annual Conference.

The Chairman thanked Queen Elizabeth Humanities College, Bromyard, for their hospitality in providing the venue for a very successful Annual Conference on 10 June 2011. He also thanked The Venerable Tsultrim Tenzin Choesang for beginning the Conference by introducing delegates to a meditation session.

The Lead Officer for SACRE presented a report (circulated at the meeting) and reported that in relation to the Agreed Syllabus: each school had receive a booklet copy of the Agreed Syllabus; a new dedicated site within the Herefordshire website had been set up for teachers to access the syllabus documents, and an article had been submitted via the Councils communications team to remind schools of the requirements for RE and to

signpost the website. In relation to the Conference she reported that while initial registration had been slow, 58 teachers or head teachers had attended. Conference evaluations indicated very positive feedback and a number of follow-up intentions by teacher had been identified. Teachers had identified some aspects where they would welcome help and she recommended that the next conference or future training events could respond to the requests.

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

- Places at this year's conference had been heavily subsidised. This will not be available in subsequent years. Conference take up numbers would need to be confirmed earlier in the year.
- Holding the conference at a school had worked well and gave teachers the opportunity to visit other schools. It had also helped to keep costs down. Early booking discounts were already available to schools through the Council's arrangements for providing CDP opportunities.
- An early decision on the date would enable publicity for the event to commence. Information on the Agreed Syllabus had been issued via the website and through 'Schoolsonline'. Consideration was also being given to other information avenues e.g. via the CPD website.
- Overall feedback on the earlier date (Conference was usually held in September) had been positive as many schools had found it easier to release teachers after the exams. Various views were expressed that the summer was a busy term, however, schools use it for planning subject delivery for the new academic year.
- The Lead Officer suggested for consideration the following two areas for next years conference 1) outcomes from the Westhill project relating to the resultant multi-faith case study. 2) possible implications from the new Ofsted Framework expected January 2012 that relates to school provision for pupils' spiritual, moral social and cultural development.
- It was suggested that additional involvement could be provided by making available learning materials from other faiths.
- While monitoring the provision and quality of RE taught according to the Agreed Syllabus is a role that SACRE should undertake, SACRE noted the limited factual information available to enable it to do so. It was suggested that enquiries be made about whether the Directorate Data Team could include a number of strategic RE related questions in the School Census, thereby providing some limited detail.
- It was suggested that analysing this years conference attendance may indicate those schools in need of further assistance e.g. by offering twilight sessions. The Lead Officer responded that a number of schools did not have specialist RE teachers and therefore may benefit from collaborative working on developing programmes of work. This may be facilitated by the RE Consultant at local networking groups and he outlined a number of proposals for developing these groups.
- That school governors had been advised about the new Agreed Syllabus. It was suggested that governors be recommended to consider having a 'Link Governor' in place for RE by September 2011.

**RESOLVED: That**

- a) SACRE continue to hold a school based conference in mid June and that this policy be kept under review;**
- b) The next conference be based upon the two themes: outcomes from the Westhill project relating to the resultant multi-faith case study, and the possible implications from the new Ofsted Framework;**
- c) The Lead Officer make use of appropriate avenues to publicise the conference and work of SACRE and ensure that good practice is disseminated to schools e.g. via news letters to schools.**

- d) **The Lead Officer continue to establish methods of monitoring RE provision and the effectiveness of the Agreed Syllabus for reporting to SACRE.**

**73. PROVISION OF RE CONSULTANCY SUPPORT FOR SCHOOLS FROM APRIL 2011**

SACRE received an update on the budget provision and the commissioning of specialist RE Consultancy.

The Lead Officer for SACRE presented a report (circulated at the meeting) and reported that a budget for SACRE had been confirmed for the 2011/12 financial year. The major expenditure was to secure specialist RE consultancy advice and support for schools and SACRE (20 days). The remainder of the budget would support the NASACRE subscription and possible attendance at national conference. Funding may also be required to supplement the Consultant support to the NASACRE multi faith project.

**RESOLVED: That the budgetary position set out in the report be noted.**

**74. GOVERNMENT EDUCATION STRATEGY - IMPLICATIONS FOR RELIGIOUS EDUCATION - UPDATE**

SACRE were informed of any further changes to the government's education strategy.

The Chairman confirmed that following the last meeting letters had been sent to local MPs and to the Bishop of Hereford encouraging them to support the inclusion of Religious Education in the English Baccalaureate (EBacc)

The RE Consultant reported that no changes to current RE requirements were likely to be accepted for inclusion in the Government's education strategy. While a range of people had shown support for the inclusion of Religious Education in the EBacc current indications were that the government were unlikely to include it. He highlighted the news release from the National Association of Teachers of Religious Education (NATRE) indicating that RE was already being marginalised in the curriculum as a consequence of being left out of the EBacc. An announcement on the issue was due from the Secretary of State for Education (Michael Gove) before government recess. A positive outcome to the EBacc campaign had been that the profile of RE had been raised and had drawn the national RE community closer together. Herefordshire needed to showcase the good RE being undertaken in our schools and ensure that the good practice was spread across the whole school community.

While school performance may be measured against EBacc results, the RE Consultant emphasised that Religious Education remained a compulsory subject in schools.

Questions were raised around whether religious Ministers in the County were engaged in, and appreciated, the wider context covered by RE within the education system. The traditional teaching of Religious Education based on 'faith issues' had moved on and now also encouraged the exploration of fundamental questions to encourage pupils to develop and use their skills of reflection, interpretation, analysis and application, as well as develop their knowledge and understanding of religion and belief. This could also be applied to the general public's perception of RE in schools.

**RESOLVED: That the situation outlined by the RE Consultant and in the NATRE news release be noted.**



**75. NASACRE EXECUTIVE MEMBER**

SACRE noted that The Venerable Tsultrim Tenzin Choesang had been elected to the NASACRE (National Association of SACREs) Executive.

SACRE congratulated Ani Choesang on her election to the Executive following which she reported that she had attended her first meeting, held in London, and was still learning the ropes. While she hadn't been allocated a specific role on the Executive she had expressed an interest in being involved in the review of Collective Worship due to start later in the year. She anticipated attending the AGM for which finance may be needed.

**RESOLVED: That the election of The Venerable Tsultrim Tenzin Choesang to the NASACRE Executive be noted and that a small contribution towards her travel costs to attend the NASACRE AGM be made.**

**76. MINDFULNESS IN SCHOOLS PROJECT**

The Venerable Tsultrim Tenzin Choesang anticipated being able to report further on her involvement in the 'Mindfulness in Schools Project' at the November meeting.

**77. SACRE E-MAIL CONTACT DETAILS**

Members considered whether they wished to formally exchange e-mail contact details to facilitate communication between meeting dates.

The Clerk to SACRE also enquired whether Members wished their details to be made available on the Council's SACRE meetings website and provided a form for completion should they so wish.

**RESOLVED: that Members inform the Clerk of their e-mail details and whether they wish for those details to be publicly released via the Council website.**

**78. MRS VICKY WARD, SECONDARY SCHOOL ADVISOR**

SACRE noted that this had been the last SACRE meeting for Mrs Vicky Ward, who had acted as the Lead Officer to SACRE since March 2010. Mrs Ward would be leaving the Local Authority at the end of July 2011.

On behalf of the SACRE Members the Chairman thanked Mrs Ward for her help, expertise and assistance, not only through her work with SACRE but in her position as Secondary School Advisor. The Chairman presented her with a leaving card signed by Members.

SACRE welcomed Mrs Wendy Boulter, Senior Secondary School Improvement Advisor, who will be taking over the Lead Officer role from Mrs Ward.

The meeting ended at 3.58 pm

**CHAIRMAN**



**MEMBERSHIP OF SACRE - UPDATE****Report By: Democratic Services Officer****Purpose**

- A) To note the resignation of Mr Zack Pandor, Muslim faith Member, from Group A.
- B) To consider a request from the British Humanist Association to become a member of Herefordshire SACRE.

**Report****Muslim Faith Member**

1. In September Mr Zack Pandor resigned from SACRE as he had taken up a new post in Gloucestershire. His e-mail message said 'I wish SACRE all the very best for the future, it's achieved an enormous amount of good across the county and I am pleased and privileged to have been part of that.' On behalf of SACRE I have thanked him for his valuable input to the work of SACRE, his knowledgeable contributions to Religious Education in the County through his involvement in the Agreed Syllabus Conference and his involvement in the Multi-Faith Group.
2. A vacancy now exists on Group A for a Muslim faith Member. SACRE may wish to consider whether to request the Local Authority to seek a suitably accredited replacement.

**British Humanist Association**

3. The below is an extract from an e-mail received 14 September 2011, from Richy Thompson, Campaigns Officer (Faith Schools and Education), British Humanist Association (BHA).

*The 2001 Census, when asking "What is your religion?", recorded that 12.55% of the population of Herefordshire answered "no religion", but 2009 British Social Attitudes Survey, when asking "Do you have a religion?", recorded that 51% of the country as a whole answered "None". So the numbers are substantial. Humanists and the BHA aim to represent all non-religious people, in addition to those who specifically identify as humanists.*

*The BHA has several hundred members and supporters in Herefordshire, and should Herefordshire SACRE be willing to accept a humanist, we will get in touch with some of them to find someone suitable.*

4. SACRE last formally considered a suggestion for Humanist representation on SACRE on 2 December 2003 when it was decided that the Lead Officer, the then Head of IASPS, should invite an accredited representative from the Marches Humanist Group to be considered for co-option. At that time no accredited representative came forward.

5. The latest advice has been sought from NASACRE on the suggested appointment of a Humanist Member. They have responded that the new guidance<sup>1</sup>, which they say is “in limbo as far as the new government administration is concerned”, does not reiterate the explicit prohibition of Circular 1/94. However, the law itself has not fundamentally changed. Proper clarification of this issue would need to be tested in law.
6. Appreciating that in the interests of being inclusive a number of SACREs have appointed a Humanist Member to Group A – however the legal basis for their appointment has not been established. Until such time as the position in law has been clarified Herefordshire SACRE should carefully consider the position before making any recommendation concerning appointing a Humanist to Group A.
7. An alternative to appointing a full voting Member could be to co-opt a non-voting member. The new guidance states on page 13 that “such co-opted members may provide educational expertise, young peoples’ views or religious and non-religious views that reflect a diverse multi-cultural society.” If SACRE are minded to include the views of a Humanist representative then they could recommend that the Local Authority seek to co-opt an accredited Humanist representative. This would be a non-voting position on SACRE. They would not be permitted to be part of any future Agreed Syllabus Conference.
8. It is for the Local Authority to make any appoint to SACRE and therefore the Local Authority are seeking the views of SACRE before any further contact is made.

## RECOMMENDATION

### THAT

- a) **SACRE consider whether to request the Local Authority to seek a replacement Muslim Member; and**
- b) **the request by the British Humanist Association to have a Member on SACRE be considered.**
- c) **Subject to the outcome of b) above the Clerk be authorised to amend the constitution appropriately.**

## BACKGROUND PAPERS

- None.

---

<sup>1</sup> Religious education in English schools: Non-statutory guidance 2010. “Group A: Christian denominations and such other religions and religious denominations as, in the authority’s opinion, will appropriately reflect the principal religious traditions in the area”.

**People's Directorate**

Blackfriars

PO Box 185

Blackfriars Street

## Religious STUDIES Examination results for 2011

### Summary

#### Results

- Full course GCSE results in Herefordshire remain above the national average but have dropped in terms of students achieving A\*-C across the county by 4% from 2010.
- Short Course results at GCSE A\*-C are just below the national average and also 4% lower than in 2010.
- Within the cohort of students taking Religious Studies at KS5 a 100% pass rate has been maintained at both A and AS level.

#### Entry

- There has been an overall increase in the numbers of students entered for full course GCSE RE from 2010. Two schools made no entries for full course in 2011.
- There was a fall in the number of students entered for GCSE short course in 2011 compared to 2010. One school made no entries.
- Total entries for any kind of GCSE in RE in 2011 represents 55% of the total cohort, a decrease from the proportion in 2010 which was 65% of the cohort. Some schools had a different entry pattern from 2010.
- In 2011 two post 16 providers entered students for A level and/or AS level. The numbers taking AS level increased from 2010.

## Detail of the breakdown of results at KS4 and KS5

Results for the 2011 GCSE and GCE A Level examinations for Religious Studies (subject to final validation) are summarised in Appendix A together with comparative data from 2010.

### Key Stage 4 GCSE Religious Studies

1. In the 2011 full GCSE examination students gained 79.7% A\* - C passes (Boys = 73.5%, Girls = 85.1%) which was above the national average of 71.7% and below the 2010 results of 83.8% (Boys = 75.7%, Girls = 89.5%).
2. In the 2011 short course GCSE examination students gained 43.3% A\* - C passes (Boys = 36.2%, Girls = 51.0%) which is below the national average of 50.4% and below the 2010 results of 47.8% (Boys = 38.5%, Girls = 58.3%).
3. 552 students (257 Boys, 295 Girls), 28.2% of all students at the end of KS4 in Herefordshire maintained schools in 2011, entered for the full GCSE, an increase from the 550 students, 28.1% of all students (226 Boys, 324 Girls) in 2010. Four schools increased the number of candidates entered. Five schools decreased the number of candidates entered. Two schools made no entries.
4. 515 students (268 Boys, 247 Girls), 26.3% of the county's end of KS4 cohort, took the Short Course. This was a decrease on 2010 when 655 students (348 Boys, 307 Girls) 33.5% took it. Three schools decreased the number of entries for the short course and increased entries for the full course. Two schools increased their entries in the short course.
5. Total entries of 1067 (525 Boys, 542 Girls) represented 55% of the cohort, a decrease from the proportion in 2010 which was 1270 (618 Boys, 652 Girls) representing 65% of the cohort. Some schools had a different pattern of entry from 2010.

### Key Stage 4 Entry level accreditation

6. In 2011 two schools entered candidates for an entry level qualification. 101 students (60 Boys, 41 Girls) took Entry Level Qualifications in 2011. In 2010 65 (44 Boys, 21 Girls) students sat an entry level examination. The rise in number is due to one school entering 33 candidates for the first time.

### GCE A and AS Level Religious Studies

7. In 2011 two post 16 providers entered students for A level and/or AS level. 102 students (36 Boys, 66 Girls) took A level in 2011, which is 19 more than in 2010 when there were 84 (31 Boys, 53 Girls)
8. The numbers taking AS level increased from 27 (14 Boys, 13 Girls) in 2010 to 29 (12 Boys, 17 Girls) in 2011.

(see appendix A for details of results)

**Learning and Achievement Service – Wendy Boulter (Senior Secondary Advisor)**

**Data supplied by: Quality and Improvement Team. Paul Cooper and Ian Sockett**

## Appendix A

### GCSE 2011 Results for Religious Studies

#### Religious Studies

	Full Course				
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>552</b>	<b>440</b>	<b>79.7%</b>	<b>548</b>	<b>99.3%</b>
Boys	257	189	73.5%	253	98.4%
Girls	295	251	85.1%	295	100.0%

#### Religious Studies

	Short Course				
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>515</b>	<b>223</b>	<b>43.3%</b>	<b>494</b>	<b>95.9%</b>
Boys	268	97	36.2%	251	93.7%
Girls	247	126	51.0%	243	98.4%

#### Religious Studies

	ELQ Band C				
	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3
<b>Boys &amp; Girls</b>	<b>101</b>	<b>101</b>	<b>5.1%</b>	<b>53.5%</b>	<b>42.9%</b>
Boys	60	60	8.6%	60.0%	32.8%
Girls	41	41		43.9%	57.5%

### GCE A' Level 2011

#### Religious Studies

	A Level				
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
<b>Boys &amp; Girls</b>	<b>73</b>	<b>65</b>	<b>89.0%</b>	<b>72</b>	<b>98.6%</b>
Boys	24	22	91.7%	24	100.0%
Girls	49	43	87.8%	48	98.0%

#### AS Level

	AS Level				
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
<b>Boys &amp; Girls</b>	<b>29</b>	<b>15</b>	<b>51.7%</b>	<b>25</b>	<b>86.2%</b>
Boys	12	7	58.3%	12	100.0%
Girls	17	8	47.1%	13	76.5%

### GCSE 2010 Results for Religious Studies

#### Religious Studies

	Full Course				
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>550</b>	<b>461</b>	<b>83.8%</b>	<b>544</b>	<b>98.9%</b>
Boys	226	171	75.7%	221	97.8%
Girls	324	290	89.5%	323	99.7%

#### Religious Studies

	Short Course				
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>655</b>	<b>313</b>	<b>47.8%</b>	<b>631</b>	<b>96.3%</b>
Boys	348	134	38.5%	330	94.8%
Girls	307	179	58.3%	301	98.0%

#### Religious Studies

	ELQ Band C				
	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3
<b>Boys &amp; Girls</b>	<b>65</b>	<b>63</b>	<b>13.8%</b>	<b>35.4%</b>	<b>47.7%</b>
Boys	44	42	11.4%	50.0%	34.1%
Girls	21	21	19.0%	4.8%	76.2%

### GCE A' Level 2010

#### Religious Studies

	A Level				
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
<b>Boys &amp; Girls</b>	<b>18</b>	<b>9</b>	<b>50.0%</b>	<b>12</b>	<b>66.7%</b>
Boys	3	1	33.3%	3	100.0%
Girls	15	8	53.3%	9	60.0%

#### AS Level

	AS Level				
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
<b>Boys &amp; Girls</b>	<b>9</b>	<b>5</b>	<b>55.6%</b>	<b>9</b>	<b>100.0%</b>
Boys	5	2	40.0%	5	100.0%
Girls	4	3	75.0%	4	100.0%

**Results from Hereford Sixthform College:**

**A2 Level**

Subject	Entries	% A-B	% A-C
Theology	56	71.4%	94.6%

**AS Level**

Subject	Entries	% A-B	% A-C
Theology	26	38.5%	53.8%

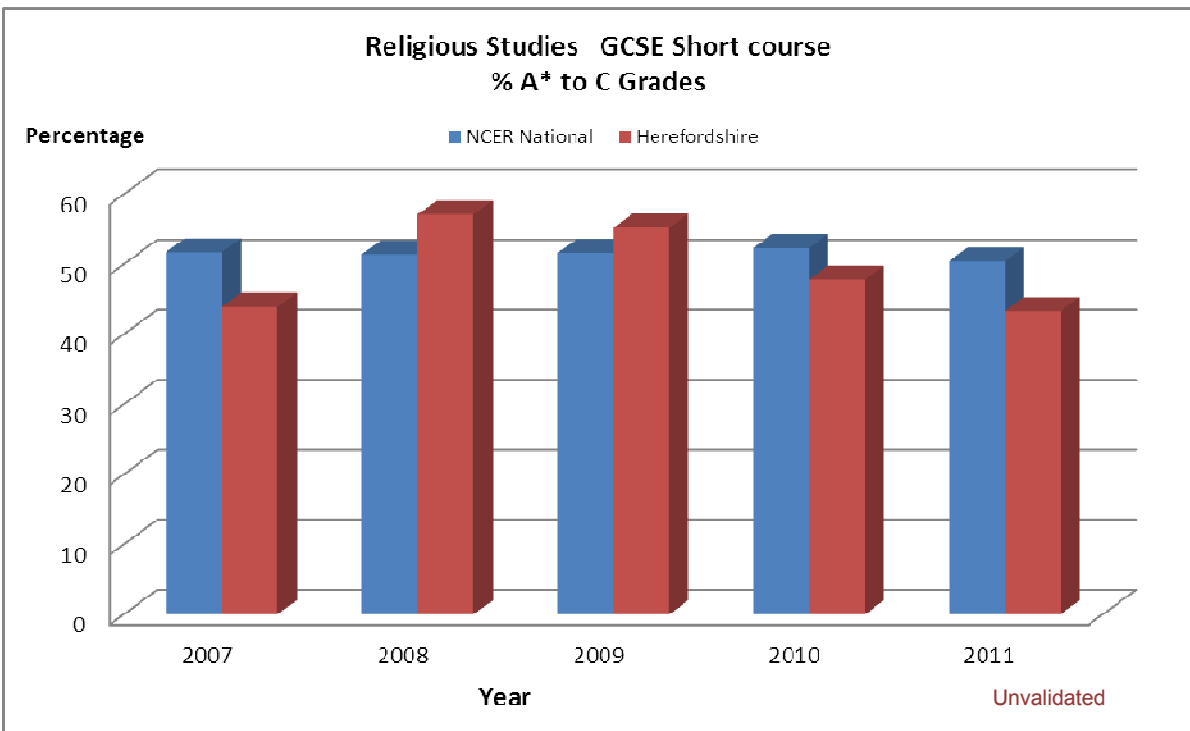
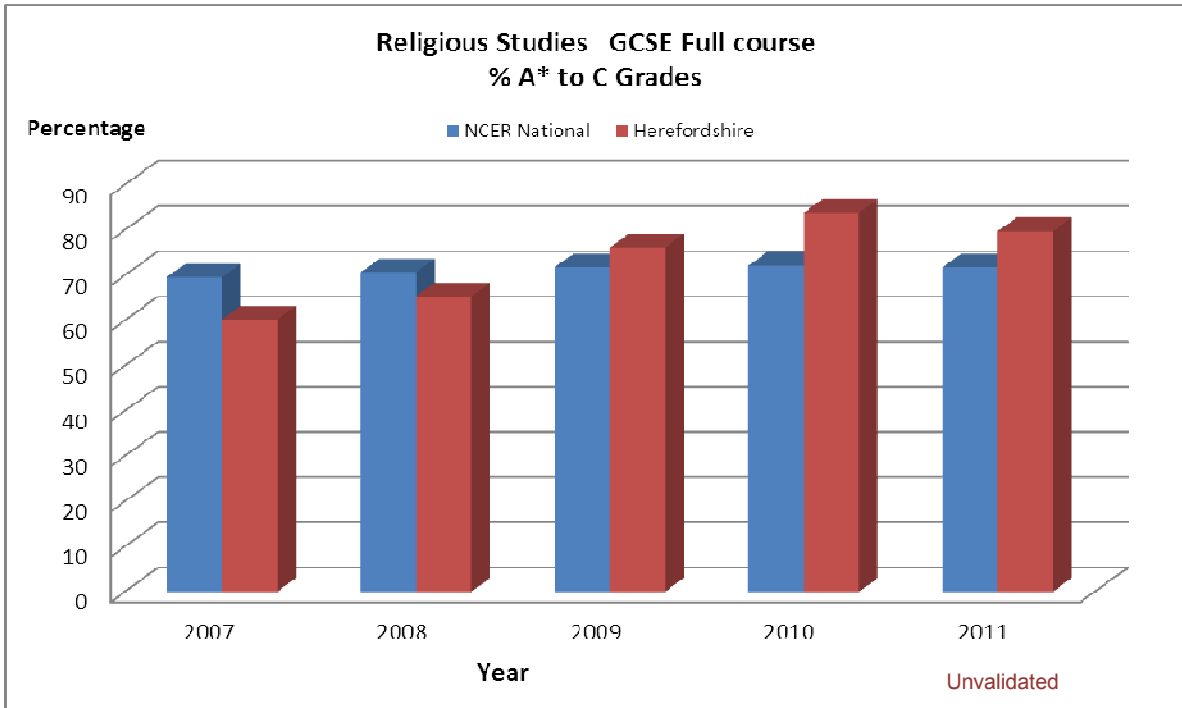
**Results from Hereford Sixthform College:**

**A2 Level**

Subject	Entries	% A-B	% A-C
Theology	66	71.0%	90.0%

**AS Level**

Subject	Entries	% A-B	% A-C
Theology	18	47.0%	69.0%





## Developing Encounter in RE

### WESTHILL/NASACRE Awards 2011/12 Herefordshire SACRE

Research has demonstrated that encountering people of different faiths is one of the most effective ways of breaking down barriers and overcoming prejudices and misconceptions. The Westhill/NASACRE project run by Herefordshire SACRE bears this out in the experiences of pupils, teachers and faith community representatives.

### The Context

Young people living in Herefordshire have very few opportunities to meet people from faiths and beliefs other than Christianity. Herefordshire is not ethnically or religiously diverse. The 2001 national census indicated that there are 63 Sikhs, 105 Hindus, 130 Jews, 174 Muslims, 347 Buddhists, about 447 in other faiths and over 138,000 Christians in the whole of the county with a population of some 175,000. The county has no Synagogues, Mosques or other purpose built places of worship except for Christian-churches.

Whilst there is a great deal of diversity in Birmingham, pupils at the Al-Hijrah School have few structured opportunities to meet people of different faiths. The project aimed to bring together pupils from Birmingham and Herefordshire to explore the theme of “Where is the meaning in my life?” from Christian, Jewish and Muslim perspectives, as well as non-religious viewpoints expressed by students.

### The Project

The project had three parts:

- training visitors from a range of faiths and worldviews to develop some compelling and collaborative activities for students to explore different faiths and beliefs;
- a KS4 conference for students of different faiths and ethnicities;
- and a case study of the conference written up on the NASACRE website to guide other schools in providing a multi-faith partnership conference.

### The Training Day

On 3<sup>rd</sup> October 2011, representatives from a range of communities gathered together at Holmer Primary School, Hereford, to develop workshops that would draw the most out of pupils in their encounters with people of different faiths and beliefs. Stephen Pett, RE Today Services, worked with representatives from Baha’i, Buddhist, Christian, Hindu, Humanist, Jewish, Muslim and Sikh communities, together with Kate Mayglothling, Head of RE at Wigmore High School, Hereford, and Joyce Mackley, secretary of the Herefordshire Multi-faith Development Group and administrator of the project.



Those present tried out five activities which modelled an interactive approach to engaging pupils in workshops, including materials and strategies such as:

- encountering stories and stimuli that make pupils stop and think;
- activities enabling pupils to handle texts and explore different interpretations;
- exploring a range of viewpoints from believers within and beyond the faith communities;

- enabling pupils to articulate responses through a variety of means of expression;
- helping pupils to apply the lessons from their encounters into their everyday lives;
- reflecting on the impact of their encounter for their school and local communities.

From these activities, the group agreed [five principles](#) to follow when planning workshops in schools:

- a) Aims:** be clear about what you are trying to do
- b) Stimulus materials:** choose a stimulating, thought-provoking resource
- c) Active learning:** make sure you get students to be actively involved in processing the ideas, not just passive recipients
- d) Pitching it right:** Level 5 and above for Y9 up – looking at the varying impact of belief, exploring a range of interpretations, asking pupils to demonstrate personal insights and understanding
- e) Applying the lessons:** what opportunities are you going to give to allow students to consider the impact of your ideas for themselves?

Representatives had brought some materials from their own traditions – something that was meaningful in their lives. They spent some time looking at how they might use these objects, stories, texts, images or songs to engage an audience of pupils, to provoke questioning and develop understanding. Stephen Pett then gave them [three model outlines](#) for a workshop session, and they collaborated in developing their own workshops. For the four representatives who were going to be the workshop leaders at the multi-faith encounter conference at Wigmore High School, this was a particularly fruitful session.

Whilst some were a little daunted at the demands being placed upon them, all agreed that it helped them to see how to draw better responses from pupils and avoid the tendency to think that a workshop should be dominated by the visitor talking at the pupils. It was noted that this is particularly important if schools are paying for faith representatives to lead workshops.



Feedback was highly encouraging, including this comment from the Humanist representative:

*Humanists always feel a little on the defensive when it comes to matters RE. After all, why should non-religious people be involved in religious education? Certainly this remains the impression given in the case of SACRE meetings, where Humanists can sometimes only attend in an ‘observer’ capacity.*

*However I must report that ‘this odd one out’ perception was certainly not borne out during the training day at Holmer School. I was made to feel very much an inclusive member of the group. The presentation by the course leaders constantly put the emphasis on the importance of comparative RE rather than Religious Instruction. Interaction with other group members was friendly and co-operative and there wasn’t the least sign of friction. If this congenial training day spirit could be transported to a wider audience, society would be a much better place as a result.*

*I have no suggestions for any improvements to course methodology. Materials were very appropriate and presentation was highly professional.*

*A big thank you to all.*

Another faith representative commented on what went well:

- *Hearing different suggestions about how to engage groups and encourage individual ideas – especially filling in the survey/questionnaire and passing 3 times to others to maintain anonymity.*
- *Importance of smaller group work and enabling everyone to participate (e.g. passing to left etc)*
- *Importance of changing approaches around – avoiding getting stuck in doing things all the same way.*
- *Importance of looking at games and different ways of presenting information/everything*
- *Importance of clearly planning – aims and objectives – timing etc.*

## The KS4 conference

Tuesday 17<sup>th</sup> October: Muslim and Roman Catholic pupils from the Al-Hijrah High School, Birmingham, and St Mary's RC High School, Hereford, converged on Wigmore High School, a rural comprehensive set in the beautiful countryside of North Herefordshire. Various last minute obstacles had been overcome, such as one school pulling out two days earlier due to the announcement of an Ofsted inspection. Detailed preparation and planning had been completed, including a sophisticated labelling system which grouped the pupils for small discussion groups and larger activity groups, ensuring a mix of pupils from different schools and with different beliefs.

Wigmore head teacher Andy Shaw led an assembly to welcome the visitors, linking the need for such positive encounters to the recent world population total reaching seven billion. Head of RE, Kate Mayglothling, then outlined the day, introducing the theme of "Where's the meaning in my life?" and challenged the pupils to make the most of the opportunity ahead of them. Ice-breaker activities immediately had the hundred Muslim, Christian, atheist and agnostic pupils talking and working together.



The [programme](#) for the day enabled mixed groups to attend four workshops, with one Jewish, one Christian and two Muslim workshop leaders. Each speaker built on their experience at the training day and had developed an interactive workshop to explore where the meaning is in their own lives.



**Dain Pritchard** focused on words and music in his exploration of what was most meaningful in his Christian life. By asking pupils to consider what were the most important things to have in a relationship, he revealed how he sees his Christian life as being about a relationship with God rather than following a list of do's and don'ts. To deepen understanding of what this would mean, pupils analysed Isaac Newton's hymn, Amazing Grace, finding resonances between Christian and Muslim ideas of God. Pupils considered what a Christian might write in a hymn or song to God,

before Dain performed one of his own songs.

**Jane Silver-Corren** asked pupils to consider a range of values and to see which might relate to Judaism, Islam and Christianity, with the conclusion that there are many values these faiths hold in common. Pupils looked at their own top three values, such as freedom, health and hope. Jane talked about ways in which food was very important to her, illustrating this with *chollah* and getting some pupils to do a brief re-enactment of the opening



prayers for *Shabbat*. Drawing comments from the pupils, Jane showed ways in which food plays a significant part in many celebrations in different faith traditions, highlighting similarities and differences between her Jewish practice and other traditions.



**Salma Kaka** explained the things that gave her meaning in life: the Qur'an, her family, and peace and happiness. With a pupil activity to introduce each one, she explored how the story of Mary in the Qur'an inspires her, and how her role as a mother, daughter, sister and mother-in-law brought both respect and responsibility. Using a human bar chart activity, pupils found out the group's views on what brought them peace and happiness – ranging from drinking on a Saturday night, to desiring fame, to prayer. Salma talked about how her

morning prayer is the time that grounds her every day, bringing her peace and happiness for the day ahead.

**Razwan Ul-Haq** presented some of his sophisticated calligraphic art to get pupils to grasp that what we see when we look at art and in life is informed by our presuppositions, by our frame of reference. He explained that his frame of reference is formed by God, science and art. Pupils explored each of these areas: they mapped values and activities onto a Venn diagram to show which might be part of a religious or a non-religious life, or both. They discussed some statements about religion and science, and then had a go at doing some art to express the meaning in their own life. Raz showed how his artwork reflected the meaning in his life.



Gathering all of the pupils together for a final session, Kate Mayglothling continued the opportunities for dialogue between people with different beliefs by giving them the Values Game to play (see *Looking Inwards, Looking Outwards* ed. Joyce Mackley, and *Opening up Respect* ed. Fiona Moss, both from RE Today Services). They were then asked to put together a brief presentation on what they had gained from the day. Some brave groups spoke in front of the gathered pupils and teachers: one rap presentation included the line, "Now we know about different

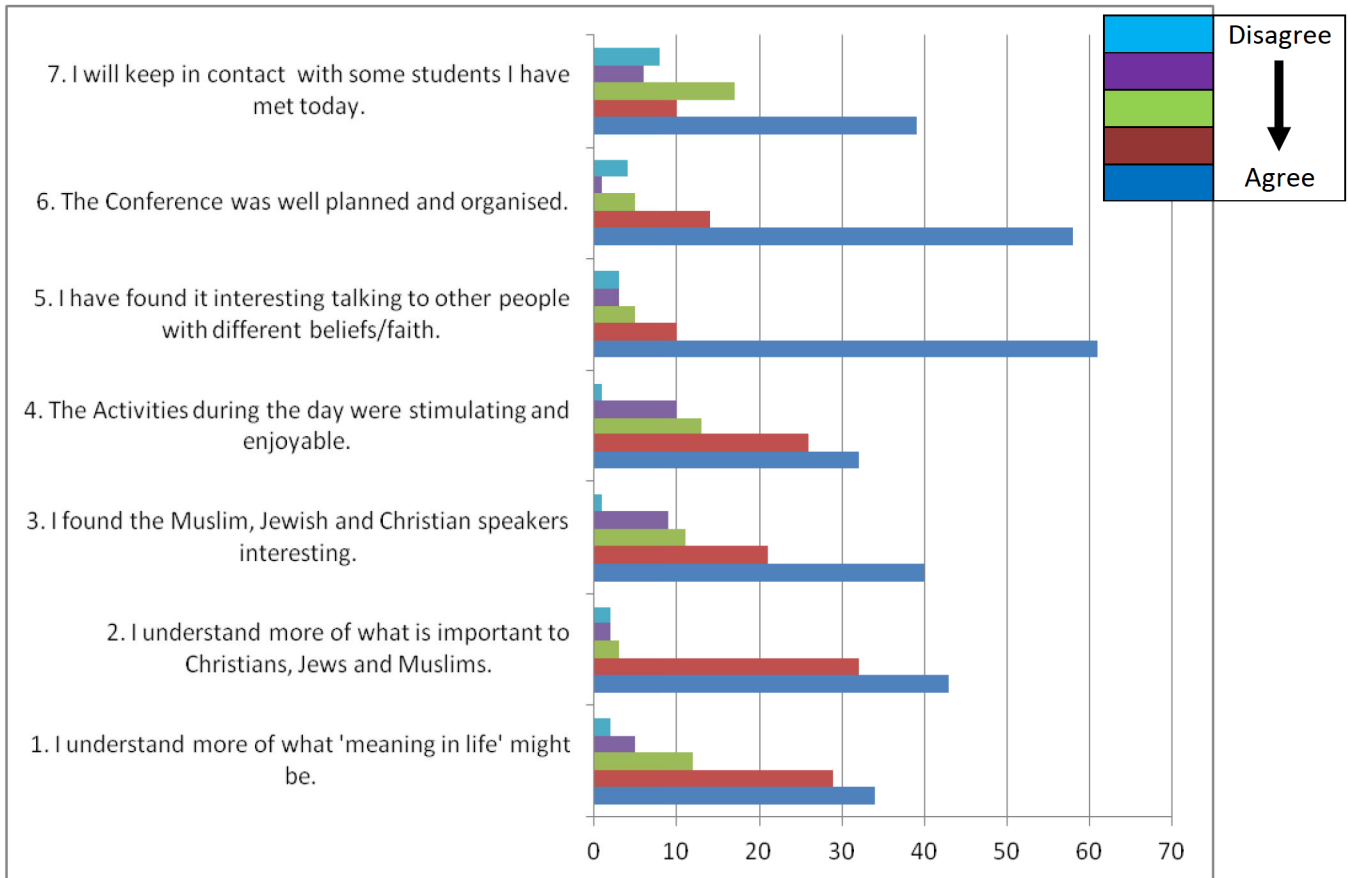
religions we make different decisions"; another group said that they recognised that there were many more things linking them than separating them; another used the term "harmony" to sum up the message of the day.

## Epilogue

As the pupils from St Mary's and Wigmore dispersed, the pupils and staff from Al-Hijrah High School joined together with the visiting Muslim workshop leaders in their midday and afternoon prayers in the school hall. This moment of calm was a reminder of how some of the ideas and practices spoken about throughout the day wove like a ribbon through the lives of many of those present.

Stephen Pett  
RE Today Services  
October 2011

*Pupil feedback from the day:*



**Thanks to:**

- Westhill Trust/NASACRE for supporting this project.
- Herefordshire SACRE for backing interfaith encounter in Hereford.
- Staff and pupils at Wigmore High School, Hereford, for hosting the conference. Particular thanks to Kate Mayglothling and support staff at Wigmore for organising and running the day.
- Tristram Jenkins for his interest and participation in the project.
- Joyce Mackley and the members of the Herefordshire Multi-faith Development Group for their continued passion for interfaith dialogue and encounter in Herefordshire schools.
- The [faith representatives](#) for attending the training day, and for the four who contributed to the conference at Wigmore.
- Stephen Pett, RE Today Services, for leading the training day.



## **DRAFT HEREFORDSHIRE SACRE ANNUAL REPORT – ACADEMIC YEAR 2010/2011**

**Report By: Democratic Services Officer**

### **Purpose**

1. To comment on the draft SACRE Annual Report for the academic year September 2010 to July 2011.

### **Report**

2. Members will recall that SACREs are required to produce an annual report for submission to QCDA (formerly QCA). The Government decided to close QCDA as part of its wider reform of education (currently part of the Education Bill). Following the demise of QCDA the Clerk has again enquired of the Department for Education about the requirement for an annual report and who is it to be supplied to. A response is still awaited.
3. The National Association of SACREs (NASACRE) has requested that they be provided with copies of reports.
4. Therefore to comply with the current understanding of the requirements a draft annual report indicating the work of Herefordshire SACRE during the academic year September 2010 to July 2011 has been produced. Copies of the draft have been issued to members of SACRE with the agenda and are available to the public on request from the below contact.
5. In the absence of further guidance the standard report template has been used for this years report.
6. SACRE will have received at this meeting a report on the results of Religious Education examinations in the County and these details, together with any appropriate comments made by SACRE, will also be included in the final document.
7. Information from the agendas and minutes of your meetings have been used by officers to complete the report in accordance with the report template. SACREs input is requested in relation to the last section headed 'Summary' on which SACRE may wish to offer its thoughts.
8. Final proof reading will be undertaken prior to finalising the report.

### **RECOMMENDATION**

- THAT**
- a) SACRE offer its thoughts on the completion of the section headed 'Summary'; and
  - b) subject to any comments by SACRE and final proof reading the SACRE Annual Report 2010/11 be approved and a copy be forwarded to NASACRE.

### **BACKGROUND PAPERS**

- None identified.





## BBC COMMISSIONED COMRES SURVEY INTO COLLECTIVE WORSHIP IN SCHOOLS

Report By: Democratic Services Officer

### Purpose

1. To bring to SACREs attention a BBC commissioned ComRes survey into Collective Worship in schools reported on websites in September 2011.

### Report

2. The National Association of SACRE occasionally provide through their website links to articles or publications of possible interest to SACREs. Their website<sup>1</sup> currently contains a link to an article published in The Guardian on Sunday 11 September 2011 'Its time to scrap the law to provide daily worship in schools'<sup>2</sup>. The article was written by Andrew Copson who is the Chief Executive of the British Humanist Association.
3. Prior to Mr Copson's article a report appeared on the BBC website on 6 September 2011<sup>3</sup> into the result of the ComRes survey for BBC local radio's Faiths programmes.
4. The result of the survey is also reported on the ComRes website<sup>4</sup> and the main details have been extracted from the site and set out below:

'Almost two thirds of parents (64% in England) say that their children don't attend a daily act of collective worship at their schools,'

'The survey also reveals that 60% of the general public are not in favour of enforcing the law which prescribes a daily act of worship in schools.'

'Those without children in the household (39%) feel more strongly than those with children (30%) that the requirement should be enforced.'

'Older members of the public are more likely to agree that this should be enforced than younger people. A majority (51%) of those aged 65 and older believe it should be enforced, compared to less than three in ten (29%) of 18-24 year olds.'

ComRes interviewed 1743 adults in England by telephone, between 15th and 24th July 2011. Data were weighted to be demographically representative of all adults in England.

Out of this sample, 500 respondents are parents of children of school age.

5. Various opinions arising from the survey are voiced via the website articles and ComRes reported that the BBC anticipated that a special series looking more deeply into the issues arising from this research would be broadcast from Sunday 11 September on religious affairs programmes across BBC Local Radio.
6. As little seems to be reported about Collective Worship in schools the above is brought to SACREs attention for information only. SACRE Members may wish to read the websites in full so I have provided the website addresses below.

## RECOMMENDATION

THAT the report be noted.

### BACKGROUND PAPERS

Further Information can be found on the following Web addresses:

1. NASACRE – [www.nasacre.org.uk/](http://www.nasacre.org.uk/)
2. Article in The Guardian – <http://www.guardian.co.uk/commentisfree/belief/2011/sep/11/daily-worship-schools-law>
3. The BBC – <http://www.bbc.co.uk/news/uk-england-14794472>
4. ComRes - <http://www.comres.co.uk/poll/523/bbc-collective-worship-poll.htm#>