

AGENDA

Standing Advisory Council for Religious Education (SACRE)

Date: **Friday 17 March 2017**

Time: **2.00 pm**

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

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

For any further information please contact:

John Coleman, Democratic Services Manager

Tel: 01432 260382

Email: john.coleman@herefordshire.gov.uk

If you would like help to understand this document, or would like it in another format, please call John Coleman, Democratic Services Manager on 01432 260382 or e-mail john.coleman@herefordshire.gov.uk in advance of the meeting.

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

Membership

Chairman Members

Councillor J Stone
Councillor E J Harvey
Councillor M T McEvilly

Mrs Carolyn Ault	Bahai faith
Mrs L Barker	Secondary School Teachers
Mrs S Bryant	Church of England
Mrs S Catlow-Hawkins	Co-opted member
Venerable Tsuiltrim Tenzin Choesang	Buddhist
Mrs A. Daniel	Primary School Teachers
Mrs Gurmit Jutle	Sikh Faith
Mrs K Mayglothling	Co-opted Member
Anna Nugent	County Ecumenical Officer, Herefordshire
Sr. D. O'Donnell	Roman Catholic Church
Miss Allyson Taylor	Co-opted Member
Hannah Tong	Barrs Court School
Mrs M Williams	The Bishop of Hereford Bluecoat School
Ms C Wolfe	Jewish Faith

AGENDA

		Pages
1.	APOLOGIES FOR ABSENCE To receive apologies for absence.	
2.	NAMED SUBSTITUTES (IF ANY) To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.	
3.	MINUTES To approve and sign the Minutes of the meeting held on 18 November 2016.	7 - 10
4.	RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY) To answer any pre-received written questions from members of the public.	
5.	CHAIRMAN UPDATE To receive the Chairman's update. A copy of the current guidance on RE visits and visitors is attached for information as it will be referenced in the chairman's update.	11 - 24
6.	PLANS FOR PROFESSIONAL DEVELOPMENT 2017 To receive a verbal report on plans for professional development in 2017/18.	25 - 26
7.	DRAFT SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR SEPTEMBER 2015 TO JULY 2016 To approve the draft SACRE annual report for the academic year September 2015 to July 2016.	27 - 32
8.	UPDATE ON ANY NEW INITIATIVES IN RE To receive an update on recent national reports and their implications for the teaching of religious education in Herefordshire schools.	33 - 44
9.	DATE OF FUTURE MEETINGS To agree dates of future meetings.	

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- Inspect agenda and public reports at least five clear days before the date of the meeting.
- Inspect minutes of the Council and all Committees and Sub-Committees and written statements of decisions taken by the Cabinet or individual Cabinet Members for up to six years following a meeting.
- Inspect background papers used in the preparation of public reports for a period of up to four years from the date of the meeting. (A list of the background papers to a report is given at the end of each report). A background paper is a document on which the officer has relied in writing the report and which otherwise is not available to the public.
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HEREFORDSHIRE COUNCIL

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

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HEREFORDSHIRE COUNCIL

MINUTES of the meeting of Standing Advisory Council for Religious Education (SACRE) held at Committee Room 1, Shire Hall, St Peter's Square, Hereford HR1 2HX on Friday 18 November 2016 at 2.00 pm

Present: Councillor J Stone (Chairman)

Carolyn Ault, Linda Barker, MT McEvilly, Anna Nugent, Sr. Denise O'Donnell and Miss A Taylor

Officers: John Coleman, Alison Naylor and Stephen Pett

The meeting started 14:12.

1. APOLOGIES FOR ABSENCE

Apologies were received from Tsultrim Tenzin Choesang, Cllr EPJ Harvey, Lisa Fraser and Hannah Tong.

2. NAMED SUBSTITUTES (IF ANY)

None.

3. MINUTES

It was noted that Stephen Petts and Lisa Fraser's names were missing from the attendees list, they were in fact present. Reference to Vice Chair should be removed and replaced with Cllr Harvey and Cllr McEvilly. Michelle Williams should be corrected to Melissa Williams.

Resolved: That, subject to the above amendments, the minutes of the meeting held on 18 March 2016 be approved and signed as a correct record.

4. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)

None.

Chairman update

The Chair noted that due to lower than expected attendance, SACRE would not be quorate for this meeting. Some decisions may need to be deferred until the March meeting.

SACRE members noted information on appointing future Chairs. Existing procedures of agreeing new Chairs will remain in place whereby SACRE members nominate a Chair. Once agreed, the decision will be put forward for Council ratification.

5. PLANS FOR PROFESSIONAL DEVELOPMENT 2017

SACRE noted a verbal report from the Chairman highlighting the primary school RE conference at Whitecross School did not go ahead due to disappointing levels of interest. The Worcestershire conference did go ahead and was a great success.

The 2017 conferences will be in Worcestershire and Herefordshire. During the discussions the following points were made.

- It was positive to see the feedback from delegates – 85% of attendees stated that the conference in Worcester was excellent, with 15% saying it was good. Other observations highlighted the value of networking and mentoring opportunities.
- To ensure healthy attendance at future conferences, promotional fliers should make clear that the agenda builds on past conference themes and is relevant to current Religious Education (RE) teaching in schools. Sending dates out early, alongside a targeted communications campaign, particularly toward schools not contacted before, will help ensure good attendance.
- Future conferences will be themed around 'Preparing Pupils for Life' in a multi-faith modern Britain – at primary school level. This content is driven by previous year's feedback; preventing violent extremism, tolerance and respect. At secondary school level, the theme will focus on challenge, rigour and engagement in RE teaching. It will bring together faith experts to network and discuss new resources to support RE, Religious Scripture and second religions at GCSE level.
- A third SACRE primary survey is planned to assess the impact of the new syllabus. By using the same questions from previous surveys year on year comparisons can be assessed.

Resolved:

- a) That the report be noted; and**
- b) SACRE members undertake targeted communications activity to generate healthy interest and attendance at future conferences. A list of schools not previously contacted will be circulated to SACRE members.**
- c) Contact information on speakers from a range of faiths should be added to the SACRE web-page**
- d) A the third survey will be undertaken and include one additional question exploring the quality of teaching and learning around religious studies**

6. DRAFT SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR SEPTEMBER 2015 TO JULY 2016

SACRE noted the draft annual report for the academic year, September 2015 to July 2016.

Resolved: That

- a) The report be noted; and**

- b) **SACRE members formally agree the report at the next meeting when the membership will be quorate.**

7. RELIGIOUS STUDIES EXAMINATION RESULTS FOR 2016

SACRE received a report on the religious studies results for 2016 from the lead officer. During the ensuing discussion, the following points were made:

- A positive approach, by letter, should be made to local schools, acknowledging and celebrating the improvement in examination results. It should encourage those not teaching or entering students in to RE exams to do more to meet the requirements of the syllabus.

Resolved: That

- a) **The report be noted; and**
- b) **SACRE write to schools to remind them of their statutory duties in regard to RE.**

8. UNITED NATIONS INTERNATIONAL DAY OF PEACE 2016

SACRE received a verbal report on the United Nations International Day of Peace, 2016 at Hereford Cathedral. It was noted that it was a very moving service, with very good attendance. It is likely that the next meeting will be in Worcester, 2017. SACRE members are encouraged to suggest individuals to be invited to the event.

Resolved:

- a) **That the report be noted.**

9. UPDATE ON ANY NEW INITIATIVES IN RE

SACRE received a report updating members on national RE initiatives and updates.

During the ensuing discussion, the following points were made:

- A major new project with project materials has been launched. It is a substantial pack of teaching approaches, helping to respond to the view that RE is quite poorly taught. About 2000 schools are using this training nationally. It is based on eight mainstream Christian contexts. It has units for early years all the way through to Key Stage 3 (KS3). It is described as a 'game changer' and SACRE members should be promoting it as much as possible.

Resolved: That the report be noted.

10. DATE OF FUTURE MEETINGS

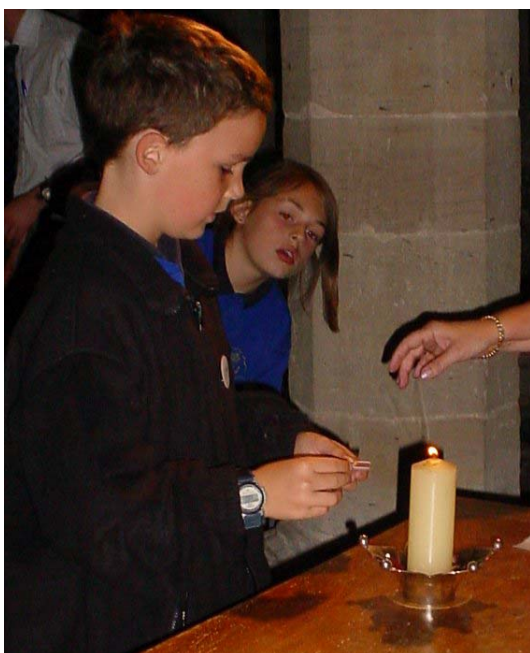
Friday 17 March 2017

The meeting ended at 3.54 pm

CHAIRMAN

Herefordshire
Standing Advisory Council on Religious Education (SACRE)
2006

**Visits and visitors
for Religious Education**



Introduction

Meeting visitors and going on visits to faith communities is a key learning experience and one of the essential experiences and opportunities for all pupils identified in the Herefordshire Agreed Syllabus for RE 2006.

Teachers often ask for advice about the best places of worship to visit with pupils. During 2004 Herefordshire SACRE asked teachers to tell us which places they had found useful and to share with us any comments which may help other teachers thinking of organising a similar visit. These details have now been updated and included here. Some schools also suggested visitors from faiths who could be invited in.

The places and people are organised by town or city. They include Birmingham, Cardiff, Cheltenham, Gloucester, Hereford, Leominster and Wolverhampton. This list does not aim to be fully comprehensive - but tries to be helpful and to be as accurate as possible at the time of writing.

Your help is needed

If you would like to recommend a visit or visitor to other schools to support teaching and learning in RE or can update the information in this document please let us know.

Please contact: Belinda Lewis blewis@herefordshire.gov.uk

Guidance for teachers planning a pupil visit to a place of worship

There are many benefits to be derived from visiting places of worship, but in practical terms you will need to think through the points listed below:

Before you go:

- Make initial contact with the faith community to find out if you can visit and when is the best time – both for you and the faith community.
- Try to visit the faith community yourself to explore learning opportunities and to discuss your needs with the person who will be involved in the visit. Share with him/her what you hope pupils will get out of the visit. Clearly planned aims help to fit the visit into a scheme of work. A general 'look around' is the least likely activity to be successful. If possible try to arrange for the pupils to meet some believers other than the ordained leaders. Talk about how long you will stay. As a rule of thumb, under an hour is usually too short to make the most of the learning opportunity.
- Get parental permission: Schools should send a letter home with each pupil to make clear that this is an educational visit and that pupils will observe, not participate, in worship. Invite parents and other adults to help out on the visit.
- Prepare pupils. It is likely to be a completely new situation for them. Provide guidance about appropriate attitudes and any dress requirements such as removing shoes, covering heads. Encourage pupils to ask and respond to questions during the visit. Talk over, in advance, questions they may wish to ask during the visit. Identify ways in which the visit will be followed up back in the classroom.

Some key points to remember when visiting faith communities

Dress – in addition to any specific requirements, *modest dress* is the usual guideline. *Shoes* are removed before entering the prayer rooms of the Mosque, Mandir, Gurdwara and Buddhist Vihara.

Check specific requirements when organising the visit – the following are the usual practice:

Mosque: Female: Head, legs, arms covered.

Male: Heads covered during prayer time.

Gurdwara: Female: Head and legs covered. Male: Head covering.

No cigarettes to be taken into the Gurdwara.

Photographs – many places of worship will allow photographs to be taken at the appropriate time but prior permission should be sought.

Behaviour – normal good behaviour standards are appropriate. In all places of worship it would be disrespectful to chew, talk loudly, run around or touch things without invitation. In places where sitting on a carpeted floor is usual, it is disrespectful to sit with legs open facing the focal point e.g. a deity, a holy book, Qibla wall etc.

Hospitality – a number of places of worship will show hospitality to visitors by offering food or refreshment. It is important to prepare pupils for this.

Hindu: prashad – this may take the form of crystal sugar, almonds, sweets or snack food. It is not sacred and should be accepted with thanks and eaten on the spot.

Gurdwara: Kara prashad – a semi-solid cold food made from butter, semolina, sugar and milk, or a cup of tea boiled with milk. This is not a sacred food and should be accepted with thanks. Kara prashad can be kept for eating later.

Donations – places of worship do not, as a rule, charge for visits, but a donation is recommended.

Guidance for faith communities: Schools visiting places of worship

Many schools would like to plan visits to local places of worship into their RE lessons, but either do not know how to make the first approach or what to expect when they have made contact.

- Before receiving a group of pupils on a visit, you should plan carefully with the teacher and prepare, in discussion with the teacher, some activities that will be engaging for pupils. In general, a combination of listening, doing, talking, questioning and recording is the best plan for variety!
- If possible try to arrange to have some believers, and not just ordained leaders, but some 'lay' people present to meet the pupils. If possible the faith representative might talk about how and why their faith is important to them; show pupils anything they use in their religious worship or special days and perhaps retell a favourite faith story and say what it means to them.
- If you have frequent school visits you may find it helpful to produce a short checklist of things to remember that can be sent to the school in advance of the visit. This will be very helpful to the teachers in preparing pupils for the visit.

Code of practice for religious visitors going into schools

Schools can provide rich opportunities for pupils by welcoming visitors from local religious communities. Some schools remain hesitant about this, so this Code of Conduct is offered to encourage good relations between schools and visitors, and to make the most of the opportunity.

The code of conduct

Religious visitors taking part in the life of a school should:

- Be willing to share their own experiences, beliefs and insights, but avoid (a) criticism of the experience and insights of others and (b) imposing their views on pupils in any way.
- Be familiar with the school's aims, ethos and policies, and plan their involvement in the light of the aims and curriculum at the school. It is more effective to take part in the regular programme of teaching and learning, rather than make an isolated or one off contribution to the curriculum
- Seek to use engaging teaching and learning methods which involve the pupils actively, and to communicate at appropriate levels for the age group(s) concerned. The two most common problems for pupils when visitors make a classroom contribution are that they listen to a lengthy monologue, with more or less attention, and that they can't understand; the material presented is too hard, or the language is over the pupils' heads. Visitors who avoid these two pitfalls will be more effective.
- Make clear to pupils who they are, who they represent and what they are offering to the pupils during their visit to the school.
- Be willing to respect and value the faith of children and young people when it is different to their own.
- Develop ways of speaking to children which communicate their open approach, avoiding any hidden agenda to convert young people.

A question to help visitors reflect on their approach in the classroom:

'If a member of another religion visited my child's school and contributed in the same way that I have done, would I, as a parent, be happy with the education given?'

Birmingham – places of worship to visit

Islam: Ghamkolvia Central Mosque,

150, Golden Hillock Rd, Small Heath, Birmingham. B10 0DX

Contact: Mr Akhtar Ali Tel: 0121 771 4533

Email aktaraliaktar@yahoo.co.uk

Judaism: Birmingham Hebrew Congregation

based at **Singers Hill Jewish Synagogue**, Singer's Hill, Ellis St, Birmingham.

Tel: 0121 643 0884 **Fax** 0121 693 0883 **Email:** office@singershill.freeserve.co.uk

Website: <http://www.singershill.com/>

Sikhism: Guru Nanak Nishkam Sewak Jatha,

18-20 Soho Road, Handsworth, Birmingham B21 9BH

Tel: 0121 551 1125 Fax 0121 551 0022

School Comment:

'We were offered vegetarian meal (free) in the Langar hall which we accepted. It is probably advisable for children to take their own head covering. Our guide was surprised that we hadn't been told this when booking. We were told to allow 1 hour for the visit but we were there 1 hrs 30 mins. We left there at 2.30 and arrived back at school at 4.30' (St Mary's Credenhill 2006)

Hinduism: Shree Geeta Bhawan Temple

107-117 Heathfield Road Birmingham B19 1HL

Tel: Mandir: (0)121 554 4120 Tel: Office: (0)121 523 7797

Website www.geetabhawan.co.uk

(Recommended by Bredenbury and St Mary's Credenhill Primary schools)

School comment:

'The Mandir is closed 1 pm to 5pm so plan for a morning visit. Language can be an issue on initial phone call, but with repeated attempts we were able to communicate clearly. An English-speaking guide showed us around, told us some stories and allowed us to take part in morning prayer (11am). We used a room there to eat our lunch afterwards.' (St Mary's Credenhill 2006)

Hindu Temple, 541A Warwick Rd, Birmingham.

Contact: Mhadra Dabhi, President of the Mandir, Tel: 0121 764 4174

Cardiff: places of worship to visit

The following places of worship are visited by schools in South Wales:

Judaism: Reform synagogue

Administrator for school visits:

Mrs Maggie Kyiet, 8 Llandennis Green, Cuscoed. CF23 6JX

Tel: 029 20750019 Mobile 0781 3636709

Telephone Mrs Kyiet on either of the above numbers. She is happy to arrange a 1-2 hour visit for groups of no more than 50 pupils. Adults are in addition to this.

The synagogue serves a community of 200 families. It was converted from a church in 1949 and is just off the Newport Road, on the Hereford side of Cardiff city centre.

The synagogue makes a small charge of £25.00 per group to cover expenses.

Pupils can take part in activities, touch artefacts, try on prayer shawls, look at the Torah scroll, watch as the candles are lit. Many schools have visited. The administrator has a small team of volunteers who help her make the visits as enjoyable and worthwhile as possible. A pupil pack if available from Mrs Kyiet.

Islam: South Wales Islamic Centre, Alice Street, Butetown, Cardiff. CF10 5LB

Tel: (029) 20460243 –Mohammed Toulba

Telephone this number and they are happy to arrange one hour morning visits for school parties.

Sikhism: Sri Dasmals Singh Sabha Gurdwara Bhatra Sikh Centre

97-103 Tudor Street, Cardiff CF11 6AE

This Gurdwara has been visited by many Welsh schools, primary and secondary.

The Gurdwara will provide someone to show you around and respond to questions.

Refreshments are provided.

Write to the Secretary at the above address requesting a visit, giving details of the age group and numbers of pupils, possible dates and times of visits, together with your contact name and telephone number.

Website: <http://credo.ysgolccc.org.uk/addoldai/gurdwaraone.html>

This website contains 14 images of the Bhatra Sikh Gurdwara for younger pupils.

Click to Places of worship in Wales to find a link to 16 images for older pupils.

Hinduism: Swaminarayan Temple

Merches Place, Grangetown, Cardiff, CF1 6RD

Contact: Naran Patel, President of the Hindu Mandir

Website: <http://www.swaminarayanwales.org.uk/default.asp>

Visit this site to see details of arranging school visits and a list of schools that have been. Visits to the Mandir are in the mornings only with prior arrangements. The visit normally lasts approximately 1 hour and 15 minutes. The visits can consist of:

Description and feel of the artefacts; Playing traditional Indian musical instruments; Performing "Yoga"; Different symbols; Worksheets can be used to accommodate the schools syllabus; Hindu greetings and their morning activities at home.

Buddhism

Cardiff Buddhist Centre

12, St Peter's Street, Roath, Cardiff, CF24 3BA

Tel: 029 20462492 email: connect@cardiffbuddhistcentre.com

Website: <http://www.cardiffbuddhistcentre.com/home.htm>

Tibetan Buddhism: Rokpa Cardiff

Correspondence contacts:

100 Moorland Road Cardiff CF24 2LP

Tel: 029 2049 9185

E-mail: info@rokpacardiff.com Website: <http://www.rokpacardiff.com/>

Rokpa Cardiff is a branch of Kagyu Samye Ling Monastery in Scotland, a Tibetan Buddhist Centre established in 1967 with branches worldwide.

Visits to schools by Tibetan monks and nuns have been arranged in South Wales.

Contact the above number for more information.

Cheltenham: places of worship to visit

Gloucestershire Hindu community:

Krishna Mandir, Cheltenham

64 Swindon Road, Cheltenham, GL50 4AY

Contact: by email to Daxa Mehta

Email: daxa.mehta@gloucestershire.gov.uk

Daxa will contact the Mandir on behalf of schools. Schools are asked to confirm arrangements in writing.

Mandir able to offer: visits to the centre

Further information: The Hindu community of 200-300 families uses the centre for worship and community meetings. Groups (to a maximum of 30) can visit the temple and, dependant on time of visit, observe daily worship and hear about the deities. Modest dress; shoes removed before entering the temple. A donation is very welcome.

Wheelchair access available to temple only.

Weblink - for an article on the Gloucestershire Hindu Community:

http://www.bbc.co.uk/gloucestershire/untold_stories/asian/hindu_community.shtml or

<http://www.irespect.net/Untold%20Stories/Asian/index.htm>

Gloucester: places of worship to visit

ISLAM – MOSQUES

Schools wishing to arrange visits to the Gloucester Mosques or speakers from the Muslim community should contact:

Mufti Abdullah Patel Director, Gloucestershire Islamic Academy

Tel: 01452 300465 **email** iacademy@yahoo.co.uk

Details: Mufti Abdullah is Chair of the Islamic Shuraa (committee) for Gloucestershire which comprises Imams of all the Mosques and Chair of their respective Mosques. He is respected scholar in Islamic theology and Jurisprudence. He also heads the Gloucestershire Islamic Girls School since 1994. He is very well informed on educational matters.

Mosques in Gloucester:

Jamia Al Kareem Mosque

All Saints Road, Gloucester GL1 4EE

Tel: 01452 506870

Tradition: Sunni

Contact: Anwar Limalia

Masjid-e-Noor, 44-46 Ryecroft Street, Gloucester, GL1 4LY

Tradition: Sunni

Contact: Ahmed Bham Tel: 01452 416682 email sabham@blueyonder.co.uk

Details: Ahmed is Chair of Gloucester Inter Faith Action and also represents Muslim community on the SACRE. He deals with the issues of Islamic Faith and issues about contemporary British Muslim issues; offers workshop and lectures.

Khoja Shi'a Muslim Community of Gloucester

Wainsbridge, 69 Bristol Road, Quedgeley, Gloucester GL2 6NE

Tradition: Shi'a

Further information: All visitors remove shoes on entering prayer hall. Females: cover legs, arms, head.

Wolverhampton: Inter faith group and places of worship to visit

Main contact: Wolverhampton Inter-faith Council and Faith Network

Office and resource centre: 2, Clarence Rd, Wolverhampton WV1 4HZ

Tel/Fax: 01902 427601 This number will give you the name and telephone number of the schools' coordinator.

Email: admin@wifg.eclipse.co.uk

This organisation organises the itinerary for visits and advises on dress codes and religious sensitivities. *It was used by Kimbolton St. James C.E. Primary School in July 2006.*

'The schools coordinator, Rev. Jim McManus, was very enthusiastic and very helpful.'

Places of worship in Wolverhampton:

ISLAM:

Central Mosque, Waterloo Road, Wolverhampton.

HINDUISM:

Shree Krishna Hindu Temple 123 Penn Road, Wolverhampton

School comment: *'very welcoming, an interesting and enjoyable experience for the children'*.

School Advice: *'need to make clear the age of the children and the time available, to ensure a balance of listening, responding and exploring'*.

'Snacks were offered and accepted as we left.' (Kimbolton 2006)

SIKHISM:

Guru Nanak Sikh Gurdwara, Sedgley St, Wolverhampton.

Nanaskar That Sikh Gurdwara, Mander St. Wolverhampton.

'Excellent tour and talk. We witnessed members, of all ages, coming in to worship. Lunch in the langar was offered to all; not wanting to take too much advantage of their generous hospitality, since we had over fifty children visiting, we accepted snacks of fruit and crisps, on their behalf. This was arranged in a pre-visit.'

If morning visits are arranged, Himley Hall Park (off the A449, on the Kidderminster side of Wolverhampton, about 15 minutes coach ride from the above gurdwara) is a large open space for lunch and exercise. We arrived at 1.30p.m. The children were not hungry after their snacks at the mandir and gurdwara. The park is free but the warden appreciates advance notice of your use of the park.' (Kimbolton 2006)

Hereford

Visitors from faith communities

Baha'i Faith:

Midge Ault

Midge is a member of SACRE and a Baha'i working as a teacher in Leominster. She can be contacted by email - midgeoff@freenetname.co.uk

Islam:

Zack Pandor

Zack is a member of Herefordshire SACRE and a Muslim working in Hereford. He can be contacted by email - zpandor@yahoo.co.uk

Judaism:

Maurice Rollnick

Maurice is a member of Herefordshire SACRE and a member of the Herefordshire Liberal Jewish community. He can be contacted by email - mprollnick@tiscali.co.uk

Some Christian places of worship to visit (you will know of others)

Hereford Cathedral

Contact: Sarah Arrowsmith Education Officer
5 College Cloisters, Cathedral Close, Hereford, HR1 2NG

Salvation Army Citadel, Cannonmore Street, Hereford

Contact: Rudi Pilsel

Roman Catholic:

Belmont Abbey

Contact: Father James Tel: 01432 374780

Leominster: places of worship to visit

The Priory Church

Contact: Rev Mark Townsend Tel. office 01568 612124
home 01568 610886

St. Ethelbert's Roman Catholic Church, Bargates, Leominster.

Contact: Father Slater Tel. 01568 612238

The Methodist Church, Green Lane, Leominster.

Contact: Rev. Mary Jolly Tel.01568 612406

The Baptist Church, Etnam St., Leominster.

Contact: Mr Peter Dennis Tel.01568 620313

The Moravian Church, South St., Leominster.

Contact: Rev. David Howarth, 116 College Rd., Moseley, Birmingham. B139LH
Tel. 0121 777 3429
email david.howarth@moravian.org.uk

Visitors from other faith communities

Freedom Church (formerly New Life Christian Church)

Contact: Mrs Heather Snowzell Tel: 01568 615085

Baha'i Faith

Contact: Midge Ault see Hereford page.

For other local places of worship and visitors from faith communities see the Hereford list.

Hereford SACRE primary survey 2012 questions amended for 2017

1. How is RE delivered in your school? (Select more than one as appropriate)
Discrete lessons; within cross-curricular topics; off-timetable RE half-days or days; RE-led project weeks; not taught; other (please specify)
2. Which method is used most commonly in each year group?
Options as above, separated into FS-Y6
3. Taking the variety of methods of delivering RE into account, how much time is there for RE in your school? (Separated into KS1, Lower KS2 and Upper KS2)
Less than an hour a week; about an hour per week; more than an hour per week.
4. Who teaches RE in your school? (Select more than one as appropriate)
Class teacher; PPA teacher; HLTA; Head teacher; other (please specify)
5. How confident are you about implementing the recently revised Herefordshire Agreed Syllabus for RE (2015)?
Very confident, confident, confident in aspects, unsure in aspects, not confident.
6. How far has your school got in implementing the syllabus?
Fully implemented, partially implemented, many aspects still to be implemented
7. Are there particular areas of your RE provision that have been enhanced by the revised agreed syllabus? (Select more than one as appropriate)
Understanding the aims of RE; planning using the key questions; classroom teaching; pupil progress in terms of subject knowledge; pupil progress in terms of achieving outcomes; creative activities; developing thinking; developing enquiry; spiritual development; teacher confidence; other (please specify)
8. Have you been able to take advantage of the agreed syllabus implementation training offered by the Local Authority/Diocese? (Select more than one as appropriate)
Launch conference 2015; Annual SACRE conference 2016; Understanding Christianity training; Diocesan courses; Special school RE day 2016; None; Other (please specify)
9. What are the key training needs for teachers of RE in your school? (Select more than one as appropriate)
Understanding the aims of RE; planning RE; developing creative classroom activities; assessment in RE; developing thinking through RE; cross-curricular RE; RE and British values; spiritual development; subject knowledge; other (please specify)
10. What type is your school?
LA community school; academy; VA school; VC school; Church academy; other (please specify)
11. Do you have examples of good or excellent RE in your school?
Yes; not sure; no
12. May we contact you or your RE subject leader for more information about this?
Yes/no.
If yes, contact details.



MEETING:	STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)
MEETING DATE:	18 November 2016
TITLE OF REPORT:	HEREFORDSHIRE SACRE ANNUAL REPORT – ACADEMIC YEAR 2015/16
REPORT BY:	RE Consultant – RE Today

1. Classification

Open

2. Key Decision

This is not an executive decision

3. Wards Affected

County-wide

4. Purpose

- 4.1 To receive the SACRE Annual Report for the academic year September 2015 to July 2016.

5. Recommendation

THAT: Subject to any comments by SACRE the Annual Report 2015/16 be approved and a copy be forwarded to NASACRE

6. Appendices

Appendix 1 – SACRE Annual Report 2014/15

7. Background Papers

None identified.

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

**Draft SACRE Annual Report for the Academic
Year 2015/16**

1 Herefordshire SACRE Annual Report 2015-2016

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

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

SACRE is grateful to Herefordshire County Council for its continuing support, but notes that in the current reduction in funding across the Council, SACRE has not been spared. SACRE endeavours to offer maximum support to schools through its use of conferences and network meetings. However, it has had to reduce the number of SACRE meetings from three to two, replacing one with a meeting of a 'strategy group', who undertake to prepare reports or undertake research to move the business of SACRE forward.

Herefordshire SACRE met twice in 2015-2016. The minutes of these meetings are available from Governance Support on councillorservices@herefordshire.gov.uk. Herefordshire SACRE's strategy group met in July 2016.

2 Supporting RE in Herefordshire

The key activities of SACRE over the period 2015-16 have focused on maintaining support for teachers as they implement the revised agreed syllabus for RE, launched in the summer of 2015. 66 teachers from 47 primary schools attended the primary launch; ten teachers from seven secondary schools attended the secondary launch. Copies of the revised Agreed Syllabus were sent to all schools who had not been able to make it to the launch conferences, with an accompanying letter from the School Improvement Adviser.

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

3 SACRE Primary RE Conference 2016

Two conferences were planned, on 7th June 2016 (Worcester Racecourse) and 8th June 2016 (Whitecross School, Hereford). The conferences had the same programme and they were both offered to teachers in both counties. Numbers for the Hereford-based conference were insufficient to allow it to go ahead but the majority of teachers who had booked were able to attend the Worcester-based day.

40 teachers attended overall, although only six of those were from Herefordshire schools. The programme took teachers deeper into the new agreed syllabus and included sessions on teaching Christianity, Islam and Judaism with 4-7s, teaching religions through texts and stories, and creative teaching and learning approaches. These were led by Stephen Pett and Fiona Moss from RE Today. A highly successful part of the conference was the "Speakers' Corner", where three Worcestershire teachers talked about how they had been implementing the new syllabus in their schools, with practical ideas and suggestions.

Overall, 85% of delegates rated the value of the conference as excellent, and 15% as good.

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

- A fantastic course – great to hear ideas for lessons and share my own. Inspiring. Reassuring for things we already do in school. Motivating for next steps. Thank you.
- Wonderful to have the opportunity to be given lots of ideas to make the syllabus come to life.
- Always good practical ideas, many of which I will use and always great to meet other RE teachers and share ideas.
- Super ideas of activities to use practically to engage and challenge the children. Thank you very much.
- Excellent ideas that are easy to implement and transfer to different stories/religions.
- Love the practical activities – very engaging for us. Like how the activities are cross-referenced to the syllabus. Lots of good ideas to use back in school.
- Great to be able to see/hear in comfort. Very engaging mix of look, listen, discuss, do, reflect. Very useful lesson suggestions which tie in with AS and provide high quality learning opportunities. Specifically like ‘text & stories’ ideas which can be applied to different situations, not just ‘one off’ ideas.
- As a new coordinator the course was highly beneficial. Great resources and ideas.
- Speakers’ Corner was really useful – thanks to all who presented.

SACRE Strategy Group discussed the disappointing turnout from Herefordshire schools. This was a significant drop: we have regularly had over 30 Herefordshire teachers attending for a number of years now. Suggestions as to reasons were to do with cost (although £100 for quality CPD is well below the market rate); more effort needed in communicating with schools – e.g. getting a slot at Primary Heads’ Forum, outlining benefits for schools; include information in ‘Spotlight’ bulletin from the LA, and Diocesan newsletter (although they did advertise conference 3 times). Issues about the timing were also raised, but the move from a September conference in 2008 to the summer conferences since 2009 has proved successful. SACRE will work to ensure that the conference in summer 2017 will reach as many Herefordshire schools as possible.

4 Secondary RE Conference: June 2016

A joint conference was held with Worcestershire secondary schools. Numbers were small but the conference ran anyway, and was a great success with all who attended. All sessions were rated ‘excellent’ by all delegates, and the 100% rated the overall value of the conference ‘excellent’. Topics included ‘deeper learning in RE’ and ‘Teaching Christianity’, with Stephen Pett from RE Today; SOLO taxonomy with Joanne Harries, and a session where teachers shared their ideas and resources. Two new heads of department attended and they found the support offered by other delegates extremely helpful. The following comments make clear how teachers found the day:

- Brilliant and inspiring
- Really great support – thank you so much!
- Although a small group, a quality day, full of ideas
- Excellent and valuable day
- Very informative and a welcoming atmosphere. Some inspirational resources and ideas were shared.
- As a non-specialist I felt at ease and encouraged to begin planning.
- Amazing fabulous ideas

SACRE strategy group discussed the low numbers. One significant factor was that there had been an alternative day conference earlier in the year for local heads of RE at South

Bromsgrove High School as part of their teaching school role. If schools are only allowed out on one training day a year (and some have no training), then attending that one would have affected their booking for the SACRE conference. In 2017 the plan is to combine the SACRE conference with South Bromsgrove High School, to maximise numbers and impact through support and cooperation rather than competition.

6 Commentary on exam results summer 2015

[To follow]

7 Quality of teaching in Herefordshire.

SACRE has been unable to monitor quality of teaching in Herefordshire this year. Ways of monitoring will be considered by SACRE in 2016-2017 as part of the monitoring of the impact of the revised agreed syllabus.

8 Future support for RE

On-going support for teachers, developing their ability to plan, using the new agreed syllabus planning steps, and for improving teaching and learning in RE, is planned for 2016-2017, including:

- A day for teachers in local Special Schools took place in October 2016
- Annual SACRE conference for primary teachers, focusing on ideas for teaching and learning, based on the new syllabus, including planning, assessment and deeper learning in four religions, in partnership with Worcestershire SACRE.
- Annual SACRE secondary conference, in partnership with Worcestershire SACRE and South Bromsgrove High School, focusing on supporting teachers in deepening their understanding of Islam, as part of the challenge of teaching the new GCSE specifications, as well as ways of developing assessment and planning for progress, and handling difficult issues surrounding Islamophobia in the classroom.
- School Survey to assess impact and value of revised agreed syllabus.

9 Other matters:

SACRE considered several pertinent issues over the year, including:

- GCSE and A level results
- National reports on RE (*A new settlement: religion and belief in schools*, by Linda Woodhead and Charles Clarke; *RE for Real* from Goldsmiths College; *Living with Difference*, from the Commission on Religion and Belief in Public Life
- The High Court judgment by Justice Warby on the place of non-religious worldviews in the new GCSE Religious Studies criteria and its impact on local RE.

The chairman thanks members of SACRE for their support and Herefordshire RE teachers for their commitment and enthusiasm as they implement the revised agreed syllabus. He also thanks Stephen Pett for all his advice and professional support.

Cllr John Stone
Chair of SACRE
November 2016

**FOR DISCUSSION PURPOSES ONLY.
ONE MEMBER OF YOUR SACRE SHOULD COMPLETE THE SURVEY ONLINE
USING THE LINK WHICH APPEARS IN THE FOOTER OF EACH PAGE.**

The BIG NASACRE Survey 2017

In order for NASACRE to be able to represent the views of its member SACREs at a national level, including to the REC and other policymakers, it is important that we try to develop as full an understanding of the views of our members as possible. This is the reason for this quite lengthy research survey being conducted by the NASACRE Chair, Paul Smalley who is also a Senior Lecturer in RE at Edge Hill University. Data from this will be anonymised before being discussed with the NASACRE Executive and being used to inform policymakers about the strengths, views and hopes of SACREs across the country. It is also hoped that the results of this research will be published more widely in suitable journals to inform the wider RE community.

We would ask that you discuss these questions at a SACRE meeting before sending in your answers. You will need to click through to the last question to submit your answers, but it is possible to leave questions blank. It may be that you choose not to answer all questions, or you may answer different sections at different times, however the survey will end on 30 April 2017. We want to build up a true picture of what the State of the Nation's SACREs is, so please be honest, whether you do a lot, a little or nothing and answer to that effect.

This project adheres to British Educational Research Association Ethical Guidelines (BERA 2011) and Edge Hill's Code of Practice for the Conduct of Research and will be subject to ethical approval by the Faculty of Education Research Ethics Committee. By completing this survey, you are consenting to your anonymised data being used as detailed above. The data will be stored electronically and secured by a password. Complaints about the conduct of this research should be made through Edge Hill University's complaints policy. The full report from this research will be made available to SACREs when it is complete.



Section 1

1. Name of SACRE

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Section 2: Questions about the Agreed Syllabus

2. In what year was your Agreed Syllabus last reviewed?

3. Is your Agreed Syllabus currently being reviewed?

Mark only one oval.

Yes

No

4. Is your local Agreed Syllabus:

Check all that apply.

- unique?
- shared with another SACRE(s) (please say which under Other)?
- jointly agreed with other SACRE(s) (please say which under Other)?
- adapted from another SACRE (please say which under Other)?
- bought 'off the shelf' from another provider (e.g. RE Today, please say which under Other)?
- Other:

5. In your Agreed Syllabus, what are the statutory requirements for KS4?

Mark only one oval.

- an accredited course required
- an accredited course recommended
- Other:

What does your SACRE believe about the main strengths of a Locally Agreed Syllabus?

6. A strength of a locally agreed syllabus is that it enables pupils to learn about religions where they live.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

7. A strength of a locally agreed syllabus is that the writing process helps understanding of RE locally.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

8. A strength of a locally agreed syllabus is that teachers feel that they own the syllabus and are more committed to it.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

9. What other strengths of a locally agreed syllabus would you agree with?

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What does your SACRE believe about the main weaknesses of a Locally Agreed Syllabus?

10. A weakness of a locally agreed syllabus is that it does not have an agreed national standard attached to it.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

11. A weakness of a locally agreed syllabus is that it is unduly labour intensive

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

12. A weakness of a locally agreed syllabus is that schools don't understand its status as a statutory curriculum document

Mark only one oval.

Strongly agree

Strongly disagree

13. What other weaknesses of a locally agreed syllabus would you agree with?

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14. Would your SACRE favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

Mark only one oval.

Yes *Skip to question 15.*

No *Skip to question 21.*

Maybe/unsure/other

Section 3

To be answered if your SACRE would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

15. **Should a nationally agreed RE syllabus be statutory for academies and free schools?**

Mark only one oval.

Yes

No

16. **Should a nationally agreed RE syllabus be statutory for faith schools?**

Mark only one oval.

Yes

No

17. **Should a nationally agreed RE syllabus be statutory for independent schools?**

Mark only one oval.

Yes

No

18. **Should a nationally agreed RE syllabus be part of the National Curriculum?**

Mark only one oval.

Yes

No

19. **Should a nationally agreed RE syllabus contain a significant local component?**

Mark only one oval.

Yes

No

20. **Other comments about a nationally agreed RE syllabus.**

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Skip to question 25.

Section 4

To be answered if your SACRE would not favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

21. Is the current system of producing a locally agreed syllabus the best way to arrive at a locally agreed syllabus?

Mark only one oval.

- Yes
- No
- Unsure

22. Please give reasons for your answer to 8 vii

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23. Other comments about a nationally agreed RE syllabus.

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Skip to question 25.

Section 5

To be answered if your SACRE has not said if it would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

24. Please explain your thinking about local and national RE curricula in no more than 100 words.

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Section 6

25. Has your SACRE thought about ways that SACREs should be involved in future national developments concerning RE and collective worship?

Mark only one oval.

- Yes
- No

26. If so, please explain your thinking in no more than 100 words.

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Section 7: Questions about the current activities of SACRE

Many SACRES are under enormous pressure to deliver services with shrinking resources at the moment. Given these constraints:

27. Please describe three main areas of work of your SACRE, in order of the amount of time devoted to this work (e.g. teacher training, guidance materials, exemplar Schemes of Work, conferences, etc.)

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30. Does your SACRE (including in partnerships with the LA or others) currently facilitate local RE teacher networks, or other forms of school-to-school support for RE? If so, what? (e.g. organise twinning arrangements between schools or pairing schools with faith communities)

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31. Does your SACRE monitor the compliance and quality of RE provision in the schools in your area?

Mark only one oval.

Yes

No

32. If YES, how does it do this?

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33. Does your SACRE have access to specialist RE adviser(s)?

Mark only one oval.

Yes

No

34. If YES, how much are you able to utilise their services? (e.g. salaried full time RE adviser, or a contracted number of days or hours per year, etc.)

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35. Looking to the future, what are the three most important activities your SACRE would like to focus on?

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Section 8: Questions about collective worship

38. In the last five years, has your SACRE produced guidance materials about delivering collective worship?

Mark only one oval.

- Yes
- No

39. In the last five years, how many determinations (to vary the form of collective worship from being of 'broadly Christian character') has your SACRE made?

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40. Does your SACRE monitor the compliance of collective worship provision in the schools in your area?

Mark only one oval.

- Yes
- No

41. Does your SACRE monitor the quality of collective worship provision in the schools in your area?

Mark only one oval.

- Yes
- No

42. If YES, how does your SACRE monitor the compliance and/or quality of collective worship provision?

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43. Does your SACRE have any ideas about additional ways you could monitor and support the delivery of collective worship?

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Section 9: Questions about wider roles of SACRE

44. Does your SACRE currently have any kind of role beyond school religious education & collective worship? (e.g. in relation to community cohesion or inter-faith, faith/society relations, or in promoting wider understanding of religion and belief)

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45. Would your SACRE like to play a wider role in relation to community cohesion and inter-faith and faith/society relations more generally?

Mark only one oval.

- Yes
- No

Section 10: Questions about meetings and money

46. How often has your SACRE met in the calendar years 2015 and 2016?

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47. How often have all four committees not been represented in those meetings?

48. Where does your SACRE meet?

Check all that apply.

- council offices
- schools
- faith venues
- private / commercial venues
- Other:

49. Does your SACRE believe that the current membership structure for SACREs is fit for purpose?

Mark only one oval.

- Yes
- No
- Don't Know

50. If NO, how would you change it?

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51. How much is your SACRE's budget for the current year (or the last year that the AS was not reviewed)?

Mark only one oval.

- no budget
- less than £1,000
- more than £1,000 but less than £2,000
- more than £2,000 but less than £10,000
- more than £10,000 but less than £50,000
- over £50,000

52. How much was your SACRE's budget during the year the Agreed Syllabus was last reviewed?

Mark only one oval.

- no budget
- less than £1,000
- more than £1,000 but less than £2,000
- more than £2,000 but less than £10,000
- more than £10,000 but less than £50,000
- over £50,000

53. Is advisory time additionally funded?

Mark only one oval.

- Yes
- No

Section 11: Case Studies

Thank you for completing the BIG NASACRE Survey 2017. We hope to be able to share 'headlines' from the research at the AGM/Conference in May and will look to report fully before the end of 2017.

If you have a good story that NASACRE could write up as a case study to show what SACREs can do, please supply a contact name and email below. This may be passed on to a NASACRE Exec member separately from your other answers, in order for them to contact you and hear your good news!!

54. **Name**

.....

55. **Email address**

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