

# Agenda

## Standing advisory council for religious education (SACRE)

Date: **Friday 17 November 2017**

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Time: **2.00 pm**

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Place: **The Council Chamber - The Shire Hall, St. Peter's  
Square, Hereford, HR1 2HX**

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

For any further information please contact:

**Matthew Evans, Democratic Services Officer**

Tel: 01432 383690

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

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If you would like help to understand this document, or would like it in another format, please call John Coleman, Democratic Services Manager/Officer on 01432 260382 or e-mail [john.coleman@herefordshire.gov.uk](mailto: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                      Councillor J Stone**

**Mrs Carolyn Ault  
Mrs L Barker  
Mrs S Bryant  
VenerableTsuiltrimTenzin Choesang  
Mrs A. Daniel  
Councillor EPJ Harvey  
Mrs Gurmit Jutle  
Councillor MT McEvelly  
Anna Nugent  
Sr. D. O'Donnell  
Mrs M Williams  
Ms C Wolfe**

## Agenda

		Pages
1.	<p><b>APOLOGIES FOR ABSENCE</b></p> <p>To receive apologies for absence.</p>	
2.	<p><b>NAMED SUBSTITUTES (IF ANY)</b></p> <p>To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.</p>	
3.	<p><b>MINUTES</b></p> <p>To approve and sign the Minutes of the meeting held on 17 March 2017.</p>	7 - 12
4.	<p><b>RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</b></p> <p>To answer any pre-received written questions from members of the public.</p>	
5.	<p><b>PREVENTING TERRORISM AND COUNTERING VIOLENT EXTREMISM - THE LOCAL PICTURE</b></p> <p>To receive the attached presentation on the national Government strategy to reduce the risk to the UK from terrorism, radicalisation and extremism and how it applies locally.</p>	13 - 20
6.	<p><b>PLANS FOR PROFESSIONAL DEVELOPMENT OF RELIGIOUS EDUCATION 2018</b></p> <p>To review the feedback from the 2017 conferences and to consider arrangements for the 2018 conferences and other training events as well as considering the most effective way to monitor the impact of the agreed syllabus.</p>	21 - 34
7.	<p><b>DRAFT SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR SEPTEMBER 2016 TO JULY 2017</b></p> <p>To comment on the draft SACRE Annual report for the academic year September 2016 to July 2017.</p>	35 - 42
8.	<p><b>RELIGIOUS EDUCATION EXAMINATION RESULTS 2017</b></p> <p>To consider the Religious Education examination results for 2017.</p>	
9.	<p><b>GUIDE - VISITS AND VISITORS FOR RELIGIOUS EDUCATION - UPDATE</b></p> <p>To consider an update to the guide: Visits and Visitors for Religious Education.</p>	
10.	<p><b>UPDATE ON ANY NEW INITIATIVES IN RE</b></p> <p>To consider a report on recent national initiatives and their implications for the teaching of religious education in Herefordshire schools.</p>	43 - 64
11.	<p><b>CATHEDRAL PEACE SERVICE 2018</b></p> <p>To hear plans for the peace service at Hereford Cathedral in 2018.</p>	

**12. UPDATES TO THE HEREFORDSHIRE COUNCIL STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION CONSTITUTION** | 65 - 72

To consider a report containing updates to SACRE's constitution,

**13. DATE OF NEXT MEETING**

The next meeting will be held on Friday 16 March 2018.

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- 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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- Have a reasonable number of copies of agenda and reports (relating to items to be considered in public) made available to the public attending meetings of the Council, Cabinet, Committees and Sub-Committees.
- Have access to a list specifying those powers on which the Council have delegated decision making to their officers identifying the officers concerned by title.
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## **HEREFORDSHIRE COUNCIL**

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

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**Minutes of the meeting of Standing advisory council for religious education (SACRE) held at Committee Room 1 - The Shire Hall, St. Peter's Square, Hereford, HR1 2HX on Friday 17 March 2017 at 2.00 pm**

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

Carolyn Ault, Venerable Tsultrim Tenzin Choesang, EPJ Harvey, MT McEvelly, Anna Nugent and Hannah Tong

**Officers:** John Coleman, Lisa Fraser and Stephen Pett

**11. APOLOGIES FOR ABSENCE**

Apologies were received from Sr. D O'Donnell, Mrs G Jutle, Mrs C Wolfe, Mrs M Williams, Mrs S Bryant, Mrs L Barker, Mrs A Daniel, Mrs S Catlow-Hawkins, Ms K Mayglothling and Miss A Taylor.

**12. NAMED SUBSTITUTES (IF ANY)**

None

**13. MINUTES**

Two amendment were requested. In item 5 - the date of 2016 be inserted alongside the conference details relating to the cancelled conference at Whitecross School. At page 9 – to insert the title 'Understanding Christianity' in relation to the major project and project materials that had been launched.

**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.

**14. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)**

None received

**15. CHAIRMAN UPDATE**

The Chairman noted:

That as part of the council's constitutional review, a new process has been agreed in regard to appointing SACRE Chairs. In future, the chairman of SACRE will be elected by SACRE members.

That SACRE had received a freedom of information request on 22 November seeking information on the role of external religious visitors to schools. The central theme of the request related to recognising the valuable contribution external groups and speakers make to educational development. But alongside this, noting that the National Secular Society does receive complaints about groups misusing access to schools for inappropriate proselytization.

The SACRE response was issued within the timeframes required by the Freedom of Information Act 2000. In response to one of the questions, SACRE had provided information on their guidance on Religious Education Visits and Visitors produced by SACRE in 2006.

The chairman invited SACRE members to explore the need to update this guidance. The following principal points were made in response:

- It was broadly agreed that the guidance would benefit from being updated. For example, by including information on the safeguarding responsibility schools have for their pupils.
- It was highlighted that the details in the report of key contacts for places of worship were very likely to now be out of date. Teachers frequently ask for contact lists so there is a need to ensure that accurate records exist.
- It was noted that Worcestershire is updating their guide, there would be helpful benefits by sharing and coordinating effort.
- SACRE members were advised of a request for volunteers being asked for in Herefordshire, this could helpfully be included in the refreshed guidance.
- It was noted that there was a small amount of budget that could be drawn upon to assist in updating the guidance from the Children's Wellbeing Commissioning Management Education team.
- The approach to updating the guidance – if it is resolved to do this - could be undertaken by outsourcing the process of updating the guidance to local schools.

**Resolved:**

- a. That the refreshed guidance would be outsourced to a local school(s) for updating;**
- b. That updates to the report should be circulated via correspondence between SACRE members over the coming months;**
- c. That lists of volunteers should be sent through to the Head of Learning and Achievement;**



- d. That SACRE members should meet in late summer to review the updated guidance in preparation to agree and sign it off at the November SACRE meeting.

## 16. PLANS FOR PROFESSIONAL DEVELOPMENT 2017

The Chairman thanked Cllr McEvilly for collating a list of local schools attendance records from previous primary and secondary conferences. This has helped to identify and target attendance at the future conference being planned for June 2017.

This year's Primary RE Conference will be themed around '*Thoughtful RE: preparing pupils for life*'. There will be two conferences, one in Worcestershire (19, June 2017) and one in Herefordshire (20, June 2017). Teachers from either county can attend either conference. The conference is designed to support schools in planning and teaching great RE and will focus on practical classroom ideas and strategies exploring ways in which to prepare pupils for life in modern Britain.

This year's Secondary RE Conference will be themed around '*Bringing the new RE GCSE to life*'. It will be themed around providing practical ideas of how to engage students in RE – with a focus on meeting the demands of the new curriculum. It will also deal with tackling Islamophobia, effectively teaching Islam and an opportunity to deepen knowledge in areas such as Buddhism, Hinduism and Christianity. It was noted that eighteen teachers had signed up to this conference, with a target of eighty attendees.

The Chairman's thanked colleagues for their continued support and re-iterated the value of the conferences. It was noted that uptake for the 2017 conferences had been slow to date and that it was important to have good attendance. In inviting comments, the following principal points were made:

- The 2015 primary conferences were hugely successful. It was considered that the content of the 2015 conferences were so useful, many teachers may have thought it unnecessary to attend the conferences in 2016. It was queried whether having the conferences every year may be too frequent, would every two years be more appropriate?
- It was suggested that school budgets are becoming ever more pressurised and this may be deterring some head teachers from encouraging attendance. Approaching head teachers, school governors, including the chair, should be considered to reinforce the value of attending the conferences. Making it clear that governors are also welcome to attend.
- A further way to target some schools may be to examine whether they had received weak OFSTED or Statutory Inspection of Anglican Schools reports in regard to their religious education. The conferences may prove helpful in assisting those schools to address those weaknesses.
- A question was raised in relation to including information on the conferences with the primary survey, which will be sent out after the second week in Easter. This would helpfully raise awareness.
- A further question was raised as to whether the conferences were open to faith visitors – it was confirmed that they were.

**Resolved that:**

- **Information on the primary and secondary conferences will be sent to the Head of Learning and Achievement (Lisa Fraser) and circulated electronically with the primary survey.**

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

The Chairman noted that due to SACRE not being quorate at their last meeting, SACRE members were unable to approve the annual report at the last meeting.

The Chairman moved that SACRE member approve the draft report which Councillor McEvelly seconded. The committee voted unanimously to approve the draft report.

**Resolved that: the draft SACRE annual report for the academic year September 2015 to July 2016 be approved.**

**18. UPDATE ON ANY NEW INITIATIVES IN RE**

The BIG National Advisory of Standing Advisory Councils (NASACRE) RE survey was highlighted. NASACRE have indicated that they would like SACRE's to offer a collective response. There emerging view that local SACREs represent a defunct advisory system and instead a national system on advising Local Education Authorities on the RE syllabus is advocated. The NASACRE position is that the network of local SACREs remain the most appropriate bodies to advise on local RE teaching matters. NASACRE wish to test this assumption through their Big Survey.

It was not proposed to go through the survey question in detail at this meeting, there were some general discussion points that SACRE members were invited to consider. These largely related to whether SACRE members advocate a move a national syllabus or stay with locally agreed advice to LEAs.

The following principal discussion points were raised:

- It was noted that the SACRE view has tended to favour local advice, over national. National syllabus setting has its merits – for example – in creating more consistent approaches to RE teaching. But this shouldn't remove the local influence of SACRE over RE teaching.
- It was suggested that moving to a national syllabus gives responsibility to the Education Secretary. This could leave RE teaching vulnerable to being cut from the curriculum. Currently this cannot be done because the syllabus is set locally.
- A consensus emerged and support offered for the notion that there should be a national core, while keeping local influence. It was suggested that teachers feel more ownership over a syllabus that has been developed locally.
- It was highlighted that SACRE places strong emphasis in bringing different religions together. Keeping a broader view of religion in our local education

system was felt to be important in preparing young people for the world. This was deemed particularly significant in Herefordshire where multiculturalism is less apparent.

- There was a suggestion that SACRE has become less influential as a result of cuts in SACRE budgets. SACRE – it was suggested – is not able to be as influential with less financial resource.
- It was noted that it remains a statutory function for local authorities to support SACRE. SACRE is a permanent body to advise the Local Education Authority (LEA) on matters concerned with the provision of Religious Education and Collective Worship.

**Resolved that:**

- a. The BIG NASACRE RE survey be circulated to SACRE members with proposed comments and responses to the questions being sent to Stephen Pett for coordinating a final SACRE response**
- b. Responses from SACRE members by 3 April**

**19. ANY OTHER BUSINESS**

- A concern was noted that attendance at SACRE meetings was falling. A question was raised as to whether different meeting times might be helpful to consider to accommodate wider work commitments that members may have.
- An interfaith group has been established between Herefordshire and Worcestershire to run a peace service. The first event will be in Herefordshire this year, with a further event being held in Worcester next year.

**Resolved that:**

- **The Chairman would draft an email to members to explore what is preventing them from attending meetings**
- **Details of the interfaith group events would be circulated to SACRE members**

**20. DATE OF FUTURE MEETINGS**

- 17 November, 2017
- 16 March, 2018

The meeting ended at 3.28 pm

**Chairman**



# Preventing Terrorism and Countering Violent Extremism – the local picture

Date: 17 November 2017

# Government Strategy - CONTEST

- CONTEST is the Government's strategy to reduce the risk to the UK from terrorism – four elements:
  - *Pursue*: to stop terrorist attacks (police responsibility);
  - *Prevent*: to stop people becoming terrorists or supporting terrorism – Prevent Duty strengthened 2015 – (all local authorities are specified authorities);
  - *Protect*: to strengthen our protection against a terrorist attack (building resilience in a coordinated way to threats and hazards to the public place, so public realm, economic development and forward planning); and
  - *Prepare*: to mitigate the impact of a terrorist attack (emergency planning).

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# Prevent – local authority

- Coordinate Prevent using multi-agency group.
- Assess risk of individuals being drawn into terrorism.
- Develop an action plan to reduce the risk.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Channel.
- Establish responsible booking policy for public venues.
- Do not engage with extremist organisations.

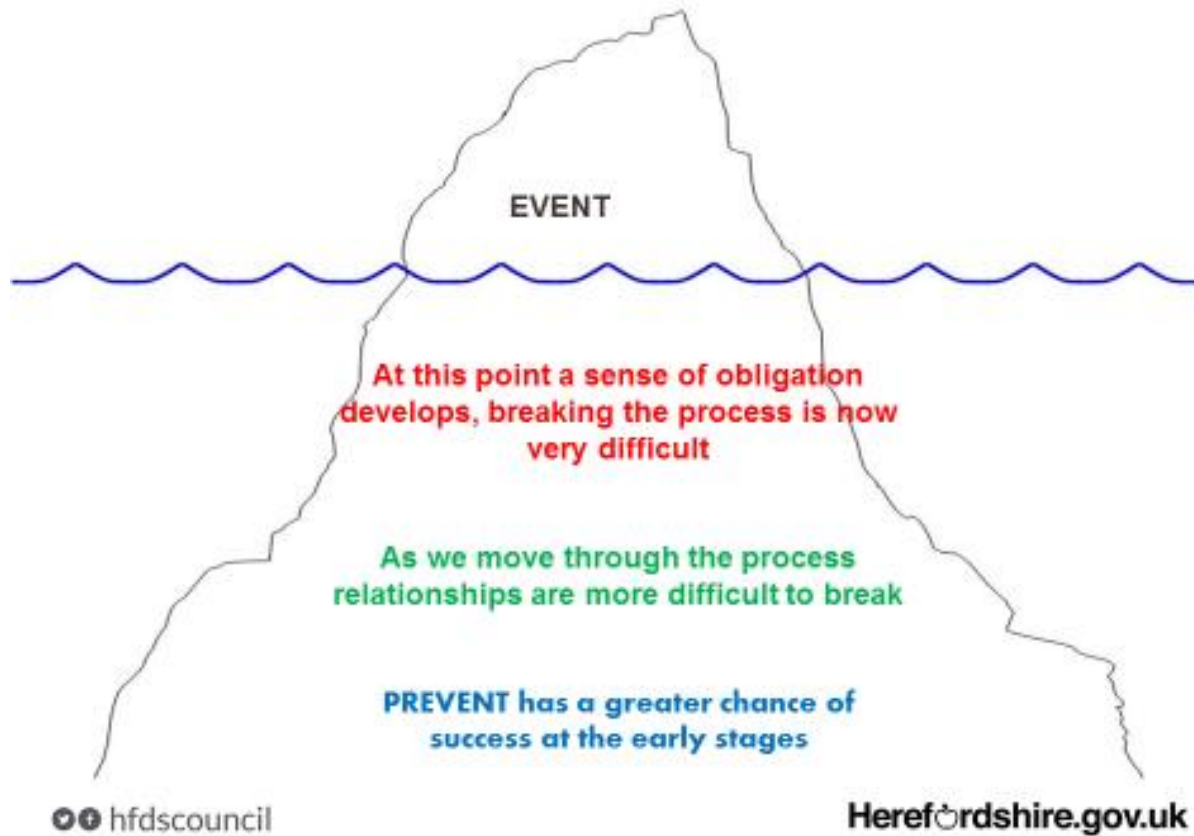
# Local Context

- Herefordshire is identified as low risk, but doesn't mean no risk;
- Counter-Terrorism and Security Act 2015 has placed additional duties under Prevent on local authorities and other public sector organisations;
- <sup>16</sup>• Good awareness locally including schools, colleges and further education / training providers of Prevent Duty requirements;
- Since July 2015, 17 Channel Panel referrals, with 9 meeting the threshold (individuals vulnerable to being drawn into terrorism);
- Channel Panel is working well in Herefordshire (feedback from West Mercia Police Prevent Team).



# The Iceberg Analogy

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# Channel Panel at work

- The age range of referrals in Herefordshire is 14 – 40, to date the most common range is 14 – 18
- The background of this group shows a difficult home life, either within the family unit or the 'system'.
- We have been able to successfully intervene with people from all the age ranges, helping the individual to move on positively.
- **Some examples of the work**
- Interventions range from a mentor offering a new perspective for the YP to consider, to attending a boxing club in the city, offering the opportunity for the YP to meet other YP with similar life struggles.
- We have also supported a person to convert from Christianity to Islam, offering community contacts to support this, moving the person away from the advice offered over the internet.

# Push Factors- all forms of extremism

- Lack of alternatives – what does society have to offer?
- Actual or perceived alienating experiences (bullying, cyber-bullying, discrimination on grounds of colour / race / religion)
- Disaffected with accepted societal norms – could be foreign policy, austerity measures, animal rights
- 61 • Not feeling empowered to engage with political and democratic processes
- Lack of an outlet for views / Lack of identity.
- Disruptive home life
- Lack of excitement – frustration. What is the alternative?
- Social *inequality*, marginalisation and exclusion

# How is Herefordshire countering the extremist narrative?

- Working one to one
  - diversionary activities / mentoring
- 20 • Wider narrative
  - teaching British values / shared values
  - Community cohesion – working across communities
  - No Prejudice In Herefordshire – promoting the county as a safe and welcoming place





<b>Meeting:</b>	<b>Standing advisory council for religious education (SACRE)</b>
<b>Meeting date:</b>	<b>Friday 17 November 2017</b>
<b>Title of report:</b>	<b>Plans for professional development of religious education 2018</b>
<b>Report by:</b>	<b>Religious Education Consultant – RE Today</b>

## Classification

Open

## Decision type

This is not an executive decision

## Wards affected

(All Wards);

## Purpose and summary

To review the feedback from the 2017 conferences and to consider arrangements for the 2018 conferences and other opportunities for supporting the implementation of the new agreed syllabus.

## Recommendation(s)

**That: having regard to the feedback from the 2017 conferences SACRE agrees the arrangements for the proposed 2018 conferences.**

## Alternative options

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

## Key considerations

2. The Herefordshire SACRE Primary and Secondary annual conferences are the sole RE CPD opportunity supported and promoted by SACRE to enable the implementation of the

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Further information on the subject of this report is available from Stephen Pett, RE Today, (01451)861 596

agreed syllabus. The conferences are an opportunity for RE teachers to: consider current issues in RE; assess practical classroom ideas and strategies; and meet other RE teachers and share ideas. Feedback arising from the conferences in 2017 is attached in appendices 1 and 2.

3. There is a long tradition of annual conferences in Herefordshire, and the 2018 conferences will continue the links with Worcestershire SACRE, with whom Herefordshire shares an agreed syllabus. Appendices 3,4 and 5 – provides detail of the proposed programme for the conferences in 2018 for SACRE to consider.

## **Community impact**

4. The provision of Religious Education and collective worship seeks to increase understanding and tolerance of all religions in local communities.

## **Equality duty**

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

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

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

## **Resource implications**

7. There are no resource implications involved in the production and consideration of this report. The cost of the primary and secondary conferences is met through existing operational budgets.

## **Legal implications**

9. Section 390 of the Education Act 1996 requires The Herefordshire LEA to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), to advise them on matters concerned with the provision of Religious Education and Collective Worship.
10. SACRE's main function is to advise Herefordshire Council upon matters connected with religious worship in County Schools and with the religious education to be given in accordance with an agreed syllabus as the LA may refer to the SACRE or as the LA may

see fit. The organisation of the annual conferences and this report assist SACRE to fulfil its statutory function.

## **Risk management**

11. During the production of this report there has been an assessment of the likely risk management implications. It is not considered that risk of any significance arises from the production or contents of this report.

## **Consultees**

12. None

## **Appendices**

Appendix 1 – Herefordshire Primary Conference 2017 evaluations

Appendix 2 – Secondary RE Conferences 2017 evaluations

Appendix 3 – Worcestershire and Herefordshire SACREs: Primary RE Conference 2018

Appendix 4 – Herefordshire SACRE: Primary RE Conferences 2018

Appendix 5 – Special RE day 28 March 2018

## **Background papers**

None identified





**Herefordshire SACRE Primary RE Conference 20 June 2017**  
**EVALUATIONS 21 delegates; 16 responses**

	excellent	good	satisfactory
<b>Session 1 Living religion and belief (16 responses)</b> Julia Diamond-Conway	<b>75%</b>	<b>25%</b>	
<b>Workshop A Handling difficult issues (9)</b> Julia Diamond-Conway and Razwan Ul-Haq	<b>78%</b>	<b>22%</b>	
<b>Workshop B Stories, images, actions (8)</b> Stephen Pett	<b>75%</b>	<b>25%</b>	
<b>Speakers' corner (11)</b>	<b>82%</b>	<b>18%</b>	
<b>Session 4: Getting pupils to think hard in RE! (14)</b> Julia Diamond-Conway and Stephen Pett	<b>100%</b>		
<b>Venue: how do you rate it? (16)</b>	<b>100%</b>		
<b>Overall value of the conference (16)</b>	<b>88%</b>	<b>12%</b>	
<p><b>Further comments</b></p> <ul style="list-style-type: none"> <li>• A very useful course full of lots of interesting, valuable and useful ideas that can be implemented in the classroom. Good provision of resources that can be used in the classroom straight away. <i>Megan Hamer, Wigmore Primary</i></li> <li>• Fantastic conference full of brilliant ideas to share with others back at school. Thank you. <i>Beth Deuchar, Holmer CE Academy</i></li> <li>• Thank you for some great ideas and information. Some really useful stuff. <i>Tracy Hughes, Little Dewchurch</i></li> <li>• Shame more weren't here. &lt;lots of ideas to go away with and great subject knowledge of presenters. <i>Karen Miles and Sarah Wright Goodrich Primary</i></li> <li>• Lots of ideas and activities to use in the classroom, both in course materials and from colleagues. <i>Rose Burrow, Ledbury Primary</i></li> <li>• Great as always! <i>Sharon Clarke, Trinity Primary</i></li> <li>• Excellent resources, thank you. <i>Melanie Smith, Ivington CE Primary</i></li> <li>• Thank you so much for an interesting day. Some lovely practical activities for the classroom; I shall use these! <i>Carol Alden, Clifford Primary</i></li> <li>• There were lots of ideas that were very relevant – ideas that were renewed and new ideas. <i>Helen Wilson, Kingsland CE Primary</i></li> <li>• Thank you. Enjoyed it. Lots of new ideas to bring RE to life. <i>Lesley Grady, St Thomas Cantilupe</i></li> </ul>			
<p><b>Actions you will take to follow up from this conference</b></p> <ul style="list-style-type: none"> <li>• Revisit the long term plan at school and ensure all resources are available for each year group. Take a staff meeting to explore ideas further with other members of staff. <i>Megan Hamer, Wigmore Primary</i></li> <li>• I will definitely be sharing many of the resources with other staff. Love the 'getting pupils to think hard' resources. <i>Beth Deuchar, Holmer CE Academy</i></li> <li>• Sharing with staff; training with governors</li> <li>• Share materials with colleagues; put together material and information from course to hand out to year groups; follow up on RE website; follow up on suggested reading! <i>Rose Burrow, Ledbury Primary</i></li> <li>• Need to work with staff to get RE higher on the school agenda</li> <li>• Discuss how I can incorporate these great ideas into our already busy teaching timetable with our HT. <i>Sharon Clarke, Trinity Primary</i></li> <li>• Run INSET days so that all staff are able to attend from many settings. <i>Melanie Smith, Ivington CE Primary</i></li> <li>• I will use the information and share with the staff in a staff meeting in the Autumn Term. Make a list of websites/video links to share with staff. <i>Helen Wilson, Kingsland CE Primary</i></li> <li>• Share with staff ways to have 'encounters' as very difficult in Hereford; share variety of resources. <i>Lesley Grady, St Thomas Cantilupe</i></li> </ul>			

Please continue overleaf if you need to!

### **Suggestions/requests for future support in Herefordshire?**

- Perhaps a development for a Herefordshire RE day where children can meet up with other schools and experience RE in a variety of ways – they could encounter different events and make it valuable to them. *Megan Hamer, Wigmore Primary*
- It would be great to have an Early Years focus in a workshop. RE with 3-5s is very different to KS1. It would be great to share/be given practical advice and ideas to support teaching RE in nursery and reception... Foundation Stage have the most time and space for RE compared to other years, so it seems a good idea to utilise to the max! *Tracy Hughes, Little Dewchurch*
- Is there a way to do something like the multi-faith day at Holmer but without charging quite so much? It is so valuable to encounter people from other faiths. *Carol Alden, Clifford Primary*
- Multifaith input for schools – esp KS2 any funding to enrich understanding. *Helen Wilson, Kingsland CE Primary*
- Help with a list of speakers/visitors that will come into schools as transport is always an issue (costs). *Lesley Grady, St Thomas Cantilupe*

## Feedback from **Bringing RE to Life the GCSE RE Conference**

Over 80 people attended on 29<sup>th</sup> June 2017 at Grafton Manor Hotel

### Evaluation forms highlighted what delegates...

Enjoyed:

- Meeting colleagues and sharing ideas
- Getting interesting ideas
- They were inspired to do more trips
- Enjoyed the Teach Meet
- Got new ideas and resources

Would have liked:

- More time on the Teachmeet
- More time to network
- More time with the faith experts
- Bit of a mixed response on faith expert sessions – Islam in particular would have been better if it hadn't had been split between 2 people.

What they want to see covered at next conference:

- Marking and moderation
- A-Level
- Longer TeachMeet
- Teaching Students vocabulary
- GCSE Assessment
- KS3
- Transition from KS2 – KS3
- A-Level Christianity

Scale of 1 to 4, 1 = High Score and 4 = Low

All figures are in percentages. 2% represents approximately 1 person.

	1 (High)	2	3	4 (Low)
Keynote 1: Brining the new RE GCSE to Life.	74	22	4	
Keynote 2: Teaching Islam & Handling Difficult Issues	70	22	8	
Workshop: Meet the faith experts	78	14	8	2 (Due to 1 workshop leader not turning up)
Keynote 3: Getting Pupils into Texts	80	12	8	
Teach Meet	82	16		
How useful did you find the conference overall?	90	8	2	

“All keynote speakers were excellent, good strategies and ideas for the classroom. Getting pupils into sacred texts was helping when thinking of deeper engagement and in a cross curricular nature.” Julie Knowles, Ryburn Valley

“I thought the day was fantastic and I have been inspired by the teaching ideas shown. I have also sourced some of the wonderful resources shown to us and so it has had a direct impact on my knowledge and teaching.” Miss L Griffiths, Dudley

“Tips for the new GCSE teaching and ensuring academic rigour” Emily Parks, Southam College,

“Being able to meet the experts, I would have love to carried on our discussions, really interesting” Diama Rawlings, Mill brook Academy.

“Bringing the new RS GCSE to life, meeting other colleagues, sharing some interesting ideas and thinking outside of the box” Sarah Wheeler, Swanshurt School, Birmingham.

“Excellent talk from Dr.Chris Hewer answering our incisive question eloquently and brilliant ideas shared during the TeachMeet” Kirty Hollinger, Ryburn Valley.

### **Twitter responses on the day...**

Brilliant keynote by [@sfpett](#) on ways to get kids interested in texts. What a story is called has an impact on how it is read [#REtolife17](#)

Discussing [#Islamophobia](#) and how to deal with it when teaching [#re #REtolife17 @ethicsgrrr!](#) (Kate Christopher) [@Islamic\\_Artist](#) (Razwan UI-Haq)

Such a privilege to have the esteemed Dr.Chris Hewer speaking on Islam content and methodology. [#REtolife17 @NATREupdate @RE Today](#)

So thankful to have [@KosherCrooner](#) (Gerry Cohen) sharing his knowledge and heart on Judaism great insights on the new syllabus. [#REtolife17 @RE Today](#)

## **RE with impact: thinking hard and learning lots**

Monday 18<sup>th</sup> June 2018

Venue: TBC

**9.30am-3.30pm** (Registration and refreshments from 8.45am)

This one-day conference will support schools in planning and teaching great RE that has an impact on pupils. It will focus on practical classroom ideas and strategies, based on the latest research and practice. It will explore ways of helping pupils to build on and make sense of prior learning, using engaging resources and activities that make children think hard, as well as contributing to their wider personal development.

### **Keynote 1**

#### **RE and personal development: thoughtful, resilient and informed Lat Blaylock**

In this session, Lat will offer a range of practical ideas for engaging pupils in exploring living religion and developing virtues.

#### **Session 2: Choose one from two workshops:**

##### **A. RE ideas for 4-7s Lat Blaylock**

This session offers six practical examples for high quality-learning.

##### **B. Teaching non-religious worldviews Fiona Moss**

In the UK, 53% of people are non-religious, according to the 2016 British Social Attitudes Survey. Many children in our classes come from homes with no particular religious affiliation. This session will explore thoughtful ways of helping pupils to understand something of the variety of non-religious worldviews held in the UK.

#### **Session 3: Choose one from two workshops:**

##### **C. Making the most of visits and visitors Lat Blaylock**

Engaging strategies for enabling pupils to learn lots from visits and visitors, with thoughtful questions and intriguing ways in.

##### **D. Classroom ideas from local RE teachers**

Members of the Worcestershire Hub leaders project group will share tried and tested ideas they use in their classrooms, and the impact these have on their pupils' learning and progress.

### **Keynote 2:**

#### **Models of assessment in RE Fiona Moss**

This session will explore a range of the latest models of assessment used by teachers around the country. It will weigh up some advantages and disadvantages of different models, focusing on practical, manageable and worthwhile assessment processes that make a difference to pupils' learning.

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

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

The conference is aimed at teachers of RE from primary schools, including subject leaders, TAs and head teachers. It will also be valuable for governors to find out about how the new syllabus is being implemented, as well as to explore best practice in RE. **Middle school teachers can attend the primary conference or the secondary conference on XXXX at XXX.**

### **Aims**

- To support schools in continuing to embed the new Worcestershire and Herefordshire Agreed Syllabuses for RE, with its increased flexibility and extra support for planning RE
- To provide practical strategies, guidance and resources for teachers and subject leaders in planning creative, thoughtful, rigorous RE to promote deep learning and the personal development of pupils
- To model examples of thoughtful RE, challenging all pupils and promoting deeper thinking

### **Fee:**

**£100 or £175 for two teachers from the same school, including refreshments, lunch and resources**  
Booking form attached.



## **RE with impact: thinking hard and learning lots**

Tuesday 19<sup>th</sup> June 2018

Venue: TBC

**9.30am-3.30pm** (Registration and refreshments from 8.45am)

This one-day conference will support schools in planning and teaching great RE that has an impact on pupils. It will focus on practical classroom ideas and strategies, based on the latest research and practice. It will explore ways of helping pupils to build on and make sense of prior learning, using engaging resources and activities that make children think hard, as well as contributing to their wider personal development.

### **Session 1**

#### **RE, learning and the brain** Stephen Pett

In this session we will explore some of the recent research in the brain and learning. Lessons from neuroscience and cognitive psychology will be applied directly to planning and teaching excellent RE that helps pupils to think hard and learn lots.

### **Session 2:**

#### **Teaching non-religious worldviews** Fiona Moss

In the UK, 53% of people are non-religious, according to the 2016 British Social Attitudes Survey. Many children in our classes come from homes with no particular religious affiliation. This session will explore thoughtful ways of helping pupils to understand something of the variety of non-religious worldviews held in the UK.

### **Session 3:**

#### **Making the most of visits and visitors** Stephen Pett

Engaging strategies for enabling pupils to learn lots from visits and visitors, with thoughtful questions and intriguing ways in.

### **Session 4:**

#### **Models of assessment in RE** Fiona Moss

This session will explore a range of the latest models of assessment used by teachers around the country. It will weigh up some advantages and disadvantages of different models, focusing on practical, manageable and worthwhile assessment processes that make a difference to pupils' learning.

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

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

The conference is aimed at teachers of RE from primary schools, including subject leaders, TAs and head teachers. It will also be valuable for governors to find out about how the new syllabus is being implemented, as well as to explore best practice in RE.

### **Aims**

- To support schools in making progress with the Herefordshire Agreed Syllabuses for RE, with its increased flexibility and extra support for planning RE, and its focus on living religion and belief
- To provide practical strategies, guidance and resources for teachers and subject leaders in planning creative, thoughtful, rigorous RE to promote deep learning and the personal development of pupils
- To model examples of thoughtful RE, challenging all pupils and promoting deeper thinking

### **Fee:**

**£100 or £175 for two teachers from the same school, including refreshments, lunch and resources**

Booking form attached.





## Creative RE in special schools

A day for special schools in Gloucestershire / Herefordshire / Worcestershire / South Gloucestershire / Swindon and Bristol, supporting teachers to meet the needs of their pupils and promote their personal development.

**Tuesday 27<sup>th</sup> March 2018**

<b>8.30am</b>	<b>Arrivals, registration, tea &amp; coffee</b>
<b>9.00</b>	<b>Reflection/meditation</b>
<b>9.15</b>	<p><b>Session 1: A fresh approach to planning RE: what RE works for our pupils with special needs?</b></p> <p>Our local syllabuses refer to Anne's Five Keys planning model. Here's a chance to explore how to use it to plan creative and thoughtful RE, how to assess with it, in order to increase teacher confidence and improve pupil progress.</p>
<b>10.30</b>	<b>Break</b>
<b>11.00</b>	<p><b>Session 2: Teaching Islam</b></p> <p>Exploring creative ways of communicating core knowledge about religions in a creative and sensory way.</p>
<b>12.15</b>	<b>Lunch</b>
<b>1.00</b>	<p><b>Session 3: Experiential activities</b></p> <p>Tibetan Buddhist, Tsuma-la Choesang draws on her experience in engaging SEND pupils in reflection and movement.</p>
<b>2.15</b>	<b>Session 4: TBC</b>
<b>3.30</b>	<b>Evaluations</b>

The course is at **Adhithana, Coddington, Ledbury, Herefordshire, HR8 1JL.**

**Adhithana** is a beautiful Buddhist retreat centre west of the Malvern Hills. We will have an opportunity to explore the grounds and make use of one of the shrine rooms for one session.

...

**Booking form:  
Special RE day @ Adhithana, HR8 IJL**

**Tuesday 28<sup>th</sup> March 2018**

**Fee: £100**

Full Name:	
School Name:	
School Address:	
	Postcode:
Telephone:	
Email address:	
Special Dietary Requirements	
<input type="checkbox"/>	Yes, I will bring a 5 minute item for the TeachMeet (please tick)

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

**Send to:** RE Today Services, Imperial Court, Sovereign Road, Birmingham B30 3FH  
Telephone: 0121 458 3313      **Email to:** [mark@retoday.org.uk](mailto:mark@retoday.org.uk)



<b>Meeting:</b>	<b>Standing advisory council for religious education (SACRE)</b>
<b>Meeting date:</b>	<b>Friday 17 November 2017</b>
<b>Title of report:</b>	<b>draft SACRE annual report for the academic year September 2016 to July 2017</b>
<b>Report by:</b>	<b>Religious Education Consultant – RE Today</b>

## Classification

Open

## Decision type

This is not an executive decision

## Wards affected

(All Wards);

## Purpose and summary

To approve the draft SACRE Annual Report for the academic year September 2016 to July 2017.

## Recommendation(s)

**THAT:**

- a. subject to any comments by SACRE, the SACRE Annual Report 2016/17 be approved; and
- b. the clerk to SACRE be authorised to finalise the document to take account of any comments by SACRE and final proof reading, and to publish/circulate the report as necessary.

## Alternative options

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

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Further information on the subject of this report is available from  
Stephen Pett, Tel: 01432 383690.

## Key considerations

2. There is a duty for SACRE to publish an annual report, ideally by the 31st December each calendar year but if necessary in the following calendar year. The report must be sent to the Secretary of State for Education as well as to key partners, including schools, teacher training institutions, libraries and councillors.
3. The annual report should hold the council to account by providing detail of the advice that SACRE has given to the council during the year and the nature of any responses, it should also include advice on religious education and collective worship in schools that are the responsibility of the council. The annual report provides the mechanism through which to hold the council to account through informing the secretary of state and partners of the advice provided by SACRE.
4. The following issues arose from the previous annual report for 2015/16:
  - concern regarding attendance at the summer primary conference; SACRE would work to address the issue and ensure the conference in summer 2017 would reach as many Herefordshire schools as possible;
  - low turnout at the secondary conference was also addressed in the annual report for the previous year. It was suggested that for 2017 there would be an attempt to combine the conference with the annual event that occurred at Bromsgrove High School;
  - a day for teachers in local special schools that would take place in October 2016; and
  - a school survey concerning the revised, agreed syllabus would be undertaken in 2016/17.

## Community impact

4. The provision of Religious Education and collective worship seeks to increase understanding and tolerance of all religions in local communities.

## Equality duty

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

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

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

communities. SACRE contributes to this duty by advising the council on its arrangements for religious education.

## **Resource implications**

7. There are no resource implications involved in the production and consideration of this report. There is no cost associated with the production of the annual report which will be published and circulated electronically.

## **Legal implications**

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

## **Risk management**

10. During the production of this report there has been an assessment of the likely risk management implications. It is not considered that risk of any significance arises from the production or contents of this report. The annual report identifies an issue of quoracy at meetings of SACRE. It reports that during 2016/17 SACRE was inquorate at one meeting. The report confirms that SACRE is seeking to address.

## **Consultees**

11. None

## **Appendices**

Appendix - draft SACRE Annual Report 2016/17

## **Background papers**

None identified.



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

**Draft SACRE Annual Report for the Academic  
Year 2016/17**

## **1 Herefordshire SACRE Annual Report 2016-2017**

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 2016-2017. The minutes of these meetings are available from Matthew Evans, Clerk to SACRE ([matthew.evans@herefordshire.gov.uk](mailto:matthew.evans@herefordshire.gov.uk)). Membership has declined and one of the meetings was not quorate. This is an issue SACRE is seeking to address, especially as it has been the teacher representatives who were missing.

Herefordshire SACRE's strategy group did not meet in July 2016; the long-term support from RE Today Services, who have supported Herefordshire SACRE since before 2008, was put on hold while the Local Authority established its protocols for renewing contracts.

## **2 Supporting RE in Herefordshire**

The key activities of SACRE over the period 2017-18 have focused on maintaining support for teachers as they implement the revised agreed syllabus for RE. SACRE has commissioned a local teaching school to draw up a guide for visits and visitors for schools, including contact names and details.

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

## **3 SACRE Primary RE Conferences 2017**

Herefordshire and Worcestershire share the same agreed syllabus, and so two conferences were offered this summer. They were held Monday 19<sup>th</sup> June (Pear Tree Inn, Worcester) and Tuesday 20<sup>th</sup> June (Whitecross School, Hereford). The conferences had the same programme and they were both offered to teachers in both counties. 24 teachers attended the Worcester conference and 21 teachers attended the Hereford conference.

The programme was on the theme of 'Thoughtful RE: preparing pupils for life'. It was led by Julia Diamond-Conway and Stephen Pett from RE Today, with sessions on living religion and belief, ideas for RE with 4-7s, and flexible strategies for using the visual and performing arts to deepen pupils' understanding. Razwan Ul-Haq, a Muslim artist and educator, joined the day to explore how to handle difficult issues in RE, in particular with regard to Islamophobia. Teachers also took part in a 'speed dating' activity to share classroom ideas.



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

- Very good conference with lots of useful ideas and resources to take back to school.
- Fantastic opportunity to share ideas in a friendly and informative way. Teaching strategies suggested (e.g lesson starters, everyone/no one believes, can be adapted for all age groups). Great to share experiences of places of worship/visitors.
- I would have been interested to attend both workshops, as they were both valuable, rather than sharing ideas with other teachers. It was very useful to hear ideas about using thinking skills in RE in practical ways.
- Great resources; great to have perspective from Razwan; thank you for all links etc. Easy listening, great connections.

Following the disappointment of the cancellation of the summer conference in 2016, it was good that the Herefordshire conference went ahead this summer, albeit at a loss for the organisers (RE Today). The decline in attendance at these conferences is a concern, with multiple factors involved. The primary conferences at Whitecross had been regularly attracting between 40 and 70 delegates, with excellent feedback. SACRE will be looking at ways of encouraging participation in 2018.

#### **4 Secondary RE Conference: June 2017**

In 2016, numbers for the secondary conference were very low, in part because an alternative day conference had been arranged by a local teaching school (South Bromsgrove High School) in the neighbouring county of Worcestershire. SACRE decided it would be better to join the two conferences, to maximise numbers and impact through support and cooperation rather than competition.

As a result of this decision, a joint conference was held on 29<sup>th</sup> June 2017, partnering with Worcestershire SACRE, Wigmore Teaching School Alliance (Hereteach), South Bromsgrove Teaching School Alliance, RE Today and the National Association for Teachers of RE (NATRE). Over 80 teachers attended, with a focus on subject knowledge for GCSE. Faith representatives from the six major world faith traditions were present, with keynote addresses from Kate Christopher and Stephen Pett (RE Today). 90% of delegates rated the event as 'excellent'.

Despite this successful day, no Herefordshire secondary schools attended. SACRE will be exploring the possible strategies for meeting the needs of local schools.

#### **5. Support for special school RE**

A day for RE in special schools was held in October 2016. Anne Krisman, Head of RE at Little Heath Special School, Redbridge, and senior Tibetan Buddhist nun, Tsuiltrim Tenzin Choesang, led the day, including sessions on planning, teaching Islam, British Values and SMSC, and using singing bowls in reflective practice. Comments from the 17 delegates included:

- A well-balanced and focused course
- Everyone REALLY friendly. Lovely to have a specific SEN day
- Lots of examples given but less about strategies and ideas to take away. Good to network and meet people in other special schools.
- A really nice relaxed day, which provided time to chat with other schools about different strategies/practices used. The different sessions have given me confidence in my planning, resourcing and a next step plan.
- Sharing ideas with other teachers was beneficial
- It has been useful to talk to other teachers who lead RE – swap ideas etc. It's given me the confidence that what I have planned and developed is ok!

Actions teachers intended to pursue in response included:

- Dissemination of info gained from planning RE. Exploration of use of singing bowls within the school

- More individual-based teaching; focus on key points/themes; use of RE days and RE weeks
- Looking at how to fit 5 Keys approach into the school curriculum; encourage staff to address RE in explicit way
- Getting to the core; being more creative/experiential
- Network with other schools; add to resources; buy singing bowls!
- Network with people from the course. Send a staff survey around to gauge current understanding; plan for multimedia sessions

A further follow-up day is planned in 2018.

## **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 2017-2018 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 2017-2018, including:

- A day for teachers in local Special Schools is planned for 28<sup>th</sup> March 2018 at the new Buddhist retreat centre near Ledbury, Herefordshire.
- 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, Gloucestershire SACRE, Hereteach, South Bromsgrove High School, RE Today and NATRE, focusing on supporting teachers in deepening their understanding of Christianity and Islam, as part of the challenge of teaching the new GCSE specifications, as well as ways of developing assessment and planning for progress.
- 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
- NASACRE survey of SACREs
- Commission on RE

Cllr John Stone  
Chair of SACRE  
November 2017



<b>Meeting:</b>	<b>STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)</b>
<b>Meeting date:</b>	<b>Friday 17 November 2017</b>
<b>Title of report:</b>	<b>Update on any new initiatives in RE</b>
<b>Report by:</b>	<b>RE Consultant – RE Today</b>

### Classification

Open

### Decision type

This is not an executive decision

### Wards affected

(All Wards);

### Purpose and summary

1. To receive an update on recent national reports and RE initiatives and their implications for the teaching of religious education in Herefordshire schools.

### Recommendation(s)

**That: The report be noted.**

### Appendices

- Appendix 1 - The State of the Nation: A Report on Religious Education provision within secondary schools in England – [Executive Summary](#) and [NATRE Press Release](#) (web links)
- Appendix 2 - [Commission on RE interim report](#) (web link)

### Background papers

None identified





# The State of the Nation: A report on Religious Education provision within secondary schools in England

## EXECUTIVE SUMMARY



# EXECUTIVE SUMMARY



Religious Education (RE) is a vibrant, academically rigorous subject which covers multiple religious and non-religious worldviews. RE challenges young people to explore religion and belief in a way that enhances their transferable skills of literacy and reasoning in the classroom and allows them to gain a better understanding of the world around them. With the continued importance of religion and belief in public life, and substantial media coverage of issues relating to religion and belief, whether debates about ethical issues or coverage of conflicts with religious elements, it is crucial to ensure that all young people are religiously literate and

able to understand and question the accuracy of claims about different belief systems, regardless of whether they are themselves religious or not.

The importance of this subject is reflected in its legal standing. All state-funded schools, including academies and free schools, are legally required to provide Religious Education as part of a balanced curriculum.

## Key findings of the State of the Nation

The State of the Nation report looks at the extent to which schools in England meet their statutory requirements to teach RE. It provides a comparison between schools where the RE curriculum is determined in three different ways:

- 1) Schools, including some academies, following an RE curriculum determined by their religious character;
- 2) Academies and other schools such as Free Schools where the RE is determined by their funding agreements;
- 3) Schools where a locally agreed RE syllabus must be followed.

The report argues that it is vital that students receive high quality RE. It is neither educationally, morally or legally justifiable for schools to provide minimal time on the school timetable for RE, or to expect teachers with insufficient training or expertise to deliver the subject. Neither is it acceptable for any young person to leave school without the knowledge and skills delivered through RE which will allow them to understand the beliefs and values of our diverse British society, without which they will be ill equipped to take their place in the modern world.

## Findings from this report include:

- **28% of secondary schools told the Department for Education that they gave no dedicated curriculum time to RE.** It is estimated that this equates to 800,000 pupils being deprived of their legal right to learn about major religions and beliefs, leaving them without the religious literacy they need for life in modern multi-faith Britain.<sup>1</sup>
- **The level of provision of RE is largely dependent on the type of school pupils attend,** leading to widespread variation across the country.
- **Schools with a religious character typically provide a higher level of provision of RE,** suggesting that these schools place a higher priority on the subject than other types of school. 96% of schools with a religious character offer RE at KS4.<sup>2</sup> 90% dedicate at least 3% of their timetables (around 40 minutes a week) to RE at KS4.<sup>3</sup> In addition, 90% of these schools say that over half of their RE lessons are taught by a teacher with a relevant post A-level qualification.<sup>4</sup>
- **Academies are the least likely type of school to offer RE at KS4,** with just 73% of schools reporting that they offer RE at this level<sup>5</sup>, and just 27% providing more than 3% of curriculum time to RE.<sup>6</sup>

## The State of the Nation: A report on Religious Education provision within secondary schools in England

Just 66% of academies said that over half of their RE lessons are taught by a teacher with a relevant post A-level qualification.<sup>7</sup>

- **Schools following a locally agreed syllabus for RE tend to have higher levels of provision than academies, but lower than schools of a religious character.** At KS4, 45% dedicate 3% or more of their timetables to RE.<sup>8</sup> As these schools convert to academy status and are no longer required to follow their locally agreed syllabus, there is a real concern that their level of RE provision may drop.
- Full course Religious Studies GCSE students should receive 10% curriculum time (more than two hours per week) of RE lessons and pupils taking the short course GCSE should spend 5% of curriculum time (one hour) on this subject.<sup>9</sup> This standard is very rarely met, meaning that **RS is not being treated fairly in comparison with other GCSE subjects and students across the country are not receiving the level of provision they deserve.**
- A worrying number of **schools are teaching RE full course on short course hours.** Almost half (42%) of academies and agreed syllabus schools (43%) reported that students taking the full course GCSE receive just one hour or less per week.<sup>10</sup>
- **Non-examined RE is often not sufficient to meet the aims of the subject and leads to schools simply not teaching it,** which fails pupils. Of the schools claiming to offer non-examined RE to Year 11 pupils, 83% admitted their students receive zero minutes of teaching per week.<sup>11</sup> It may be that offering RE is done as a tick-box exercise with schools claiming not to be resourced effectively in terms of trained or qualified staff or funding to deliver appropriate teaching.
- **The number of schools removing GCSE RS from their curriculum entirely has risen steadily between 2014 and 2016 (3% overall).**<sup>12</sup> Schools with a religious character are least likely to not enter any pupils for GCSE RS but more than 14% of academies do not enter a single pupil for any GCSE in RS.<sup>13</sup>
- **Only 47% of academies have at least 75% of their RE lessons taught by a fully qualified specialist.** This compared to 58% of agreed syllabus schools. Once again schools with religious character perform best, with 77% of respondents reporting this standard.<sup>14</sup>
- **Students at schools with religious character are significantly more likely to be taught RE by a teacher with a relevant post A-level qualification**



than students in an academy, meaning that once again, academy students are missing out.

- The number of schools entering between 90 and 100% of their year 11

cohort has fallen steadily from 49% in 2014 to 45% in 2016.<sup>15</sup> This reflects a move away from entering whole cohorts for either the short course of the full course, almost certainly prompted by the removal of the short course from accountability measures.<sup>16</sup>

## Summary of recommendations

### The Department for Education should:

1	Hold schools to account for the level of provision and standards of teaching of RE.
2	Encourage ministers to speak about the importance of RE in the curriculum and about its impact on wider educational outcomes, including on society at large.
3	Issue a clear public statement that it is not acceptable in any circumstances for a school to be failing to provide RE at any Key Stage as part of its broad and balanced curriculum.
4	Publish data about RE provision routinely in an accessible format (without the need to issue Freedom of Information requests) to allow local Standing Advisory Councils for RE (SACREs) and other bodies to more easily fulfil their duty to monitor provision for RE in their local area. This data should include school workforce data and GCSE entries.
5	Clarify and strengthen the mechanisms by which complaints can be made about schools failing to provide pupils with their entitlement to high quality RE.
6	Ensure that it is a condition of the successful completion of teacher training that there is evidence that newly qualified RE teachers have an appropriate level of RE knowledge, understanding and skills to take up their first post.

### School leaders including headteachers and governors should:

<b>7</b>	Review the specific requirements for RE provision and ensure that they can demonstrate that each pupil on the school roll is receiving their entitlement to RE in each school year.
<b>8</b>	Review the specific content requirements (in particular where they include being taught an accredited course at Key Stage 4 if that is what is required in the syllabus).
<b>9</b>	Ensure that all specialist and non-specialist teachers who provide RE have access to subject specific CPD throughout their career.
<b>10</b>	Ensure that all non-specialist RE teachers who teach RE receive high quality subject specific training, such as the Teach RE course, before they commence teaching RE.

### Ofsted should:

<b>11</b>	Ensure that the level of provision for RE is monitored during routine inspections with an expectation that the curriculum cannot be considered 'broad and balanced' unless RE is provided.
<b>12</b>	Ensure that all those teaching RE are suitably qualified and/or trained to do so.
<b>13</b>	Review the training of inspectors so that they are aware of specific requirements for RE in each school that is inspected and can differentiate between strong and weak provision.
<b>14</b>	Carry out an investigation into the impact of different levels and quality of RE provision on wider pupil outcomes.

### Parents/Carers should:

<b>15</b>	Request information about the programme of RE taught at their child's school (this should be published on the school website). If RE is not mentioned, or if the practice does not seem to match the published plan, ask questions or complain if necessary.
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**The State of the Nation: A report on Religious Education provision within secondary schools in England**

The State of the Nation report was commissioned and produced by the National Association of Teachers of Religious Education (NATRE), The Religious Education Council of England and Wales (REC) and RE Today working in a joint venture as the RE PR Group.





consultative at this stage, call for consideration to be given to adding the promotion of improved community relations to the remit of SACREs and make proposals for the securing of resources for their work. There are also recommendations that seek consideration of the composition of SACREs with a call to ensure that they are fully representative, with representatives of non-religious worldviews as full members.

The full recommendations are set out on pages 8 to 12.

In addition, the Commissioners are seeking to undertake further consultation in these areas and have set out the issues that they are particularly interested in exploring. These areas for consultation are set out on pages 12 to 14.

## LIST OF RECOMMENDATIONS

### A NATIONAL ENTITLEMENT FOR RELIGIOUS EDUCATION

- a. There should be a national entitlement statement for RE which sets out clearly the aims and purpose of RE and what pupils should experience in the course of their study of the subject. A draft statement for consultation is overleaf.
- b. This entitlement should become normative through non-statutory guidance as early as possible, and should ultimately become statutory, either to supplement or to replace current legislation on agreed syllabuses.
- c. The national entitlement should apply to all state-funded schools including academies, free schools and schools of a religious character.
- d. Independent schools should consider adopting the entitlement as an undertaking of good practice.

#### **The National Entitlement for Religious Education**

Overleaf is the draft text of the proposed national entitlement for RE. This draft is for consultation. We welcome comments on and refinements to the text.

## **A National Entitlement for RE**

RE in schools should enable students to engage in an intelligent and informed way with the ideas, practices and contemporary manifestations of a diversity of religious and non-religious worldviews. It should enable them to understand how worldviews are inextricably woven into, influence and are influenced by, all dimensions of human experience. It should prepare pupils for life in modern Britain by enabling them to engage respectfully with people with worldviews different from their own. RE should equip pupils to develop their own beliefs, practices, values and identity in the light of their reflections on the worldviews they have studied.

Through their study of worldviews, pupils should develop a lifelong motivation to enquire into questions of meaning and purpose, and investigate others' worldviews and what they mean for individuals, communities and society. All of this will enable them to become responsible citizens and members of diverse and changing local, national and global communities.

Throughout their period of compulsory schooling, pupils should learn about, understand and engage with:

- a. The diversity of religious and non-religious worldviews and ways of life that exist locally, nationally and globally.
- b. The ways in which communities and individuals holding different worldviews interact, change and maintain continuity in different times and contexts and as the surrounding culture changes.
- c. The different ways that people interpret and respond to texts and other sources of authority.
- d. The ways that people communicate their beliefs, experiences, values and identities through verbal and non-verbal means (eg prose, story, poetry, art, music, dance, ritual, architecture).
- e. How people seek moral guidance from religious and non-religious worldviews and how they interpret this guidance in their lives.
- f. The importance of experience, including extra-ordinary experiences, in shaping people's worldviews and how worldviews are used to interpret experience.

- g. The role of religious and non-religious rituals and practices in both creating and expressing experience, beliefs, values and commitments.
- h. The relationship between people's worldview and their thinking and actions concerning political, public, social and cultural life.
- i. Both the positive and negative exercise of power and influence resulting from people's worldviews.
- j. The important role that worldviews play in providing people with a way of making sense of their lives and in forming their identity.\*

As part of a balanced programme aimed at meeting this provision, it is expected that pupils will:

1. Experience meeting and visiting people from their local community from a range of worldviews including those different from their own and that of the school.
2. Develop core skills for researching the beliefs, values and practices of individuals and groups in society.
3. Experience a range of approaches to the study of religions (e.g. phenomenology, philosophy, sociology, textual studies, theology).
4. Engage with questions of meaning and purpose and of the nature of reality raised by the worldviews that they study.
5. Think through and develop a reflective approach to their own personal responses and developing identity and learn to articulate these clearly and coherently while respecting the right of others to differ.
6. Develop the core skills and dispositions of careful listening, critical thinking, self-reflection, empathy and open-mindedness required for making wise judgments.
7. Learn to discuss controversial issues and work with others (including those that they disagree with) with the intention of securing a healthy and peaceful society in the context of significant diversity.

*\* We are indebted to Barbara Wintersgill, who presented her project on Big Ideas in RE. Her work has informed much of the content of this list.*

## HOLDING SCHOOLS TO ACCOUNT FOR THE PROVISION AND QUALITY OF RE

- a. Schools should be required to publish on their website details of how they meet the national entitlement for RE.
- b. Inspection frameworks should be revised to ensure that inspectors monitor whether or not schools meet the national entitlement for RE, in the light of schools' duty to provide a broad and balanced curriculum.
- c. The DfE should either monitor, or give SACREs or other approved bodies the power and resources to monitor, the provision and quality of RE in all schools, including free schools, academies and schools of a religious character.
- d. The government should consider the impact of school performance measures, including the exclusion of RS GCSE from the EBacc, on GCSE entries and on the provision and quality of RE, and consider reviewing performance measures in the light of the evidence.

## A RENEWED AND EXPANDED ROLE FOR SACRES

We seek to consult on all our recommendations relating to SACREs. (See page 12)

## A NATIONAL PLAN FOR IMPROVING TEACHING AND LEARNING IN RE

We are considering developing a National Plan for developing teaching and learning in RE, along the lines of the National Plan for Music Education. This plan is likely to include the following recommendations:

- a. A minimum of 12 hours should be devoted to RE in all primary Initial Teacher Education (ITE) courses.
- b. Leading primary schools for RE should be identified and all primary trainees should be given the opportunity to observe RE teaching in such a school.
- c. Include under the Teachers' Standards, part 1, section 3 (Demonstrate good subject and curriculum knowledge), the requirement that teachers 'demonstrate a good understanding of and take responsibility for the sensitive handling of controversial issues, including thoughtful discussion of religious and non-religious worldviews where necessary.'
- d. Restore funded Subject Knowledge Enhancement (SKE) courses for those applying to teach RE and for serving teachers of RE without a relevant post A-level qualification in the subject.
- e. Restore parity of bursaries for RE with those for other shortage subjects.



- f. The government and relevant funding bodies should consider how funding of grassroots teacher networks can be made more sustainable.
- g. SACREs and local authorities should review existing good practice in developing and sustaining these grassroots networks and start their own if such a network does not exist in their local area.
- h. University performance measures should be updated to credit universities for their engagement with schools, including the provision of continuing professional development (CPD) and resource materials.
- i. University staff conducting research in areas related to RE should be encouraged to contribute to grassroots networks, lead teacher development days, develop resource materials or become SACRE members. This may provide opportunities for them to demonstrate the impact of their research or increase student recruitment.

## LIST OF AREAS FOR CONSULTATION

### A NATIONAL ENTITLEMENT FOR RELIGIOUS EDUCATION

1. The entitlement is not a national syllabus or curriculum. It is a basic statement of what all pupils are entitled to, whatever type of school they attend. Many schools will need guidance and support to translate this entitlement into curriculum planning, particularly in relation to progression. We are still reviewing where this guidance and support will come from. We seek input on what bodies would be best placed to translate the entitlement into detailed programmes of study and how best to support schools to plan their curriculum in line with the entitlement. Several possibilities have been discussed by the Commission so far:
  - a. Removing the requirement for local authorities to hold Agreed Syllabus Conferences (ASCs). In a context where every school will eventually become an academy, this requirement is no longer proportionate for many local authorities and will become even less so over time. However, it might be possible for programmes of study to be developed at regional levels. It would also be possible to include regional universities on this model. A regional system might not provide sufficient support to academies unless they were explicitly included. If the requirement for local authorities to develop a locally agreed syllabus were to be removed, it would not preclude those local authorities that had the resource and expertise from convening ASCs and developing programmes of study that could be adopted by those schools that chose to, within or outside that local authority.
  - b. Recommending the development of a national set of programmes of study compliant with the entitlement. This may or may not be government-funded. This has the advantage of providing consistency

across localities, which was requested by some teachers in the written and oral evidence. However, there are a number of potential difficulties with it. First, there is the vexed question of who develops programmes of study. Second, there is the justified criticism that in the era of a school-led system a nationally agreed set of programmes of study is too rigid and leaves schools insufficient freedom to undertake RE that is appropriate for their pupils and immediate community. Third, there is the question of how to ensure that the syllabus is appropriately independent of political interference. Many of those who gave oral and written evidence were concerned about excessive political interference in the scope and content of RE.

- c. Leaving the market open for schools, groups of schools, dioceses, SACREs, commercial providers and other relevant groups to write their own programmes of study. This would allow maximum freedom for schools but might not resolve the inequality in provision and quality discussed above. Non-statutory guidance or a range of model programmes of study might also be developed to support relevant groups in writing their own programmes of study.
2. There is likely to be a range of possibilities within these broad categories and other possibilities that we have not yet considered. We seek views on what would be most helpful to support schools with curriculum planning and ensure that all schools can meet the entitlement effectively.
3. The question also remains as to whether the entitlement statement should replace or supplement the current legislation on agreed syllabuses, which requires that they must 'reflect the fact that religious traditions in Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (UK Parliament, Education Act 1996, Section 375.2). This legislative statement remains a statement of historical and social fact. Of those who identify themselves as having a religion, the majority are Christian, and Christianity has played a particular role in the history of Great Britain. However, the statement in and of itself does not specify how much time should be spent on any worldview. It also does not include non-religious worldviews. We seek views on whether the entitlement should specify a number and range of worldviews, or a minimum time to be spent on one worldview.
4. We have also discussed whether the name of the subject should be changed, to signify the renewed vision for the subject. It is difficult to find an alternative name that appropriately captures the breadth and depth of the subject as outlined in the entitlement statement. We have discussed a number of options. A small majority of the Commission preferred to call the subject Religion and Ethics (or Religions and Ethics) while others wished either to preserve the current name, or to change its name to Religions and Worldviews or Religion, Philosophy and Ethics (or Philosophy, Religion and Ethics). We seek views on which of these options best captures the nature of the subject outlined in the entitlement. We

also seek suggestions on alternative names which fit the entitlement and the renewed vision for the subject.

## HOLDING SCHOOLS TO ACCOUNT FOR THE PROVISION AND QUALITY OF RE

1. We seek views on the most appropriate mechanisms for holding schools to account for the provision and quality of RE at both primary and secondary level.
2. We are considering recommending that a revised qualification at Key Stage 4, for those not taking Full Course GCSE RS, be developed. This would need to meet the requirements of the national entitlement for RE and have currency in school performance measures. This qualification would not be compulsory but would count in school performance measures and in individuals' applications for work or further study. We seek views on how effective this would be and what demand there would be for such a qualification.

## A RENEWED AND EXPANDED ROLE FOR SACRES

1. We seek views on the following recommendations on the role of SACREs:
  - a. The Government should publicly highlight and reaffirm the important role of SACREs in supporting and resourcing RE.
  - b. The Government should consider whether the role of SACREs should be expanded to include a duty to advise on all matters relating to religion and belief in schools.
  - c. The Government should consider ways of securing funding to resource SACREs adequately. Options for this may include:
    - i. Ring-fenced funding for SACREs.
    - ii. Funding for SACREs from the Department of Culture, Media and Sport or the Department of Communities and Local Government.
    - iii. Specifying a minimum amount of funding (perhaps per school or per pupil) to which local authorities must adhere.
  - d. The Government should consider the composition of SACREs and the law should be changed to include representatives of non-religious worldviews as full members.
  - e. The Government should publish all SACRE annual reports publicly on a dedicated website.
2. We seek views on what the duties of SACREs should be in relation to promoting good community relations, beyond matters relating to religion

and belief in schools.

3. We are still considering how the composition of SACREs should be adapted to be fit for purpose in a changed social and educational landscape. In particular, we are considering whether the committee structure should be changed or abolished. We seek views and evidence on this.
4. We seek views on which groups and organisations should be represented on SACREs.

### THE RIGHT OF WITHDRAWAL

1. We seek further evidence on the number of pupils being withdrawn from RE, and the reasons given, where these are given, as well as whether the number of cases and reasons given have been changing over time.
2. We seek views on the most effective ways to manage the right of withdrawal in practice.
3. We seek views on whether it is desirable to look to adopt an overall approach to the design of the RE curriculum in every school so that it is sufficiently 'objective, critical and pluralistic' as to render it capable of being compulsory without the right of withdrawal.

### A NATIONAL PLAN FOR IMPROVING TEACHING AND LEARNING IN RE

1. We seek views on what should be included in the National Plan for RE, beyond the recommendations set out above.
2. We seek views on how the National Plan might best be implemented.
3. There are increasing expectations of teachers to be engaged with research, by keeping up to date with published research at minimum, and where possible by engaging in action research, lesson study and other forms of practitioner research. We seek views on the kinds of research which would be most helpful for RE teachers to engage with, and what mechanisms would support this.

We seek further evidence on this issue. We recognise the important work done by Church of England dioceses in supporting SACREs, and supporting RE in community schools for which they are not directly responsible. According to oral evidence provided by the Church of England Education Office, the Diocesan RE adviser is the only provider of specialist advice to the SACRE in over 40% of SACREs and the diocesan role is described as ‘significant or greater’ in two thirds of SACREs.

209. The role of SACREs in supporting, monitoring and providing determinations for Collective Worship was outside the scope of enquiry for the Commission on RE. This needs to be considered separately.

### **Recommendations**

210. We intend to consult on all proposed recommendations relating to SACREs.

### **Areas for consultation**

211. We seek views on the following recommendations on the role of SACREs:
- a. The Government should publicly highlight and reaffirm the important role of SACREs in supporting and resourcing RE.
  - b. The Government should consider whether the role of SACREs should be expanded to include a duty to advise on all matters relating to religion and belief in schools.
  - c. The Government should consider ways of securing funding to resource SACREs adequately. Options for this may include:
    - i. Ring-fenced funding for SACREs
    - ii. Funding for SACREs from the Department of Culture, Media and Sport or the Department of Communities and Local Government
    - iii. Specifying a minimum amount of funding (perhaps per school or per pupil) to which local authorities must adhere.
  - d. The Government should consider the composition of SACREs and the law should be changed to include representatives of non-religious worldviews as full members.
  - e. The Government should publish all SACRE annual reports publicly on a dedicated website.
212. We seek views on what the duties of SACREs should be in relation to promoting good community relations, beyond matters relating to religion and belief in schools.

- 213. We are still considering how the composition of SACREs should be adapted to be fit for purpose in a changed social and educational landscape. In particular, we are considering whether the committee structure should be changed or abolished. We seek views and evidence on this.
- 214. We seek views on which groups and organisations should be represented on SACREs.

## THE RIGHT OF WITHDRAWAL

### The current situation

- 215. As mentioned in paragraph 34 above, the right of parents to withdraw their children from RE and from Collective Worship has been in existence since 1870 and has remained part of the legal settlement in both the 1944 and 1988 Education Acts.
- 216. Parents may withdraw their children from some or all of the RE curriculum, without giving a reason. Non-statutory guidance released in 2010 states that the school must not influence the parents' decision but should make sure that parents are informed about the content of the curriculum.<sup>89</sup>
- 217. The law makes provision for parents to make alternative arrangements for children to learn RE in accordance with their parents' wishes.
- 218. The school must supervise the children who are withdrawn from RE but are not required to provide additional teaching or incur extra cost.
- 219. Teachers also have the right to withdraw from teaching RE.

### The case for change

#### *Widespread support for an end to the right of withdrawal*

- 220. There were strong calls across the written and oral evidence for the right of withdrawal to be abolished – a significant majority of individuals and organisations mentioned this. NATRE, the NAHT and the Church of England – representing three major stakeholders in schools – all called for an end to the right of withdrawal in their written evidence.

NAHT believes that all pupils, in all schools, should experience consistent and high quality Religious Education in order to support the development of understanding, tolerance and respect for religious and non-religious beliefs, practices and viewpoints. In

<sup>89</sup> Department for Children, Schools and Families (2010) *Non-statutory guidance on Religious Education*. <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

# SECTION 5

## NEXT STEPS

### 5.1 THE CONSULTATION PROCESS AHEAD OF THE FINAL REPORT

272. We intend to have an extensive consultation process on the report, including the recommendations, areas for consultation, and any gaps or further issues to address in the final report.
- a. An online consultation process will run from mid-October to mid-December 2017. Please keep an eye on [www.commissiononre.org.uk](http://www.commissiononre.org.uk) or the @CommissionOnRE twitter account (<https://twitter.com/CommissionOnRE>) as details of the consultation will be publicised here, as well as via the RE Council's member organisations.
  - b. A consultation event will take place in late November or early December 2017. Further details of this event will be publicised in due course.
  - c. You are welcome to email your views to [evidence@commissiononre.org.uk](mailto:evidence@commissiononre.org.uk) throughout the next year up until the publication of the final report.
273. We are looking for school case studies around the enablers to high quality RE:
- i. Subject expertise and its impact on teaching and learning
  - ii. Support from school leaders and what this looks like when it's done well, as well as its impact on teaching and learning
  - iii. Professional development networks and their impact on teaching and learning and particularly on the experience of pupils
  - iv. How schools have made best use of local faith and belief communities.
274. We are also looking for school case studies around the barriers to high quality RE:
- i. The impact of school performance measures
  - ii. Lack of specialist teachers
  - iii. Low teacher confidence

- iv. Lack of support from school leaders.
- 275. We are also looking for case studies of good professional support from SACREs and cases where lack of SACRE support has had negative impact.
- 276. Please submit all case studies via the online consultation process when it opens, or by email to [evidence@commissiononre.org.uk](mailto:evidence@commissiononre.org.uk) after the consultation process has closed.
- 277. Commissioners will be able to make limited further visits to schools, professional bodies and SACREs.
- 278. The final report will contain details of the consultation and our responses to the consultation. We will not be publishing a separate consultation response.

## 5.2 KEY AREAS FOR FURTHER CONSIDERATION AHEAD OF THE FINAL REPORT

- 279. The Commissioners have identified a number of areas for further discussion ahead of the final report. These include the areas for consultation we have identified above:
  - a. The implications of the 'dual system' for RE, in terms of the purposes of RE as well as the legal and structural arrangements, particularly in the light of the proposed national entitlement.
  - b. Who should provide detailed curriculum guidance, including programmes of study, based on the proposed national entitlement.
  - c. What the role of SACREs should be.
  - d. The state of the subject at primary level and specific recommendations for improving it.
  - e. Improving the quality of teaching and learning – further discussion on the suggested National Plan.
  - f. The right of withdrawal and how to proceed in the face of the complexities identified in this report.





<b>Meeting:</b>	<b>Standing advisory council for religious education (SACRE)</b>
<b>Meeting date:</b>	<b>Friday 17 November 2017</b>
<b>Title of report:</b>	<b>Updates to the Herefordshire Council Standing Advisory Council for Religious Education Constitution</b>
<b>Report by:</b>	<b>Democratic Services Officer</b>

## Classification

Open

## Decision type

This is not an executive decision

## Wards affected

(All Wards);

## Purpose and summary

To consider and approve the revised SACRE constitution, attached as the appendix with changes highlighted.

## Recommendation(s)

**That: SACRE consider the suggested amendments to the constitution and approve the revised constitution for implementation from the next meeting on Friday 16 March 2018.**

## Alternative options

1. The revisions to the constitution of SACRE have been prompted by changes to the constitution of Herefordshire Council and the need to update the details of the clerk to SACRE. No alternative options are proposed.

## Key considerations

2. A new constitution was introduced at Herefordshire Council on 19 May 2017. In a change to arrangements for the appointment of the chair of SACRE, in future this will not be an appointment made by Herefordshire Council. The chairman of SACRE will be elected by SACRE members.
3. In addition, elements of the constitution requires updating to correct the title of the officer who is the clerk to SACRE. The changes to the arrangement for the appointment of the chair together with the updated detail of the clerk to SACRE have been highlighted in bold italics in the revised constitution attached at the appendix.

## Community impact

4. The provision of Religious Education and collective worship seeks to increase understanding and tolerance of all religions in local communities, supporting achievement of the council's corporate plan priority to keep children and young people safe and give them a great start in life.
5. Ensuring that governing documents such as the SACRE constitution are clear, effective and up to date supports the council to uphold the principles in its adopted code of corporate governance.

## Equality duty

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

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

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

## Resource implications

8. There are no resource implications involved in the production and consideration of this report.

## Legal implications

9. Section 390 of the Education Act 1996 requires The Herefordshire LEA to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), to advise them on matters concerned with the provision of Religious Education and Collective Worship.
10. The constitution of SACRE sets out its functions, membership and rules of procedure.

## **Risk management**

11. During the production of this report there has been an assessment of the likely risk management implications. It is not considered that risk of any significance arises from the production or contents of this report.

## **Consultees**

12. None

## **Appendices**

Appendix - SACRE constitution

## **Background papers**

None identified.



## HEREFORDSHIRE COUNCIL STANDING ADVISORY COUNCIL

### FOR RELIGIOUS EDUCATION CONSTITUTION

#### Introduction

1. Section 390 of the Education Act 1996 requires The Herefordshire LEA (referred to in this constitution as the Local Authority (LA)) to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), to advise them on matters concerned with the provision of Religious Education and Collective Worship. This constitution sets out the main functions of the SACRE membership, the voting arrangements and the rules for the conduct of business.
2. SACRE's main function is to advise the LA upon matters connected with religious worship in County Schools and with the religious education to be given in accordance with an agreed syllabus as the LA may refer to the SACRE or as the LA may see fit.
3. SACRE can also require the LA to review its current agreed syllabus, and must consider applications made by a headteacher that the requirement for collective worship in County Schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school.
4. The broad role of SACRE, therefore, is to support the effective provision of Religious Education and collective worship in schools.

#### Membership

5. Under Section 390(4) of the Education Act 1996, the SACRE must include persons appointed by the LA to represent respectively -
  - A. such Christian denominations and other religions and denominations of such religions as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area (not including persons to represent the Church of England);
  - B. the Church of England;
  - C. such associations representing teachers as, in the opinion of the LA, ought, having regard to the circumstances of the area, to be represented;
  - D. the Local Education Authority (LA).
6. In accordance with the requirements of Section 390(4), the membership of the SACRE for Herefordshire comprises -
  - Group (A) One Roman Catholic representative (nominated by the Roman Catholic hierarchy);  
One Free Church representative (nominated by Churches together in Herefordshire);  
One representative of other faiths as a whole;  
One representative of the Bahá'í faith;  
One representative of the Muslim faith;  
One representative of the Sikh faith.  
One representative of the Jewish faith.  
One representative of the Buddhist religion.

Other than for the Roman Catholic and Free Church representatives the representatives should, as far as possible, be nominated by the appropriate local faith group.

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

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

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

7. The number of members appointed to any representative group to represent each denomination or religion required to be represented shall, so far as is consistent with the efficient discharge of the group's function, reflect broadly the proportionate strength of that denomination or religion in the County.
8. The SACRE may also include co-opted members.
9. SACRE shall have the right to co-opt additional members. These may be as a result of groups making representation to SACRE for inclusion on the basis of representing a relevant faith/belief group, or in order to fulfil a specific role within SACRE. Co-opted members may take part in any of the discussions but do not belong to any of the groups and do not have voting rights.
  - 9.1 Members of SACRE or a representative group should consider the following when co-options are decided.

Candidates should essentially

    - a. have an inclusive view of the aims of religious education and collective worship;

Candidates should ideally:

    - a. have some experience as religious educators
    - b. where possible be representative of specific education phases, to provide a balanced spread across various phases
  - 9.2 SACRE will decide co-options following nominations from members of SACRE or representative groups.
  - 9.3 Co-opted members shall hold office on such terms as may be determined at the time of co-option by the representative members and shall hold office at the pleasure of, and may be removed at any time by, the representative members, through a vote. If a co-opted member leaves SACRE for whatever reason, (such as those in Para 10), the nominating body should re-apply for another co-optee; there is no right of succession.

### **Term of Office**

10. Any member of SACRE may at any time resign his/her office. Members or co-opted members shall remain until such time as they have a) resigned; b) have been removed from membership under the rules dictated by their nominating body, or c) in accordance with the terms specified by SACRE.

### **Substitution at meetings**

11. Any member of SACRE unable to attend a meeting may appoint a named substitute to attend in his/her place.

### **Failure to attend meetings**

12. Members or co-opted members who fail to attend three consecutive meetings without a satisfactory explanation will have their membership reviewed by the SACRE. The Local Authority may remove any representative or co-opted member that has failed to attend three consecutive meetings without valid reason.

### **Voting Arrangements**

13. On any question to be decided by SACRE, only the representative groups (Groups A-D) on SACRE shall be entitled to vote, and each such group shall have a single vote.

- 14 In the event of an equality of votes on any issue the Chair may exercise a casting vote, however, depending on the degree of urgency the presumption will be that no action shall be taken on the issue and the existing position shall continue until it is next considered.

### **Conduct of Business**

15. Subject to the requirement of the voting arrangements above, SACRE and, in relation to any question falling to be decided by members of SACRE of any particular category, the members of that category may regulate their own proceedings.
16. The validity of proceedings of SACRE or of the members of SACRE of any particular category shall not be affected:
- (a) by a vacancy in the office of any member of SACRE required by Section 390(4); or
  - (b) on the ground that a member of SACRE appointed to represent any religion, denomination or association does not at the time of the proceedings represent the denomination or associations in question.
17. The representative groups on SACRE, other than that consisting of persons appointed to represent the LEA, may at any time require a review of any agreed syllabus for the time being adopted by The Herefordshire Council.
18. Meetings of SACRE may be convened at the request of the Chairman or any one of the Groups.

### **Quorum**

19. No business shall be transacted at the meeting unless all representative groups are represented at that meeting. If the meeting is not quorate, the meeting could continue but decisions would have to be ratified at the next SACRE meeting.

### **Chairman and Vice-Chairman**

20. The Chairman of SACRE is appointed by ~~The Herefordshire Council~~ **the membership of SACRE in accordance with the voting arrangements under paragraph 13 above**. In the absence of the Chairman from a meeting, a Chairman pro tem shall be appointed from amongst the LA representatives there present.

### **Clerk**

21. The Assistant Director ~~Law, Governance & Resilience~~ **Communities** (or their successor) of The Herefordshire Council shall be the Clerk of SACRE. The Clerk may nominate an officer from Democratic Services to represent them at meetings.

### **Standards of conduct**

22. When carrying out their role members of SCARE should always act in accordance with the seven principles of public life, as follows:

Selflessness – Holders of public office should act solely in terms of the public interest.

Integrity – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family or their friends. They must declare and resolve any interests and relationships.

Objectivity – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

Accountability – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness – Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful.

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

### **Rights of Press and Public to attend meetings**

23. In accordance with the statutory requirements of the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994 (SI1994 No 1304), the Education Act 1996 and associated regulations, the press and public will be entitled to attend meetings of the Council, but may be excluded from the meeting during the consideration of items containing information capable of being treated as exempt information if meetings of SACRE were meetings of a local Authority. At the beginning of each meeting, for up to half an hour, members of the public will have an opportunity to receive answers to any pre-received written questions they have submitted to the Clerk.

### **Further Guidance**

- 24 Further guidance on the constitution and administration of a SACRE can be found in the Department for Children, schools and families publication 'Religious education in English schools: Non-statutory guidance 2010' or any subsequent publication.