

Agenda

Standing advisory council for religious education (SACRE)

Date: **Friday 9 November 2018**

Time: **2.00 pm**

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

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

For any further information please contact:

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

Membership

Group D	Councillor J Stone (Chairman) Councillor EPJ Harvey Councillor MT McEvilly	
Group A	Mr Burbidge Canon Nugent Mrs Ault Ven. Choesang	Roman Catholic representative Free Church representative Bahai faith representative Buddist faith representative
Group B	Mr Debenham Miss Taylor Mr Nicholas	Church of England representative Church of England representative Church of England representative
Group C	Mr Caldicott Mrs Barker	Primary teacher representative Secondary teacher representative

Agenda

	Pages
1. APOLOGIES FOR ABSENCE To receive apologies for absence.	
2. NAMED SUBSTITUTES (IF ANY) To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.	
3. MINUTES To approve and sign the Minutes of the meeting held on 29 June 2018.	7 - 10
4. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY) To answer any pre-received written questions from members of the public.	
5. PLANS FOR PROFESSIONAL DEVELOPMENT 2019 AND PRIMARY RE SURVEY To review feedback from the 2018 conferences and consider arrangements for the 2019 conferences. To comment on the draft Primary RE survey.	11 - 26
6. DRAFT SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR SEPTEMBER 2017 - JULY 2018 To comment and agree the SACRE Annual report for the academic year September 2017 to July 2018.	27 - 36
7. RELIGIOUS EDUCATION EXAMINATION RESULTS 2018 To consider the Religious Education examination results for 2018.	
8. COMMISSION ON RE REPORT To review the implications for SACRE of the Commission on Religious Education (RE) Report.	37 - 64

9. PLANNING FOR REVISION OF THE 2015 - 2020 AGREED SYLLABUS

To discuss the timeline for revising the current Agreed Syllabus, which is due to finish in summer 2020, with any revision starting in Sept 2020.

10. UPDATE ON ANY NEW INITIATIVES IN RE

To consider recent national initiatives and their implications for the teaching of religious education in Herefordshire schools.

65 - 68

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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 29 June 2018 at 2.00 pm

Present: Councillor J Stone (Chairman)

Members: Geoffrey Ault, Lou Barker, Ben Caldicott, Councillor MT McEvilly, Johnathan Nicholas and Miss A Taylor

In attendance: Alison Naylor, Stephen Pett and Matthew Evans

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Harvey, Mrs Ault, Ms Nugent and Ani-la Choesang.

The Chairperson welcomed Ben Caldicott to the meeting who had joined SACRE as the primary school teachers' representative.

The Chairperson explained that a request had been received from Ani-la Choesang for meetings to be moved from Friday afternoon. It was explained that this had been the arrangement for some time and any other suggestions were welcomed which would be considered.

2. NAMED SUBSTITUTES (IF ANY)

It was reported that Mr Ault would act as a substitute for Mrs Ault at the meeting.

3. MINUTES

There was a minor correction to the summary of discussions appended to the minutes. The budget for 2017/18 year had previously been spent on commissioning an external body; the budget for 2018/19 of £5,000 had not been allocated to such a purpose as yet.

Resolved – that the minutes of the previous meeting on 16 March 2018 were agreed as a correct record.

4. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)

No public questions were received.

5. SACRE MEMBERSHIP

SACRE considered a report from the Democratic Services Officer which provided an update on the membership and current vacancies. The points below were made in the discussion that followed:

- A teacher at Kingsland School had expressed an interest in joining SACRE; further details were available from Miss Taylor;
- It was felt that an advertisement should be placed in spotlight to publicise the committee and encourage candidates to volunteer;
- It was suggested that there should be contact with the Hospital Chaplaincy who would also have links with other faiths;
- The chaplaincy at the Gurkha camps could be contacted for potential members of the Hindu faith; and
- In order to fill the vacancy for a Roman Catholic member it was advised to contact the Arch Diocese and Belmont Abbey.

RESOLVED – That the report is noted and those actions raised as part of the debate above are pursued.

6. PLANS FOR PROFESSIONAL DEVELOPMENT OF RELIGIOUS EDUCATION

SACRE considered the feedback from the recent Primary Conference which had taken place in the afternoon after the suggestion of the committee. The feedback was introduced by Stephen Pett who explained that it had been very positive but numbers had diminished for the conference and there had been mixed comments about the timing of the conference. Details of the secondary conference were also presented (feedback from the secondary conferences was circulated – appended to the signed version of the minutes) and it was explained that the special schools conference would take place on 3 July.

SACRE made the comments below in the discussion which followed:

- It was felt that the full day conference was better which helped to bring staff members together for a full day;
- It was suggested that in future the day could consist of a number of sessions to which people could opt in or out;
- The conference provided a useful opportunity for networking;
- It was suggested that video-conferencing and webinars would be useful facilities particularly if the conference sessions were made available online as a training resource;
- The impact of academisation was raised and the new ways in which schools were accessing religious education information which may not include approaching SACRE;
- It was suggested that RE co-ordinators should be consulted to determine the content of future conferences;
- It was suggested that detail be made available to teachers through spotlight and messages to schools to go directly to RE coordinators. Kite was a publication from Wigmore which could be used;

- Detail of the secondary conference should be made aware to teacher training students at the university of Worcester;
- The last 30 minutes of the secondary conference involving the presentation by teachers had been particularly inspiring;
- It was suggested that by making the conference free attendance could be encouraged. Grants to host the conferences were also proposed and contact with the Council was suggested to access funding;
- A survey of schools to determine the reasons for not attending the conference was felt to be a good idea to inform the arrangements and content of future conferences;

RESOLVED – that the feedback from the conferences is noted and that the actions proposed above are investigated.

7. UPDATE ON NEW INITIATIVES IN RELIGIOUS EDUCATION

SACRE received an update on new initiatives in religious education as outlined in the report appended to the agenda. Stephen Pett, RE Today introduced the report and highlight the key updates.

During the discussion that followed the following points were raised:

- It was proposed that the link to the survey of NATRE to primary teachers be included in Spotlight to ensure as many teachers in Herefordshire as possible responded;
- It was reported that the manner in which religious education was regarded by the department for education and Ofsted was shifting. Ofsted reports were now identifying if schools were meeting their statutory obligations and a recently answer in parliament from Nick Gibb MP defined clearly the need for schools compliance in the provision of religious education;
- The Commission on RE was due to report before the next meeting of SACRE and the papers for the meeting would include detail regarding the outcomes;
- The results of SIAMs inspections were referred to and it was noted that the majority of Herefordshire schools were considered to be good with very few allocated a requires improvement rating;
- It was proposed that the Cabinet Member for Children and Wellbeing be invited to the next meeting of SACRE in November to understand the statutory responsibilities of the committee;

The committee discussed the procurement of religious education consultation services by Herefordshire Council to support SACRE. During the discussion Stephen Pett, the current consultant from RE Today left the meeting. It was requested that a briefing note be provided to the committee following the meeting to explain the process surrounding the procurement and the role of SACRE, if any, in the initiation of the procurement or the awarding of the contract. Clarification regarding the amount of the tender was also requested; there was some confusion as to whether the tender amounted to £5k or £8k.

Stephen Pett re-joined the meeting.

8. DATE OF NEXT MEETING

The date of the next meeting was currently scheduled for 16 November 2018. However this date was not convenient and would be rearranged.

The meeting ended at 3.27 pm

Chairman



Meeting:	STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)
Meeting date:	Friday 9 November 2018
Title of report:	Plans for Professional Development and Primary RE Survey
Report by:	Director of Children and Families and RE Consultant – RE Today

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose and summary

1. To review the feedback from the 2018 conferences and to consider arrangements for the 2019 conferences and other opportunities for supporting the implementation of the new agreed syllabus. To comment on the draft Primary RE survey.

Recommendation(s)

That:

- a. SACRE notes the feedback from the 2018 conferences and comments on plans for professional development in 2019; and
- b. Considers and agrees the primary RE survey for circulation.

Alternative options

2. 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

3. The annual conferences are the sole RE CPD opportunity supported and promoted by SACRE to enable the implementation of the agreed syllabus.
4. This report contains details of the evaluations completed following the primary and secondary RE conferences (appendices 1 and 2). There is also a table showing attendance at the conferences over the period 2011 – 2018 (appendix 3).
5. The draft primary RE survey proposed for circulation is attached as appendix 4. Plans for professional development in 2019 including draft conference programmes is attached as appendix 5.

Community impact

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

Equality duty

7. 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.
8. 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

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

Legal implications

10. Section 390 of the Education Act 1996 requires the council 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.
11. SACRE's main function is to advise the 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

12. 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

13. None

Appendices

Appendix 1 – Herefordshire SACRE Primary RE Conference June 2018 - Evaluations
Appendix 2 – Three Counties SACREs: Secondary RE Conference June 2018 – Evaluations
Appendix 3 – Conference attendance 2011- 2018
Appendix 4 – Primary RE Survey
Appendix 5 – SACRE Plans for Professional Development 2018-2019

Background papers

None identified

	excellent	good	satisfactory
Session 1: RE, learning and the brain	40%	60%	
Session 2: Teaching non-religious worldviews	80%	20%	
Session 3: RE update	42%	53%	
Session 4: Effective assessment in RE	80%	20%	
Venue: how do you rate it?	27%	67%	6%
Overall value of the conference (14 responses)	50%	50%	

Any comments about the conference?

- Well delivered and informative
- Content was great – assessment particularly useful for me at this stage
- Great practical activities. Reverse the order as the assessment information was very useful.
- I found the assessment ideas particularly valuable and relevant
- It has been really informative and very inspiring
- Encouraged to attend by HT as part of CPD
- Interesting and useful content
- Some useful ideas to take back to school
- Useful activities which are relevant and practical to take back into the classroom. Good use of resources – handouts/electronic handouts which can all be used
- Very useful. Given me lots of ideas and suggestions to take back to school.
- Great advice given and reassurance of what good practice/assessment looks like. Lots of ideas to use in the classroom were used
- Thank you, Stephen and Fiona. Your knowledge and expertise is truly inspiring!
- Glad it exists – too many ‘foundation’ subjects are left stranded. Good central venue.

Timing of conference:

- I would have preferred a whole day/morning session
- A whole day would be better from the attendees’ viewpoint although greater cost to the school
- I can understand with tight budgets that half a day is easier for schools but there was a lot to take in at a fast pace. As a participant a full day is better.
- Return of day conference – more useful, have gained deeper understanding from day courses.
- Would have been better as a full day course, I feel
- I think that the timings help schools (cover costs reduced) but not attendees (childcare costs/impacts)
- Not sure about the 1-5.30 thing, but understand it reduces impact on school day.
- Holding it in an afternoon is preferred
- Good time of day for the conference.
- Half a day is better – easier to cover classes at school

Actions you will take to follow up from this conference

- Discuss changes/developments in RE from the update with SLT
- Setting up assessment recording system and revisiting RE policy
- Review our school’s assessment methods. Use ‘talking tubs’ in lessons. Feed back to staff.

- Use assessment ideas in school. Report activity ideas to staff – talking tubs etc.
- Review assessment criteria; pupil questionnaire; talking tubs; cascade ideas to other staff
- Staff meeting to share information from the conference. Review assessment in RE for our school. Discuss with the head how we will proceed with RE in our school.
- Make sure we follow up assessment grids and do pupil interviews. Ensure we incorporate non-religious views.
- Share information with staff. Investigate suggested websites, authors etc. Look at assessment in school.
- Staff meeting to inform staff of new ideas. RE learning walk and feedback. Review our school's assessment framework.
- Development of assessment sheets. Monitor assessment. Input of lesson ideas and feedback to staff for future use.
- Slightly tweak our assessment sheets. Confidently tell teachers we don't need written/photographic evidence for every lesson.
- Ensure team are all aware of objectives and move forward purposely for the children (next-steps). Not all work needs to be forced into hard-evidence in writing.
- Great suggestions for assessment. Also, I love the talking tubs to introduce a topic.
- Work on assessment system in school. Share what we have learned with other staff at school.
- Will talk about death with class. Will use conscience alley ideas. Will 'tighten up' assessment. Will share select content with staff at meeting. Will share executive function ideas.

Suggestions/requests for future support in Herefordshire

- It would be great to see a focus on Early Years
- A link up between Understanding Christianity and the new 2020 syllabus that will provide opportunities to cover different religious/non-religious views
- More training opportunities please
- Ideas for RE in EYFS
- Subject knowledge for class teachers around different religions.
- Staff meetings/twilight pitches at whole school staff. A lot of staff would benefit from listening to this conference
- More courses for teachers on agreed syllabus/ideas to teach it creatively

Stephen Pett
RE Today
20 June 2018

Three Counties SACREs: Secondary RE Conference
28 June 2018 EVALUATIONS 30 delegates, 24 responses

	excellent	good	satisfactory
Engaging students at GCSE – not just ‘getting through’ <i>Lat Blaylock 22</i>	95%	5%	
A1. Five ways to encourage excellence in writing. <i>Lat Blaylock 16</i>	100%		
A2. Practical strategies to develop religious literacy in Islam. <i>Chris Giles 8</i>	88%	12%	
B1. Salvation and atonement in Christian thought and practice. <i>Stephen Pett 9</i>	100%		
B2. Teaching concepts of God creatively and thoughtfully in Islam and Christianity. <i>Lat Blaylock 16</i>	88%	12%	
C1. Raising the profile of the RE Department. <i>Rebecca Davidge and Chris Giles 7</i>	71%	29%	
C2. Christians and life after death: authority, diversity and implications. <i>Stephen Pett 5</i>	100%		
Keynote 2. More learning, less marking: assessment models that work <i>Stephen Pett [Michelle Dodd] 21</i>	62%	38%	
TeachMeet: Teachers 15	80%	20%	
Venue: how do you rate it? 24	96%	4%	
Overall value of the conference 24	100%		
Comments on the conference <ul style="list-style-type: none"> Great quality as ever – content of presentations and discussions based on these. Great use and examples of resources to immediately use and/or adapt. CH Wycliffe College Really good day. The morning sessions were especially useful. I always look forward to these conferences. Lat and Stephen are inspirational. KP Maidenhill It is so refreshing to come to a conference which is inspiring, gives you ideas that you put into practice, and makes you think. Brilliant! MC Waddesdon It is always good to meet people who share your passion for the most valuable subject on our curriculum. Being given resources that will excite and engage our young students is so valuable. Great value for money. Challenging and thought-provoking. A must for all secondary school teachers. LBa Bishops Hereford I found all the presentations engaging and will leave with a lot of practical ways to improve our RE – maybe even some whole-school improvement! LE Ribston Thought-provoking. Lots of ideas to take away. Useful to network with other teachers. CG St Egwin’s Middle School An inspirational refresher. A reminder of why I teach this subject with excellent ideas to take home. AR Bristol Free School Excellent, generous sharing from Lat and Stephen. Always good to meet up with the RE community. RD Uni of Worcs Excellent. Now just need time to put it into practice. JN Cleeve Always makes me stop and think. Developing ideas and revisiting old ideas are all relevant. Sharing ideas is essential. The conference allows all of this to happen. LC Bewdley 			

Please continue overleaf if you need to!

<ul style="list-style-type: none"> • Great seminars, very informative and useful. AH Wyedean • Very informative and offers practical ways of implementing knowledge and SMSC in practice. AP Uni of Worcs • Excellent as ever. JE Fairfield. • Lots of ideas to take back to school. I'd like to hear more about current research and what they may look like in RE. JR. Chelt Ladies College. • Brilliant and practical ideas. MD Pittville. • A really helpful, thought-provoking and useful (resources) day! Definitely come again! FF St Benedicts Alcester. • Great day – so many ideas to go on with. Useful to engage with colleagues; to be encouraged that what we're doing is good and that there are ways to constantly improve. JH Stroud High
<p>Suggestions for how we can recruit more teachers?</p> <ul style="list-style-type: none"> • Topics to cover/date/location/any other ideas etc. • Topics were <i>very</i> relevant to specs, so don't think this was the issue. Date and location also good from my perspective! CH • More fabulous resources to help make the new GCSE more engaging. The ideas today were great. Timing – just after half term in the summer term. LBa • Ways to combat misconceptions. LE • Bristol please! AR • GCSE conference – teachers bring examples of how they are teaching new spec and how to improve. Every other year? Start later – give teachers a lie-in! RD • Convince CPD budget holders about value for money. JN • Reduce cost. Not all departments can afford the cost of the conference. AP • Better advertising on Facebook, SaveRE etc. Email drop to local schools (incl independent schools). More religions – Buddhism. JR • Write to the Head to sell the benefits and release the cash! JH
<p>Actions you will undertake as a result of this conference</p> <ul style="list-style-type: none"> • Review all of the SoWs and resourcing for GCSE (plus some tweaks for A level) CH • I have a long list of ideas to put into the classroom, thank you. KP • Go back and share ideas with dept. MC • Continue to try raising the profile of RE. Breathe life into the lessons activities to enthuse and engage the students. Visit Severn Vale. See HT to discuss assessment. LBa. • Re-visit assessments. Look at possibility of RS advocates and philosophy magazine. Inform re planning and adjustments for next year. LE • Lots of ideas to revamp lessons at KS3 and LS4. Will ask to join NATRE if budgets allow! Ideas to raise the profile of RE to increase recruitment. AR • Inclusion of comparative judgement; whole class assessment; ways of concept cracking Trinity. RD • Literacy strategies for GCSE. Smart marking modelling. Engagement strategies at GCSE. Implement life after death strategies. JN • Assess the work I do and change some of my schemes to include new ideas learnt today. LC Review class marking and feedback. Look at a focus on engagement planning for GCSE. AH • Greater focus on spiral learning. 4-piece jigsaw. JH

2018	2017	2016	2015	2014	2013	2012	2011
Ashfield Park Primary School	Clifford Primary School	Almeley Primary School	Ashfield Park Primary	Ashperton Primary School	Almeley Primary School	Ashfield Park Primary School	
Kimbolton St James School	Coalbrookdale & Ironbridge CE Primary School	Aylestone Business & Enterprise	Ashfield Park Primary	BlackmarstonSchool	Ashperton Primary School	Ashperton Primary School	
Kington Primary School	Goodrich CE Primary School	Barrs Court Special School	Brampton Abbotts CE Primary	Broadlands Primary School	Barrs Court Special School & Colle	Aylestone High School	
Leintwardine Endowed CE Pri	Goodrich CE Primary School	Bosbury CE Primary School	Garway Primary School	Burley Gate CE Primary School	Blackmarston School	Barrs Court School	
Marlbrook Collaboration	Hereford Diocesan Board of Education	Brampton Abbotts CE Primary Sc	Hereford Cathedral	Canon Pyon CE Primary	Broadlands Primary School	Blackmarston School	
Much Marcle CE Primary	Holmer CE Academy	Bredenbury Primary School	Holmer CE Primary School	Colwall CE Primary School	Burley Gate CE Primary School	Bosbury C E Primary School	
Riverside Primary	Ivington CE Primary School	Burley Gate CE Primary School	Ivington CofE Primary School	Cradley Primary	Colwall CE Primary School	Brampton Abbotts C E Primary	
St James CE Primary School	Ivington CE Primary School	Canon Pyan CE Academy	Kimbolton St James CE Primary	Eastnor Primary School	Ewyas Harol Primary School	Bredenbury Primary School	
St Marys CE Primary School	Kingsland CE Primary School	Clifford Primary School	Kingsland CE Primary School	Gorsley Goffs Primary School	Goodrich CE Primary School	Bridstow C E Primary School	
Trinity Primary School	Lea CE VA Primary School	Colwall CE Primary School	Lea CofE Primary School	Holmer CE Primary School	Hampton Dene Primary School	Broadlands Primary School	
Walford Primary School	Ledbury Primary School	Cradley Primary School	Lord Scudamore Academy	Kimbolton St James CE Primary Si	Holmer CE Primary School	Brookfield School	
Wellington Primary School	Little Dewchurch CE Primary School	Garway Primary School	Lord Scudamore Academy	Kingsland CE Primary	Kimbolton St James CE Primary Sc	Burghill Community Primary Sc	
Wigmore Primary School	Llangrove CE Academy	Goodrich CE Primary School	Lugwardine Primary Academy	Kington Primary School	Kington Primary School	Burley Gate C E Primary School	
	St James CE Primary School	Hampton Dene Primary Schoool	Madley Primary School	Ledbury Primary School	Lea CofE VA Primary School	Canon Pyon C E Primary School	
	St Peters Primary School	Holmer CE Academy	Mordiford CofE Primary Schoo	Leintwardine Endowed Primary S	Ledbury Primary School	Clifford Primary School	
	St Thomas Cantilupe CE Primary School	Ivington CofE Primary School	Much Birch CE Primary	Leominster Junior School	Leominster Junior School	Colwall C E Primary School	
	Trinity Primary School	Kimbolton St James CE Primary S	Shobdon Primary School	Lord Scudamore Academy	Lucton School	Eastnor Parochial Primary Scho	
	Wellington Primary School	Kingslands CE Primary School	St James CE Primary School	Lugwardine Primary School	Ludlow CE School	Ewyas Harold Primary School	
	Whitchurch CE Primary School	Kingstone & Thruxton Primary St	St Peters Primary School	Madley Primary School	Lugwardine Primary School	Goodrich C E Primary School	
	Wigmore Primary School	Ledbury Primary School	St Peters Primary School	Michaelchurch Escley Primary Sc	Lydbury North CE Primary School	Gorsley Goffs Endowed Primar	
		Leintwardine Endowed Primary S	Wigmore Primary School	Mordiford CE Primary School	Madley Primary School	Holmer C E Primary School	
		Leominster Primary School		Much Marcle CE Primary School	Riverside Primary School	Kingstone & Thruxton Primary :	
		Little Dewchurch CE Primary School		Pembridge	Shobdon Primary School	Kingstone High School	
		Llangrove CE Academy		Pencombe	St James CE Primary School	Kington Primary School	
		Lord Scudamore Academy		St James CE Primary School	St Martin's Primary School	Lea C E Primary School	
		Lugwardine Primary Academy		St Martins Primary	St Mary's CE Primary School	Leintwardine Endowed Primary	
		Luston Primary School		St Marys CE School	St Pauls CE Primary School	Leominster junior school	
		Mordiford CofE Primary School		St Pauls CE Primary School	Trinity Primary School	Lord Scudamore Primary Schoo	
		Much Birch CE Primary School		Stottesdon CE Primary School	Wellington Primary School	Lucton Pierrepont Nursery	
		Pembridge CE Primary School		Sutton Primary Academy	Weobley Primary School	Marden Primary School	
		Pencombe CE Primary School		The Brookfield School & Specialis	Whitchurch CE Primary School	Pembridge C E Primary School	
		Riverside Primary School		Wellington Primary School	Wigmore Primary School	Riverside Primary School Belmc	
		Shobdon Primary School		Weobley Primary School		Shobdon Primary School	
		St James CE Primary School		Weston Under Penyard		St James' C E Primary School	
		St Martins Primary School		Wigmore Primary School		St Martin's Primary School	
		St Michaels CE Primary School				St Mary's C E Primary School Fc	
		Staunton-on-Wye Primary School				St Paul's C E Primary School	
		Sutton Primary Academy				Staunton-on-Wye Endowed Pri	
		Trinity Primary School				Stoke Prior Primary School	
		Walford Primary School				Sutton Primary School	
		Wellington Primary School				Trinity Primary School	
		Weobley Primary School				Wellington Primary School	
		Whitchurch CE Primary School				Weobley Primary School	
		Wigmore Primary School				Whitbourne C E Primary School	
						Whitchurch C E Primary School	
						Wigmore Primary School	
						Withington Primary School	

Herefordshire Primary RE Survey 2018

How is RE taught in your school?

* 1. How is RE delivered in your school? (Select more than one as appropriate)

- ☐ Discrete lessons
- ☐ Within cross-curricular topics
- ☐ Off-timetable RE half-days or days
- ☐ RE-led project weeks
- ☐ Not taught
- ☐ Other (please specify)

2. Which method is used most commonly in each year group?

	FS	Y1	Y2	Y3	Y4	Y5	Y6
Discrete lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within cross-curricular topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-timetable RE half-days or days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RE-led project weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Taking the variety of methods of delivering RE into account, how much time is there for RE in your school?

	FS2	KS1	Lower KS2	Upper KS2
Less than one hour per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About an hour per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than an hour per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

4. Who teaches RE in your school? (Select more than one as appropriate)

- ☐ Class teacher
- ☐ PPA teacher
- ☐ Head teacher
- ☐ HLTA
- ☐ Other (please specify)

5. How confident are teachers in your school about using the Herefordshire Agreed Syllabus for RE (2015)?

- ☐ Confident
- ☐ Confident in aspects
- ☐ Unsure in aspects
- ☐ Not confident

Comments:

*** 6. How far would you say your school has got in implementing the syllabus?**

- ☐ Fully implemented
- ☐ Partially implemented
- ☐ Many aspects still to be implemented

The revised Agreed Syllabus

*** 7. Are there particular areas of your RE provision that have been enhanced by the revised agreed syllabus? (Select more than one as appropriate)**

	Very helpful	Helpful	Not helpful
Understanding the aims of RE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupil progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pupil understanding of religions and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching about non-religious worldviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing enquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spiritual development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify as appropriate)

CPD and teacher support

* 8. Have you been able to take advantage of RE CPD offered by the Local Authority/Diocese? (Select more than one as appropriate)

- ☐ Annual SACRE conferences
- ☐ Diocesan Courses
- ☐ Special School RE days
- ☐ None

Other (please specify)

* 9. What are the key training needs for teachers of RE in your school? (Tick more than one option as appropriate)

- ☐ Understanding the aims of RE
- ☐ Planning RE
- ☐ Developing creative classroom activities
- ☐ Assessment in RE
- ☐ Developing thinking through RE
- ☐ RE and values
- ☐ Spiritual development
- ☐ Subject knowledge
- ☐ Teaching non-religious worldviews

Other (please specify)

* 10. Have you received training in the new resource, *Understanding Christianity*?

- ☐ Yes
- ☐ No

11. If yes, please comment on how far you have found it helpful in delivering the agreed syllabus.

12. If no, please indicate if you are interested in hearing more about it. (Please remember to include your contact details at the end of the survey.)

*** 13. What type is your school?**

- ☐ LA community school
- ☐ Academy
- ☐ Voluntary Aided school
- ☐ Voluntary Controlled school

Other:

14. Are you part of a Multi-Academy Trust? If so, please name the Trust here.

15. Are you in a school cluster? If so, please tell us which schools you link with.

- ☐ Yes
- ☐ No

Schools we link with:

16. Please outline any requests or suggestions for SACRE to consider when the Agreed Syllabus is revised for 2020. What changes would you like to see? What would you like to stay the same? Are there additional resources that would support you in teaching excellent RE?

17. If you would like to be entered for our prize draw to win a year's membership of NATRE (National Association of Teachers of RE), which provides extensive termly resources, please give your school name and a contact name and email.

School name	<input type="text"/>
Contact name	<input type="text"/>
Email address	<input type="text"/>

Thank you for taking part in this survey. The data collected will be used to help Herefordshire SACRE and the Local Authority to support RE teaching and learning.

Hereford SACRE Plans for Professional Development 2018-2019

Webinars: one hour, £10 for schools; sign up and make it your primary RE staff meeting or secondary department meeting

Spring and summer 2019: e.g.

- Meaningful and Manageable Assessment in Primary RE: Fiona Moss
- Teaching about Easter in primary RE: Fiona Moss
- A teacher's guide to the new primary BBC series – 'Religions of the world' (primary) Lat Blaylock
- A teacher's guide to the new secondary BBC series: 'A to Z of Religion and beliefs' Lat Blaylock
- RE, learning and the brain (primary and secondary) Stephen Pett
- Salvation and life after death in Christianity (secondary) Stephen Pett

Primary conference:

Keynotes and seminars e.g.

- Subject knowledge: teaching Islam
- Subject knowledge: teaching Hinduism
- Inspiring lives, inspiring people: choosing who to study plus practical activities
- Opening up texts and stories with 5-7s
- Opening up texts and stories with 7-11s
- Understanding Christianity: introduction for community schools
- SMSC and Ofsted: how can RE promote spiritual development?

Venue and date TBC.

Fee: under £50 per head

Secondary conference:

Worcestershire SACRE, secondary teacher network and Uni of Worcestershire are putting on a day for teachers and students (G&T Y10s and Y12s).

21 July @ University of Worcester

Draft programme to include:

Topic/Focus	Evil and Suffering and Applied Ethics. Possible key Question - If there is no reward what is the point of being good? Religious responses to the theme
9.00	<i>Aperitif:</i> Arrive from 9.00 to be welcomed with a drink/nibbles
9.30	<i>Starter:</i> Market Place – 20 stands approx. including publishers, exam boards, charities, NATRE/RE Today and Faith groups, LGBTQ+, humanists, etc. Students will complete a quest/task during this time, asking faith group leader's questions, teachers will network and speak to market place exhibitors.
10.30	Break
10.45	<i>Main:</i> Key Note Speakers – Professor Darren Oldridge, Worcester University and Dr David Webster - Gloucester University (half an hour each).
11.45	Lunch
12.45	<i>Dessert:</i> Our response. 5 break out groups 2 x45 mins seminars (10 seminar in total) Students and teachers sign up for advance, students to email questions in to seminars leaders in advance. Some seminars for GCSE topics G&T and some for A level, with some being led by Worcester Secondary RE group/Faith reps, including: exploring non-religious worldviews; getting 12 out of 12 - essay writing for GCSE;
2.15	Conference closing and evaluation – Stephen Pett?

Secondary conference: Herefordshire and Gloucestershire teachers

Date TBC:

Venue: Puckrup Hall Hotel

Keynotes and seminars, offering rich subject knowledge and creative classroom ideas e.g.

- Better thinking, better writing for GCSE
- Exploring and handling the diversity of non-religious worldviews
- Deeper thinking in Islam: contexts and case studies
- Philosophy for Children in RE

Fee: £95 or £175 for two teachers from the same school.



Meeting:	Standing advisory council for religious education (SACRE)
Meeting date:	Friday 9 November 2018
Title of report:	Draft SACRE Annual Report for the Academic Year September 2017 – July 2018
Report by:	Director of Children and Families

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 2017 to July 2018.

Recommendation(s)

That:

- (a) subject to any comments by SACRE, the SACRE Annual Report 2017/18 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

Further information on the subject of this report is available from
Matthew Evans, Tel: 01432 383690, email: Matthew.Evans@herefordshire.gov.uk

alternative options are proposed.

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 local authority (LA) to account by providing detail of the advice that SACRE has given to the LA during the year and the nature of its response, including advice on RE and Collective Worship in schools that are the responsibility of the LA. The annual report provides the mechanism through which to hold the LA 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 2016/17:
 - The annual report 2016-17 noted the declining membership of SACRE and that one of its meetings during the year had been inquorate; *efforts have been made to recruit members to SACRE during 2017/18 and new representatives of the Roman Catholic faith and the Church of England have been appointed to its membership.*
 - SACRE commissioned a local teaching school to draw up a guide for visits and visitors to schools; *this guide was shared with SACRE in March 2018.*
 - The declining numbers attending the Primary RE Conferences 2017 continued to be a concern and the lack of attendance of any Herefordshire schools at the Secondary Conference 2017. These issues would be addressed by SACRE during 2018. *SACRE considered arrangements for the conferences at its meeting on 29 June and a number of actions were proposed including increased publicity and a change to the structure of conferences by offering opt-in sessions.*
 - Regular updates on the Commission on RE had been received and would continue into the next year. *SACRE has received updates and will receive a report on the final report of the Commission in November 2018.*
5. The following issues arise from draft annual plan contained in the appendix:
 - A further inquorate meeting in March 2018; *efforts will continue to fill vacancies in the membership of SACRE during the forthcoming year;*
 - An assessment of the quality of teaching of RE in Herefordshire schools; *a primary school survey will be circulated during autumn 2018; and*
 - The need to encourage better attendance at the conferences; *a number of proposals to increase attendance at the conferences are contained in the draft annual report and will be discussed by SACRE.*

Community impact

6. In accordance with the adopted code of corporate governance, Herefordshire Council must ensure that those making decisions and delivering services are accountable for them. To support effective accountability the council is committed to reporting on actions completed and outcomes achieved, and ensuring stakeholders are able to understand and respond as the council plans and carries out its activities in a

transparent manner. The provision of an annual report assists in maintaining transparency and an understanding of where the focus for improvement should be.

Equality duty

7. 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.
8. 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. The provision of Religious Education and collective worship seeks to increase understanding and tolerance of all religions in local communities.

Resource implications

9. 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.
10. If there are any resource implications of those actions identified in paragraph 5 the intention is that these will be met within the existing budget for SACRE.

Legal implications

11. Section 390 of the Education Act 1996 requires the council 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.
12. SACRE's main function is to advise the 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

Risk / opportunity	Mitigation
The annual report identifies an issue of quoracy at meetings of SCARE	Vacancies for Church of England and Roman Catholic representatives have been filled.

Consultees

13. None

Appendices

Appendix - draft SACRE Annual Report 2017/18

Background papers

None identified

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

**Draft SACRE Annual Report
for the Academic Year 2017/18**

1 Herefordshire SACRE Annual Report 2017-2018

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. In 2016-2017 it reduced its number of SACRE meetings to two, and this was continued into 2017-2018. However, attendance at meetings dropped, with the 16 March 2018 meeting inquorate. SACRE, with the support of the adviser from RE Today, agreed to an additional meeting on 29 June 2018, to address the need to encourage attendance, increase representation, and to agree plans from the Spring meeting.

Herefordshire SACRE met three times in 2017-2018. The minutes of these meetings are available from Matthew Evans, Clerk to SACRE (matthew.evans@herefordshire.gov.uk).

Herefordshire Local Authority has been represented on SACRE by Lisa Fraser, Head of Learning and Achievement. At her promotion to interim Assistant Director Education, Development and Skills, Children and Families, her place has been taken by Alison Naylor, Head of Learning and Achievement. SACRE are grateful for their continuing support and guidance. They also appreciate the on-going support and advice from RE Today, through their adviser, Stephen Pett.

2 Supporting RE in Herefordshire

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

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

3 SACRE Primary RE Conference 2018

Following the decline in numbers attending Herefordshire primary conferences (from 62 in 2015, cancelled in 2016, 21 in 2017), SACRE examined the multiple reasons for this. They decided to offer a half-day conference, running from 1.30-5.30pm. This was a reduction of training time of an hour from a full day, but would reduce the cost of supply cover to schools. Bishop of Hereford Bluecoat Secondary School offered a venue, and the cost for the session was reduced to £85 or £150 for two teachers from the same school.

The conference was called 'RE with impact: thinking hard and learning lots'. The programme was delivered by Fiona Moss and Stephen Pett from RE Today. Topics covered included an introduction to some findings of neuroscience and their implications for learning; teaching non-religious worldviews, an

update on current developments in the RE world (such as the Commission on RE) and a session on effective assessment in RE.

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

- I found the assessment ideas particularly valuable and relevant
- It has been really informative and very inspiring
- Useful activities which are relevant and practical to take back into the classroom. Good use of resources – handouts/electronic handouts which can all be used
- Very useful. Given me lots of ideas and suggestions to take back to school.
- Great advice given and reassurance of what good practice/assessment looks like. Lots of ideas to use in the classroom were used
- Thank you, Stephen and Fiona. Your knowledge and expertise are truly inspiring!
- Glad it exists – too many 'foundation' subjects are left stranded. Good central venue.

Despite the positive response from teachers who were present, numbers were still low, however. 17 delegates from 13 schools attended. Response to the change of time was mixed:

- 5 preferred a full day
 - I can understand with tight budgets that half a day is easier for schools but there was a lot to take in at a fast pace. As a participant a full day is better.
 - Return of day conference – more useful, have gained deeper understanding from day courses.
- 3 preferred the afternoon
 - Good time of day for the conference.
 - Half a day is better – easier to cover classes at school
- 2 were unsure:
 - I think that the timings help schools (cover costs reduced) but not attendees (childcare costs/impacts)
 - Not sure about the 1-5.30 thing, but understand it reduces impact on school day.

4 Secondary RE Conference: June 2018

The SACREs of the Three Counties of Herefordshire, Worcestershire and Gloucestershire combined to offer a conference for secondary teachers. After canvassing teachers for ideas as to what they wanted to be included, the conference, 'Deeper thinking: deeper learning', included keynotes and seminar options.

Keynote 1: Engaging students at GCSE – not just 'getting through'	Lat Blaylock RE Today
A1. Five ways to encourage excellence in writing.	Lat Blaylock
A2. Practical strategies to develop religious literacy in Islam.	Chris Giles, South Bromsgrove High School
B1. Salvation and atonement in Christian thought and practice.	Stephen Pett, RE Today
B2. Teaching concepts of God creatively and thoughtfully in Islam and Christianity.	Lat Blaylock
C1. Raising the profile of the RE Department.	Chris Giles and Rebecca Davidge, University of Worcester
C2 Christians and life after death: authority, diversity and implications.	Stephen Pett
Keynote 2. More learning, less marking: assessment models that work	Stephen Pett
TeachMeet	Chris Giles and delegates

30 teachers attended. 100% rated the overall value of the conference as 'excellent'. Delegates came from the three counties, Oxfordshire, Bristol and Nottingham. Unfortunately only two teachers came from Herefordshire schools.

5. Support for special school RE

The Three Counties SACREs continue to support Special Schools in their RE. We held our fourth such training day in July 2018. Held at the stunning location of Adhisthana, the Triratna Buddhist Centre near Ledbury, it was led once again by Anne Krisman, Head of RE at Little Heath Special School, Redbridge, and senior Tibetan Buddhist nun, Tsultrim Tenzin Choesang. It included sessions on planning for the specific needs of SEND pupils, using the agreed syllabus, teaching about Muslims, and experiential activities. It was disappointing that even though the conference was in Herefordshire, and it attracted teachers from Gloucestershire, Stratford-upon-Avon and Coventry, none of the Herefordshire special schools attended.

6 Commentary on exam results summer 2018

[To follow]

7 Quality of teaching in Herefordshire.

SACRE has been unable to monitor quality of teaching in Herefordshire this year. A primary school survey has been drafted and will be distributed to schools in the autumn of 2018.

8 Future support for RE

It is clear from the above reports that SACRE have not overcome the challenge of providing support for schools in a way that they are able and willing to access. Despite all three conferences being very well-received, and planned in response to the expressed needs of teachers, Herefordshire teachers did not attend as they have done in the past. This will be an on-going issue for SACRE to consider and address.

SACRE has considered the idea of putting on webinars so that a single session can be accessed by teachers from school – perhaps enabling a school to have a 60-75-minute RE staff meeting with an external trainer. RE Today has the equipment to offer this. SACRE will discuss a trial of this in the autumn.

SACRE will continue to provide CPD, but will look at how to encourage better attendance. Current plans include:

- Trial of webinars and other forms of training to local schools
- Working with Worcester SACRE and the Diocese of Hereford to create an annual SACRE conference for primary teachers.
- Planning a SACRE secondary RE conference, in partnership with Worcestershire SACRE, University of Worcestershire, Gloucestershire SACRE, Heretech, South Bromsgrove High School, RE Today and NATRE.
- School Survey to assess impact and value of revised agreed syllabus.

9 Other matters:

SACRE considered several pertinent issues over the year, including:

- An amendment to the Constitution was agreed, whereby the Chair of SACRE would be elected by SACRE members rather than appointed by the Council.
- Strategies for increasing representation on SACRE, and for encouraging attendance.

- Funding for SACRE: the LA put the role of advisory support for SACRE out to tender in summer 2018, with a two-year contract at £4000 per year. RE Today was successful in the tender process and will continue to support SACRE over 2018-2020. It was noted that this would include the time for considering a review of the agreed syllabus, although the budget for any review would need to be found on top of the annual SACRE budget.
- A presentation on preventing terrorism and countering violent extremism was given by Neville Meredith, Community Cohesion Officer. SACRE considered the particular local context with migrant workers and the travelling community in Herefordshire. The value of RE in promoting tolerance and understanding was discussed.
- Commission on RE: SACRE discussed its response to the Interim Report from the Commission. While much was welcomed, there was a preference for a localised approach rather than the move towards centralising with the removal of the role of the SACRE in developing an agreed syllabus. SACRE commented that this would punish those areas which had established good syllabuses. Members were encouraged to give individual feedback to the report.
- Visits and Visitors Guide: the draft produced by a local Teaching School was considered. Some updates and amendments were requested. The LA Officer pointed out that this was funded from the Children's Wellbeing Commissioning Management Education team. The potential for funding an interactive online map for visiting local places of worship was considered.

Cllr John Stone
Chair of SACRE
November 2018



Meeting:	STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)
Meeting date:	Friday 9 November 2018
Title of report:	Commission on RE Report
Report by:	Director of Children and Families and RE Consultant – RE Today

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose and summary

1. To review the implications for SACRE of the Commission on Religious Education (RE) Report published in September 2018.

Recommendation(s)

That: SACRE notes the outcomes, recommendations and implications of the Commission on RE report

Alternative options

2. 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

3. The Commission on RE has recently reported its findings and recommendations. The Religion and worldviews report reaffirms the central importance of learning about religious and non-religious worldviews for all pupils, regardless of their background,

Further information on the subject of this report is available from
Matthew Evans, Tel: 01432 383690, email: Matthew.Evans@herefordshire.gov.uk

personal beliefs or the type of school they attend. Knowledge of religious and non-religious worldviews is an essential part of all young people's entitlement to education.

4. The commission on RE has analysed the evidence it received and has made recommendations designed to set out a coherent structure to retain the best of the excellent practice that exists in some schools and localities, and to strengthen the subject across all schools and localities.
5. There are implications for SACRE contained within the Commission's report. If the recommendations are accepted by the Department for Education, and if there is legislative change to remove the statutory duty on SACREs and Agreed Syllabus Conferences to produce an agreed syllabus, the Commission recommends that SACREs' make-up shifts to include teachers, school leaders, teacher educators and school governors, as well as representatives from faith and belief, who may also be drawn from 'local museums and galleries'
6. In addition that SACREs are to be supported with allocated funding to support and develop local RE, such as through continuing professional development, but no longer the curriculum.
7. A summary of the responses and implications is attached as appendix 1 and the executive summary is contained in appendix 2.

Community impact

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

Equality duty

9. 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.
10. 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

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

Legal implications

12. Section 390 of the Education Act 1996 requires the council 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.
13. SACRE's main function is to advise the 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

14. 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

15. No consultees have been consulted in the production of this report and its recommendation. The Commission conducted a consultation survey and received over 900 responses including a large number from teachers. The Commission also conducted a consultation event with a good turnout from a diverse range of faith and belief communities in attendance.

Appendices

Appendix 1 – Summary of responses and implications - Commission on RE report
Appendix 2 – Executive Summary - Commission on RE report

Background papers

None identified

Final Report of the Commission on RE: Responses and implications

The Commission on RE (England) published its final report in September 2018. In these pages we set out some responses, and consider the broad implications for SACREs, RE policy and the classroom.

What were reactions at a national level? At a national level, bodies representing the RE community have responded by highlighting various aspects of the Report, welcoming aspects of the Report's recommendations, such as a focus on policy or CPD. The National Association of SACREs (NASACRE) is more cautious, as can be seen below:

RELIGIOUS EDUCATION COUNCIL

This report's recommendations give us a chance to secure the future of religious education. If we don't grasp this opportunity we risk the subject dying in many schools. The Commission on Religious Education has produced an ambitious vision for the future of Religious Education in England that could mark the most significant developments in the subject in over 40 years. The report gives a compelling explanation of why it is essential for all pupils in all schools to have a rigorous and academic education about a range of religious and non-religious worldviews. The proposal for a National Entitlement for all pupils alongside the freedom for different groups to develop their own programmes of study provides an approach that respects the autonomy of schools over the character of their religious education while ensuring that no pupils miss out on core elements of essential study about religion and belief.

CULHAM ST GABRIELS

Culham St Gabriel's Trust exists to promote excellence in RE. We recognise that high standards in RE could be helped by a change in the policy and legal basis of the subject. In principle we welcome proposals that bring greater clarity to the educational purposes of RE, as well as introducing better school accountability and a national benchmark for content in all state-maintained schools. It is for the DfE, working urgently with key RE stakeholders, to give this subject the priority it deserves, supported and facilitated by realistic levels of government investment in the recruitment and professional development of teachers of RE.

National Association of SACREs (NASACRE)

It is important to remember that legally, the Report does not change anything: each local authority with responsibility for education must establish a SACRE and an ASC, who must fulfil their statutory duties. Each maintained school must provide RE to all pupils.

The NASACRE Executive has met and considered each recommendation in turn. We would support some of these, but strongly reject others. A fuller explanation of our thinking is available on the NASACRE website: <http://nasacre.org.uk/useful-documents>.

We feel some disappointment that, though good RE is mentioned the report paints an overwhelmingly negative picture of the current state of RE. We feel there should have been more celebration of the great RE that happens in many authority areas up and down the country, that helps to make our RE the envy of Europe, if not the world.

Given that any legislative change is highly unlikely, we are disappointed that the Commission did not make recommendations which strengthen the existing statutory framework. We would most strongly oppose Recommendations 4 and 8. We are not intrinsically opposed to some reform of the make-up of groups that make up SACREs or the committees of an ASC, but the make-up proposed, appears to severely weaken the contribution of the significant religious bodies in the locality, professional and elected local representation, thereby weakening local democracy.

NASACRE Executive Committee, September 2018

Association of RE Advisers, Inspectors and Academics (AREIAC)

AREIAC welcomes the report of the Commission on RE. It is particularly pleasing to see the central place of CPD in the RE Plan. The rationale of the proposed recommendations is to enable and encourage schools to improve RE and the development of staff is critical in that endeavour. It is also good to see that there is emphasis on a rigorous, academic approach, set alongside the process of helping pupils to develop their own worldview, finding their own sense of meaning and value in life.

The report has been published and the Commission's work largely complete. It is now that the hard and important work for the RE community really starts; to digest the report and reflect on it with a critical yet positive eye. The purpose of the report is to help all of us to work together to improve RE. AREIAC is delighted to enter into this professional dialogue and collaboration with all involved. We all have the opportunity to use this report to make a positive difference in schools, building on and developing the recommendations. We hope that the government will respond not just with words but with policy, funding and proactive support to enable RE to thrive and reverse the very real threat that it will wither on the vine.

This is a crucial time for RE. We cannot afford to let this report gather dust on a book-shelf, virtual or actual. Whatever the subject is called, it is too important for children, young people and the future of our society to remain poorly perceived and haphazardly resourced. **(Bill Moore, AREIAC Chair)**

RECOMMENDATIONS (SUMMARY)

- 1) Rename the subject 'Religion and Worldviews'
- 2) A statutory National Entitlement to RE for all pupils in publicly funded schools
- 3) Programmes of study to be produced by a national body of professionals (paid for by DfE)
- 4) SACREs lose the role of making RE Agreed Syllabuses.
- 5) Exam and vocational studies reforms in line with the National Entitlement
- 6) Enhanced provision of RE ITE
- 7) Allocated funding for RE CPD
- 8) SACREs to be re-named Local Advisory Network for Religion and Worldviews, membership groups to be reformed away from faith bodies
- 9) OFSTED to report on schools' success in meeting the RE National Entitlement
- 10) DfE to consider the impact of measures such as the EBacc on Religion and Worldviews.
- 11) DfE to review the current right of withdrawal and offer new guidance

What does the Report mean for the curriculum?

As Bill Moore, chair of AREIAC notes, the work of the Commission is complete and the work of the entire RE community, in partnership with government, begins.

While the recommendations are final, the detail will be subject to change. The implementation of the Report is by no means certain.

A striking feature of the Report is the suggestion of a name change. 'Religion and Worldviews' is to include both 'personal worldviews' and 'institutional worldviews'. However, what will this mean in terms of content and learning might involve a more profound change than surface re-branding. The recommendation is for an exemplar set of non-statutory 'Programmes of Study' to be created by a national body of 'professionals', ratified by the DfE, although this does not prevent local SACREs from producing their own examples of ways to meet the national entitlement. The Report indicates an interest in multidisciplinary RE, involving theological, historical and philosophical analyses, as well as sociological or anthropological where necessary. The Commission does not set out clearly what the purpose of RE is (despite that being a key part of their remit) but indicates that it is a component of a 'rounded academic education' (p. 3); part of understanding the world and one's place in it. Readers will recognise a further stepping away from dual aims of RE – the previous aims of learning *about* and learning *from* religion.

How likely?

Many details remain unclear, and these will be addressed during an implementation process. Appendix 1 of the Commission Report offers a suggested timeline of implementation, noting a desire to minimise disruption and extra work for teachers. The first six steps suggested rest with government, such as establishing a national body to create programmes of study, restoring bursaries and enhancing University provision of ITE. Thus any implementation of this Report rests with government, although teachers, school leaders and national RE bodies can and will put pressure on government to act.

Note that the DfE's response to the Report has been positive, and bursaries for ITE have been raised to £9,000 for those with a 2:2 degree and above – a movement towards Recommendation 6.

What does this mean for SACREs?

The Report proposes significant changes for SACREs. If the recommendations are accepted by the DfE, and if there is legislative change to remove the statutory duty on SACREs and Agreed Syllabus Conferences to produce an agreed syllabus, the Commission recommends that SACREs' make-up shifts to include teachers, school leaders, teacher educators and school governors, as well as representatives from faith and belief, who may also be drawn from 'local museums and galleries' (p. 56). SACREs are to be supported with allocated funding to support and develop local RE, such as through CPD, but no longer the curriculum. The lived and local nature of faith and belief is still seen as valuable, but the creation of a curriculum is presented as the responsibility of professional educators.

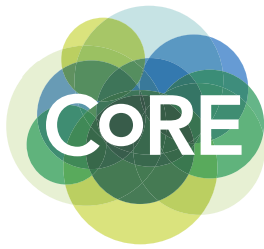
Lat Blaylock / Stephen Pett/ RE today Adviser Team, Nov 2018

Executive Summary of the Commission Report:

<https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-Exec-Summary-of-the-Commission-on-RE.pdf>

Full report:

<https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>



Commission on
Religious Education

EXECUTIVE SUMMARY

RELIGION AND WORLDVIEWS: THE WAY FORWARD

A national plan for RE

SEPTEMBER 2018



EXECUTIVE SUMMARY

INTRODUCTION: THE CASE FOR CHANGE

1. The study of religious and non-religious worldviews is a core component of a rounded academic education. This has long been recognised as essential in Britain. Indeed, one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves. One need only glance at a newspaper to know that it is impossible fully to understand the world without understanding worldviews – both religious and non-religious.
2. This report reaffirms the central importance of learning about religious and non-religious worldviews for all pupils, regardless of their background, personal beliefs or the type of school they attend. Knowledge of religious and non-religious worldviews is an essential part of all young people's entitlement to education. This report seeks to articulate that entitlement.
3. Despite its central importance, Religious Education (RE) in too many schools is not good enough to prepare pupils adequately for the religious and belief diversity they will encounter, nor to support them to engage deeply with the questions raised by the study of worldviews. Our report sets out a National Plan to ensure that all pupils receive their entitlement to an academically rigorous and rich study of religious and non-religious worldviews. This National Plan has three core elements.
 - a. There is a need for a new and richer vision of the subject. Our vision preserves the best of current practice and demands new developments drawn from the academic study of religious and non-religious worldviews as well as broader social changes in England and globally. We discuss this new vision below, and propose that the subject should be called *Religion and Worldviews* to reflect the new emphasis.
 - b. Too many pupils are not currently receiving their entitlement to knowledge of religious and non-religious worldviews. This is an essential subject for all pupils, so we propose that there should be a statutory National Entitlement to the study of Religion and Worldviews which applies to all publicly funded schools and is subject to inspection. This entitlement reflects our vision for the subject, which is widely shared among teachers and subject experts, while retaining the flexibility for schools of all types to interpret it in accordance with their own needs, ethos and values.

- c. The study of religious and non-religious worldviews requires high-quality, well-informed specialist teaching. Religious and non-religious worldviews are complex, diverse and plural. Understanding them requires a nuanced, multidisciplinary approach. Therefore, there will need to be sustained investment in developing knowledgeable teachers, as well as investment in high quality curriculum materials to support them, particularly at primary level. Local communities have often played a key role in supporting teachers, and they form an essential component of our recommended structures to develop and support high-quality teaching.
4. Academisation and the move towards a school-led system have transformed the educational landscape. The structures and systems supporting Religious Education have not kept pace with these changes. The evidence that we have gathered confirms the need identified in many previous reports for a change to the structures supporting Religious Education so that the subject is taught well across all schools in all localities. The National Entitlement is a direct response to this need, as are our recommendations for developing and supporting teachers nationally and locally.
5. We have carefully analysed the evidence that we have received. Our recommendations set out a coherent structure which preserves the best of the excellent practice that exists in some schools and localities, and strengthens the subject across all schools and localities.

RELIGION AND WORLDVIEWS: THE CASE FOR A NEW VISION AND A STATUTORY NATIONAL ENTITLEMENT

WHAT IS A WORLDVIEW?

The English word 'worldview' is a translation of the German *weltanschauung*, which literally means a view of the world. A worldview is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.

We use the term 'institutional worldview' to describe organised worldviews shared among particular groups and sometimes embedded in institutions. These include what we describe as religions as well as non-religious worldviews such as Humanism, Secularism or Atheism. We use the term 'personal worldview' for an individual's own way of understanding and living in the world, which may or may not draw from one, or many, institutional worldviews.

6. It is one of the core tasks of education to enable each pupil to understand, reflect on and develop their own personal worldview. This is a whole-school responsibility and the explicit, academic study of worldviews is an essential part of it. Through understanding how worldviews are formed and expressed at both individual and communal levels, the ways in which they have changed over time, and their influence on the actions of individuals, groups and institutions, young people come to a more refined understanding of their own worldview – whatever this happens to be – as well as those of others. Currently, this study takes place mainly through RE.
7. Studying religious and non-religious worldviews gives young people the opportunity to develop the knowledge, understanding and motivation they need to engage with important aspects of human experience including the religious, spiritual, cultural and moral. It provides an insight into the sciences, the arts, literature, history and contemporary local and global social and political issues. The young people we have spoken to have told us that RE enables them to have better friendships and to develop greater respect and empathy for others. Learning about worldviews helps young people to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes. In an increasingly diverse society, understanding religious and non-religious worldviews has never been more essential than it is now.
8. The nature of RE has changed over time to reflect new understandings and new social realities. At the time of the 1944 Education Act, it was known as Religious Instruction, was limited to Christianity and was the only compulsory subject. Over time, subject experts came to recognise that young people needed to understand both a wider range of religious and non-religious worldviews and the idea of diversity within worldviews. This was reflected in the Education Reform Act of 1988, which also changed the name of the subject to Religious Education. Thirty years on, the local, national and global religious landscape and academic understandings of the subject have changed significantly.
9. The presentation of religious worldviews in schools has not always placed enough emphasis on their diverse and plural nature and the ways that they have changed over time. While many teachers and subject experts do present diversity within religions, this can often be reduced to crude differences between denominations. RE has sometimes inadvertently reinforced stereotypes about religions, rather than challenging them¹. As we learn more about diversity and change within religious worldviews, it becomes even more important that the presentation of worldviews in schools reflects this.

¹ See, for example, Thobani (2011). *Islam in the school curriculum: symbolic pedagogy and cultural claims*. London, Routledge.

10. Non-religious worldviews have also become increasingly salient in Britain and Western Europe. According to the most recent British Social Attitudes survey, over 50% of adults identify as not belonging to a religion, with 41% identifying as Christian. The proportion of adults identifying as not belonging to a religion has increased from 31% in 1983 and has remained fairly stable around 50% since 2009². While some of these individuals may identify with non-religious worldviews such as Humanism, many have looser patterns of identification or do not identify with any institutional worldviews.
11. Deeper academic study of the experience of those who hold both religious and non-religious worldviews suggests that the distinction between religious and non-religious worldviews is not as clear-cut as one might think. Individuals may draw on aspects of both religious and non-religious worldviews in their own personal worldviews.³
12. The time is right for a new vision for the subject if we are to prepare children and young people for living in the increasingly diverse world in which they find themselves. We need to move beyond an essentialised presentation of six ‘major world faiths’ and towards a deeper understanding of the complex, diverse and plural nature of worldviews at both institutional and personal levels. We need to ensure that pupils understand that there are different ways of adhering to a worldview – you may identify with more than one institutional worldview, or indeed none at all. More still needs to be done to ensure that a wider range of institutional worldviews is taught, particularly Hinduism, Buddhism and Sikhism, which are sometimes neglected. And there needs to be a greater understanding, at a conceptual level, of how worldviews operate, the accounts they provide of the nature of reality, and how they influence behaviour, institutions and forms of expression. It is this powerful, conceptual knowledge that all pupils need to have.
13. This is why we have set out a statutory National Entitlement for all pupils in all publicly funded schools. The National Entitlement makes clear the central importance of understanding religious and non-religious worldviews as well as the conceptual categories which lead to this understanding. It sets out a clear purpose and core knowledge which all pupils across all schools must gain. It also reflects the new vision that we have outlined here, which will effectively prepare all pupils for the world of religious and belief diversity in which they find themselves.

2 NATCEN (2017). *British Social Attitudes Survey*. www.natcen.ac.uk/news-media/press-releases/2017/september/british-social-attitudes-record-number-of-brits-with-no-religion/

3 Wallis, S (2014). *Ticking ‘no religion’: a case study amongst ‘young nones.’* *Diskus* 16:2. Woodhead, L (2016), *‘The rise of “no religion” in Britain: The emergence of a new cultural majority’*, *Journal of the British Academy*, 4: 245–261. DOI 10.85871/jba/004.245

14. Our new vision is also signified by a new name for the subject: Religion and Worldviews. The shift in language to ‘worldviews’ captures, as best we can, the shifts in vision that we have outlined above, in particular the complex, diverse and plural nature of worldviews. The name also removes the ambiguity in the phrase ‘Religious Education’, which is often wrongly assumed to be about making people more religious. We are keeping the word ‘religion’ in the subject name both to provide continuity and to signify that young people need to understand the conceptual category of ‘religion’ as well as other concepts such as ‘secularity’, ‘secularism’ and ‘spirituality’.

THE CASE FOR IMPROVED SYSTEMS AND STRUCTURES

15. As we have stated above, the structures supporting RE have not kept pace with the changes to the education system. This has led to a situation in which, despite pockets of excellent practice in some schools and localities, the provision and quality of RE is not good enough in too many schools.
16. The quality of RE is highly variable across all school types. The last Ofsted subject review (2013) found RE to be to be less than good in just under half of secondary schools and in six out of ten primary schools observed by Ofsted.⁴ In *Making a Difference*, a review of standards in RE in Church of England schools, the reviewers found that RE was good or better in 70% of secondary schools, but only 40% of primary schools⁵. No evidence was forthcoming on the quality of RE in Catholic schools or other schools of a religious character. Since 2013, there has been no mechanism to gather evidence on the quality of RE in primary and secondary schools at a national level. The evidence that we have gathered suggests that there has been little positive change in the past five years and that the situation has got worse in some areas.
17. One reason for this variability in quality is some confusion over the purpose of RE, which we hope will be resolved through our new vision for the subject and the common National Entitlement which provides clarity on the aims and purposes of RE.
18. Another key reason for this variability in quality is the lack of adequate training and support for teachers. A majority of recently qualified primary teachers received fewer than three hours of subject specific training for RE

4 Ofsted (2013). *Religious Education: Realising the potential*. www.gov.uk/government/publications/religious-education-realising-the-potential

5 *Archbishops' Council of the Church of England, Education Division (2014). Making a Difference: a review of Religious Education in Church of England schools*. http://www.churchofengland.org/sites/default/files/2017-10/2014_making_a_difference_-_a_review_of_religious_education_in_church_of_england_schools_web_final.pdf

during their Initial Teacher Education (ITE)⁶. At secondary, almost three times⁷ as many RE lessons as History lessons are taught by non-specialists. We therefore set out plans for improving training and support for teachers, so that they have the knowledge that they need to teach this important subject.

19. Successive surveys of teachers, especially at primary level, have shown that teachers lack confidence to teach RE and to tackle the sensitive and controversial issues that are the lifeblood of the subject.
20. An increasing number of schools, particularly academies, offer no provision for RE at Key Stages 3 and 4. In 2016, 33.4% of all schools did not offer any RE at Key Stage 4 and 23.1% did not offer any RE at Key Stage 3. This represents nearly 900 schools offering no RE at Key Stage 4, and a significant increase from 22.1% (nearly 600 schools) in 2015.⁸ Curriculum time for primary is also limited, with nearly 30% of schools which responded to the 2016 NATRE primary survey offering less than 45 minutes per week.
21. There is a clear, and increasing, disparity between school types in terms of provision of RE. For example, the percentage of schools without a religious character offering no RE at Key Stage 4 in 2016 (38.9%) is almost four times that of schools with a religious character (11.2%)⁹. If something is not done urgently to re-establish the subject, there is a real risk that it could disappear from schools without a religious character, depriving pupils of their entitlement to this vital area of knowledge.

6 NATRE (2016). *An Analysis of the provision for RE in primary schools*. www.natre.org.uk/uploads/Free%20Resources/NATRE%20Primary%20Survey%202016%20final.pdf

7 NATRE (2016). *An Analysis of the provision for RE in primary schools*. www.natre.org.uk/uploads/Free%20Resources/NATRE%20Primary%20Survey%202016%20final.pdf

8 Source: School Workforce data 2015 and 2016, analysed by Deborah Weston for NATRE.

9 Source: School Workforce data 2016, analysed by Deborah Weston for NATRE.

Figure 1: Schools offering no RE at Key Stage 3¹⁰

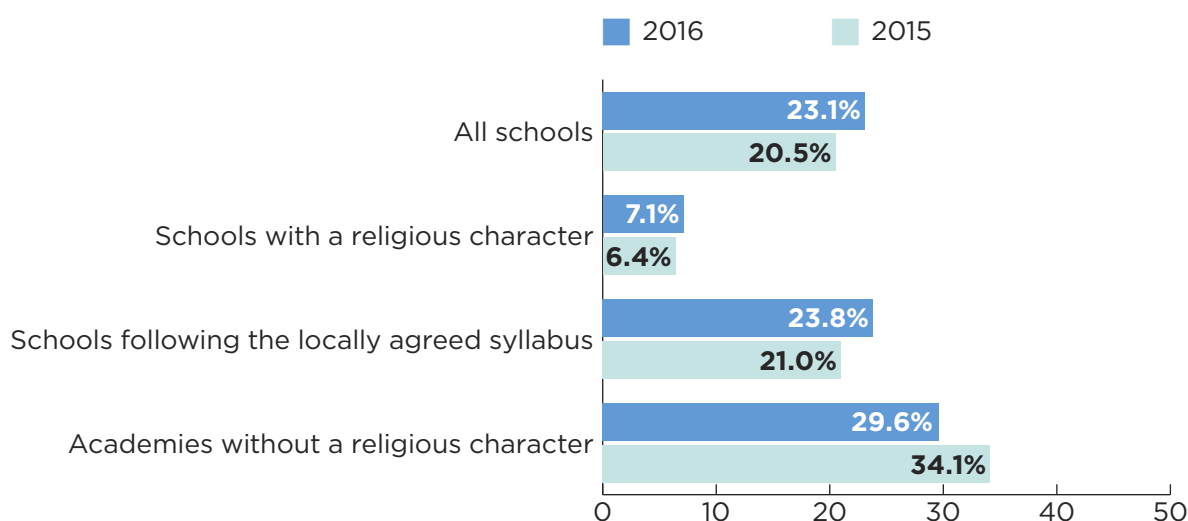
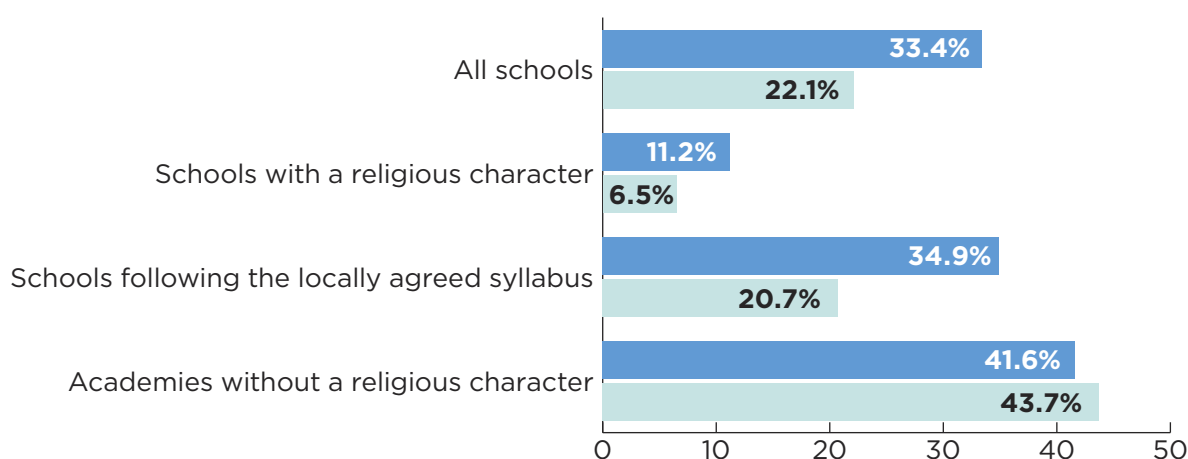


Figure 2: Schools offering no RE at Key Stage 4¹¹



22. Academisation and reductions in funding have reduced local authority support for RE via Standing Advisory Councils on Religious Education (SACREs) and professional advisers, to the point where such support is unsustainable in many areas and already disappearing in some. This further increases the disparity between schools with a religious character, where support structures remain relatively robust, and those without, where they are increasingly in jeopardy.

¹⁰ Source: School Workforce Data 2016, analysed by Deborah Weston for NATRE.

¹¹ Source: School Workforce Data 2016 analysed by Deborah Weston for NATRE.

23. Changes to accountability systems have created an environment where there is less and less incentive for schools to offer good RE, particularly at secondary level. These include Ofsted no longer inspecting individual subjects, the removal of GCSE Short Courses from school performance measures and the non-inclusion of Religious Studies GCSE in the Ebacc. This has led to a significant drop in students taking a Key Stage 4 qualification in RE¹² and has affected, for example, the number of specialist teachers at secondary level.

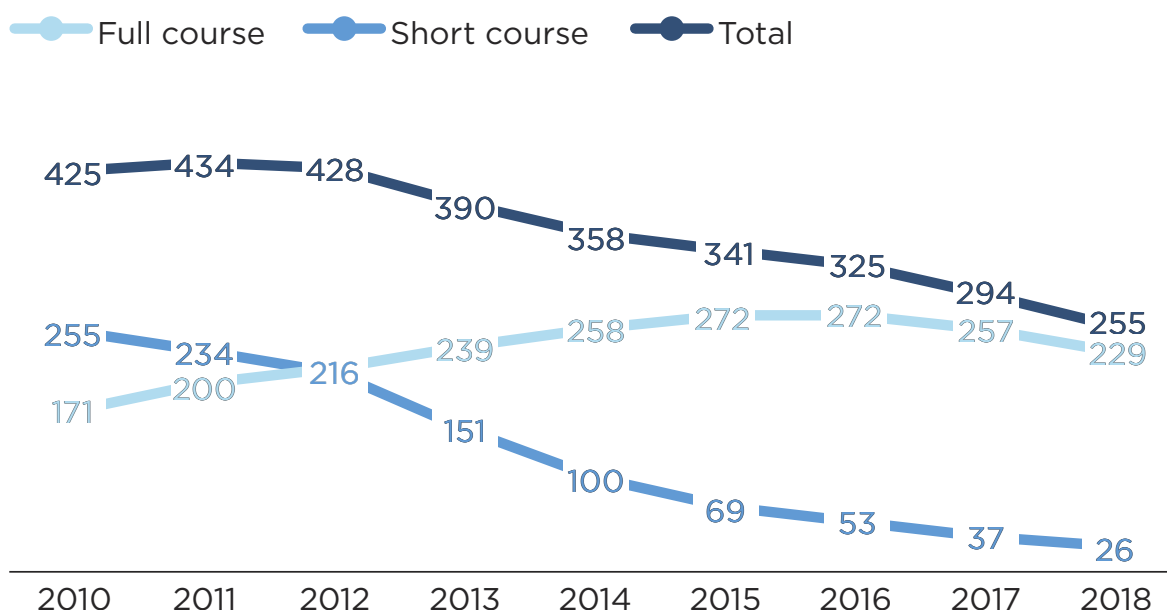


Figure 3: Trends in GCSE entries for Religious Studies¹³
 Religious Studies GCSE entries in England 2010–2018 (thousands)

24. All of these issues mean that urgent action needs to be taken to reform and strengthen the structures that support Religion and Worldviews in schools. We therefore recommend changes to accountability systems, curriculum development, local and national support structures and initial teacher education, creating a robust and coherent structure for Religion and Worldviews. Our recommendations, as set out below, will enable all pupils in all schools to receive high quality education in Religion and Worldviews and will support and strengthen the subject for the foreseeable future.

¹² 260,300 pupils entered for a Key Stage 4 qualification in Religious Studies in 2018, down from a high of 433,750 in 2011.

¹³ GCSE entry figures for 2017 and 2018 do not include the Channel Islands and the Isle of Man. In 2016, there were 1,142 Full Course entries and 938 Short Course entries from the Channel Islands and the Isle of Man. Source: JCQ: www.jcq.org.uk/examination-results/gcses

25. We are aware that rapid change is disruptive and counterproductive for teachers and schools. We therefore suggest a phased approach in which programmes of study and support structures are established before schools are required to change their curriculum to align it with the National Entitlement to the study of Religion and Worldviews. We have set out our proposed timeline in Appendix 1.

LIST OF RECOMMENDATIONS

RECOMMENDATION 1

The name of the subject should be changed to Religion and Worldviews. This should be reflected in all subsequent legislation and guidance.

RECOMMENDATION 2

The National Entitlement to the study of Religion and Worldviews should become statutory for all publicly funded schools.

- a. For community, foundation and voluntary controlled schools, the requirement for Religion and Worldviews to be provided in accordance with the National Entitlement will replace the requirement in the Education Act 1996 (Section 375) to follow their locally agreed syllabus.
- b. For academies, all funding agreements should be amended to state that all academies must provide Religion and Worldviews in accordance with the National Entitlement.
- c. For voluntary aided schools of a religious character, a requirement should be introduced to provide Religion and Worldviews in accordance with the National Entitlement as well as the requirements of their Trust Deed.

THE NATIONAL ENTITLEMENT TO THE STUDY OF RELIGION AND WORLDVIEWS

All pupils are entitled to be taught Religion and Worldviews in every year up to and including year 11. Post-16 students, including those in Further Education should have the opportunity to study Religion and Worldviews during their post-16 course of study.

Schools must publish a detailed statement about how they meet the National Entitlement and ensure that every pupil has access to it through the curriculum, lessons and wider experiences they provide.

Pupils must be taught:

1. about matters of central importance to the worldviews studied, how these can form coherent accounts for adherents, and how these matters are interpreted in different times, cultures and places
2. about key concepts including 'religion', 'secularity', 'spirituality' and 'worldview', and that worldviews are complex, diverse and plural
3. the ways in which patterns of belief, expression and belonging may change across and within worldviews, locally, nationally and globally, both historically and in contemporary times
4. the ways in which worldviews develop in interaction with each other, have some shared beliefs and practices as well as differences, and that people may draw upon more than one tradition
5. the role of religious and non-religious ritual and practices, foundational texts, and of the arts, in both the formation and communication of experience, beliefs, values, identities and commitments
6. how worldviews may offer responses to fundamental questions of meaning and purpose raised by human experience, and the different roles that worldviews play in providing people with ways of making sense of their lives

7. the different roles played by worldviews in the lives of individuals and societies, including their influence on moral behaviour and social norms
8. how worldviews have power and influence in societies and cultures, appealing to various sources of authority, including foundational texts
9. the different ways in which religion and worldviews can be understood, interpreted and studied, including through a wide range of academic disciplines and through direct encounter and discussion with individuals and communities who hold these worldviews.

Programmes of study must reflect the complex, diverse and plural nature of worldviews. They may draw from a range of religious, philosophical, spiritual and other approaches to life including different traditions within Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, non-religious worldviews and concepts including Humanism, secularism, atheism and agnosticism, and other relevant worldviews within and beyond the traditions listed above, including worldviews of local significance where appropriate.

Teaching must promote openness, respect for others, objectivity, scholarly accuracy and critical enquiry.

Pupils are therefore entitled to be taught by teachers who:

- a. have secure subject knowledge
- b. are capable of addressing misconceptions and misunderstandings and handling controversial issues
- c. demonstrate a critical understanding of developments in the study of religion and worldviews
- d. promote the value of scholarship.

In order for all pupils to have equal access to high quality education in Religion and Worldviews, the subject must be given adequate time and resources commensurate with the place of Religion and Worldviews as a core component of the curriculum.

RECOMMENDATION 3

- a. Non-statutory programmes of study for each of Key Stages 1–4 should be developed at a national level, at a similar level of detail as those for History and Geography in the National Curriculum. These should be ratified by the DfE.
- b. Programmes of study should be developed by a national body of a maximum of nine professionals, including serving teachers. This body could choose to take advice from other organisations as relevant.
- c. The core purpose of the national body should be to develop and revise the programmes of study. It will also make recommendations to the government and advise the profession on issues relating to Religion and Worldviews and the resources and support needed to deliver high quality Religion and Worldviews for all pupils.
- d. The national body should be appointed by the DfE on the basis of recommendations from the Religious Education Council of England and Wales, following an open application process.
- e. Members of the national body should be appointed on the basis of commitment to the approach taken to Religion and Worldviews in the National Entitlement and proven expertise in some or all of the following:
 - i. specialist knowledge of Religion and Worldviews with both research and classroom experience
 - ii. curriculum development, within or beyond Religion and Worldviews
 - iii. initial teacher education or continuing professional development of teachers
 - iv. current or recent classroom experience in either primary or secondary phases.
- f. The national body should be a standing body with a third of members changing every three years. It should be funded on a *per diem* basis by the DfE.
- g. Programmes of study should be reviewed whenever the National Curriculum is reviewed, but the national body should also have the power to request the DfE for a review if they believe this is warranted.

RECOMMENDATION 4

Section 375ff of the Education Act 1996 should be amended to remove the requirement for local authorities to convene Agreed Syllabus Conferences and develop locally agreed syllabuses.

RECOMMENDATION 5

- a. When GCSE and A-level specifications are next reviewed, this should be done in the light of the National Entitlement.
- b. The national body should also consider how the study of Religion and Worldviews may be incorporated into vocational qualifications, either as a stand-alone course or as modules within existing vocational courses.

RECOMMENDATION 6

All Initial Teacher Education (ITE) should enable teachers, at primary and where relevant at secondary level, to teach Religion and Worldviews based on the National Entitlement and with the competence to deal with sensitive issues in the classroom, and the teachers' standards should be updated to reflect this. In order to support this, the following should be implemented.

- a. There should be a minimum of 12 hours of contact time for Religion and Worldviews for all forms of primary ITE including School Direct and other school-based routes.
- b. Bursaries for ITE in Religion and Worldviews should be set at parity with other shortage subjects.
- c. Funding for Subject Knowledge Enhancement courses should be reinstated at parity with Ebacc subjects. Funding should be allocated for Subject Knowledge Enhancement for primary.
- d. Two new modules for Religion and Worldviews should be developed for primary ITE, and also made available as continuing professional development (CPD) modules: one for those with limited experience and one for those with proficiency in the subject who would like to be subject leaders or work beyond their own classrooms. These modules should focus on the delivery of the national programmes of study.

RECOMMENDATION 7

The government should allocate funding for CPD for Religion and Worldviews to support the delivery of the new non-statutory national programmes of study. This funding should be for a period of at least five years and be sufficient to cover:

- a. a national programme of online and face-to-face CPD, including an online platform with both massive open online courses (MOOCs) and static resources
- b. the development of curriculum materials and supplementary guidance, including resources for local studies
- c. support for local face-to-face CPD including teacher hubs and networks, with specific allocations for areas of opportunity and of a sufficient level to cover adequate professional advice and support.

All of the above funding streams should be administered and overseen by the national body as part of their remit.

RECOMMENDATION 8

Legislation regarding the establishment of Standing Advisory Councils on Religious Education should be amended as follows.

- a. The name of the body should be changed to Local Advisory Network for Religion and Worldviews.
- b. The Local Advisory Network for Religion and Worldviews must facilitate the implementation of the National Entitlement to the study of Religion and Worldviews in all schools within the local authority boundaries by providing information about sources of support available, and must connect schools with local faith and belief communities and other groups that support the study of Religion and Worldviews in schools.
- c. The Local Advisory Network for Religion and Worldviews must submit an annual report to the DfE and to their local authority. The DfE and the local authority must publish the annual reports on a dedicated web page.
- d. The Local Advisory Network for Religion and Worldviews should be made up of members from five groups:
 - i. teachers of Religion and Worldviews from all phases including Higher Education
 - ii. school leaders and governors
 - iii. ITE and/or CPD providers
 - iv. school providers including the Local Authority (LA) and Multi Academy Trust (MAT), dioceses etc
 - v. religion, belief and other groups that support RE in schools or wish to do so (this might include local museums and galleries as well as religion and belief groups).

- e. The Local Advisory Network for Religion and Worldviews may also:
- i. provide CPD support for schools
 - ii. develop programmes of study to support the National Entitlement and supplementary curriculum materials for use within and across their local authority boundaries
 - iii. provide extra resources for schools on local faith and belief communities to support local studies
 - iv. provide further support for learning outside the classroom
 - v. provide advice to schools and school providers on matters of religion and belief in schools
 - vi. facilitate school-to-school collaboration
 - vii. celebrate success including through offering prizes and competitions
 - viii. promote good community relations within and outside schools.

Statutory funding must be provided for all Local Advisory Networks for Religion and Worldviews, calculated by size of local authority and of a sufficient level to enable the group to carry out its activities effectively. This should be ring-fenced within the Central Schools Services Block (CSSB) of funding provided to local authorities.

RECOMMENDATION 9

- a. Ofsted or Section 48 inspectors must report on whether schools are meeting the National Entitlement.
- b. There should be a one-off, in-depth review of the impact of the National Entitlement and national programmes of study once these have been implemented. This should be conducted by Ofsted.
- c. The DfE should publish data on hours taught in all subjects (Key Stages 1-4) and GCSE entries for all subjects, including trend data, in an easily accessible format on their website.

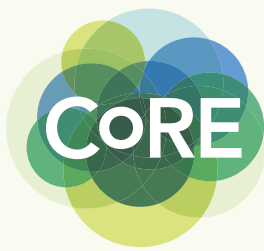
RECOMMENDATION 10

- a. The DfE should consider the impact of school performance measures on the provision and quality of Religion and Worldviews, including the impact of excluding Religious Studies GCSE from the Ebacc and of excluding GCSE Short Courses from school performance measures.

- b. In the light of the evidence, the DfE should make amendments to school performance measures to ensure that the study of Religion and Worldviews is not neglected or disadvantaged.
- c. The Russell Group universities should review the list of facilitating subjects and consider whether, given their stated comments on the academic rigour and value of Religious Studies A-level, it should be included.

RECOMMENDATION 11

- a. The DfE should review the right of withdrawal from Religion and Worldviews and provide legal clarification on:
 - i. whether parents have a right to withdraw selectively from parts of Religion and Worldviews
 - ii. whether parents have a duty to provide an alternative curriculum for Religion and Worldviews
 - iii. whether children withdrawn from Religion and Worldviews can access other curriculum subjects or special educational needs and disabilities (SEND) support during the time they would normally be studying Religion and Worldviews.
- b. The DfE should work with school leaders to develop a code of good practice for managing the right of withdrawal.
- c. The DfE should monitor how the right of withdrawal is being used on an annual basis and provide data on the number of full and partial withdrawals and the reasons for withdrawal where given.



Commission on Religious Education

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Report produced for the Commission on Religious Education
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National News for SACREs, Autumn 2018

The Commission on RE: final report, 12th September.

This independent report, funded and supported by the RE Council, has spent over a year developing its perspective and recommendations, and has been observed keenly by DfE and government. SACREs are very interested in its conclusions, not least because it has considered questions about local determination of RE and Agreed Syllabuses, recommending in its interim report a new national entitlement for RE, on which all future syllabuses should be based, and which should eventually be statutory.

See separate exec summary.

Funding from Government for SACRE

SACREs will be funded through the central school services block (CSSB) from 2018-19, which is one of the blocks of funding in the national funding formula. For further information, see the [NFF Policy Document](#) and the [2018-19 Operational Guidance](#) (specifically paragraph 133). SACRE is only one item that is funded from this block.

'A new settlement revised: Religion and Belief in schools'

A recent report by Professor Linda Woodhead and former Education Secretary Charles Clarke suggests that our more diverse society makes reform to current legislation even more overdue.

At the launch Stephen Timms MP welcomed everyone and reflected that we are all shaped by our experience of religion at school, legislation that was set in this place, Parliament, in 1944.

Professor Woodhead introduced the report she noted that when the 1944 act was first read in 1943 the country was at war but education was still considered to be important. She explained the morphing of the subject from RI to the official renaming in 1988 of Religious Education. She characterised RE as learning about others and suggested in 2018 it is time to learn about us in the diverse context we live in. She said, '...change is overdue RE like any other academic subject needs no longer to be exceptionalised and parents should no longer be allowed to withdraw pupils from RE.

Other recommendations in the report are around collective worship and 'faith schools'.

RE Teacher recruitment

This has been a particularly challenging year for teacher recruitment and especially so for RE. After missing the target for recruitment for training of teachers of RE to begin in 2017, the DfE failed to take an action to incentivise recruitment for 2018. In contrast, bursaries were increased or maintained at a higher level for those choosing to train in other subjects. These higher level bursaries are offered for many subjects including subjects who had been more successful in recruiting 2017. We should not be surprised therefore, that at the time of writing, of all secondary subjects, RE the fourth worst level of recruitment at just over 50% of the target.

Stop press: NATRE/REC and RE Today have been pressing the government to provide better bursaries and yesterday RE had the bursary increased. 'NATRE is very pleased to note that the DfE is taking positive action to recruit RE teachers. An increase to £9,000 for those with a 2:2 or above is a great first step. We welcome the move towards greater parity between Geography and RE.

We look forward to continuing to work with the DfE towards fulfilling the remaining recruitment recommendations from the Commission on RE'. Fiona Moss, NATRE Executive Officer

NATRE and others have also been pressing for RE ITE students to receive funded Subject knowledge enhancement grants by the time of the meeting we will know if we have been successful.

What is happening with ITE providers in our area?

Primary ITE

NATRE has been meeting with a number of MPs and raised the issue of the limited training provided for primary teachers in relation to RE. We have informed them that primary teachers have responded to our surveys that they do not feel confident about teaching the subject when training is either minimal or non-existent. William Wragg MP, asked a parliamentary question and received a reply from Nick Gibb; Minister for Schools as follows

Religion: Teachers:Written question - 172515

Q Asked by **Mr William Wragg** (Hazel Grove) [N] Asked on: 10 September 2018

Department for Education

© 172515

Religion: Teachers

To ask the Secretary of State for Education, what recent assessment he has made of the quality of initial and continuing teacher training in religious education for primary school teachers.

A Answered by: **Nick Gibb** Answered on: 13 September 2018

It is for Initial Teacher Training (ITT) providers to determine the content and structure of courses, but they must be designed so that trainees can demonstrate that they meet all Teachers' Standards to an appropriate level. To be awarded Qualified Teacher Status trainees must "have a secure knowledge of the relevant subject(s) and curriculum areas" and "demonstrate a critical understanding of developments in the subject and curriculum areas." This includes Religious Education for primary school teachers.

Ofsted inspects ITT programmes for compliance against the ITT Criteria, and for the quality of ITT teaching and trainee outcomes. At the end of June 2017 99% of all ITT partnerships inspected by Ofsted were judged either good or outstanding. In the 2017 Newly Qualified Teacher Survey, more than 80% of newly-qualified teachers surveyed rated the overall quality of their training as 7-10 out of 10, with 32% rating it as 9-10 out of 10. The full ITT Criteria can be found here: <https://www.gov.uk/government/publications/initial-teacher-training-criteria>.

Once qualified, decisions relating to teachers' professional development rest with schools, head teachers, and teachers themselves, as they are in the best position to judge their own requirements.

The Government has a number of initiatives to ensure that all teachers have access to high-quality professional development.

What are ITE providers in our area providing?

Youth Debate: England's young people challenge MPs at Westminster

On Monday 9th July 2018, 80 Year 10-12 students from schools across England came to Parliament to debate some of the key issues around the teaching of Religious Education (RE). The students discussed some of the fundamental issues facing the subject, such as whether, in an increasingly secular society, RE is still a vital component of balanced, modern curriculum, and whether pupils learn more by studying other people's belief than your one.

Numerous MPs, Parliamentary researchers, policy advisers and other interested parties witnessed the debate, which showcased the students' engagement with the subject through their range and depth of thinking around these complex questions.

Students were welcomed to Westminster by William Wragg MP, Liz Twist MP, and historian of religion and broadcaster, Professor Francesca Stavrakopoulou.

In a wide-ranging discussion – covering topics as diverse as the role of religious literacy in combatting extremism, the need for RE in an increasingly secular society, and whether or not students learn more by studying their own religion and belief than they do by studying their own – United Nations debating rules were firmly applied in the chamber by the co-chairs, students from Mulberry School for Girls in Hackney, London. Both young women were clearly and expertly trained in handling opinionated peers...and politicians!

Professor Francesca said, "The level of debate was extremely impressive - the pupils were bright, passionate and rigorous in their arguments'.

A report can be accessed [Here](#)

NATRE's Strictly RE: bigger and even better for 2019: should SACRE sponsor some local delegates?

Bookings are open now for the national annual NATRE conference in London on January 26th. Subscribers to RE Today may be eligible for discounts on their fees to Strictly –check the website for details. The conference brings together about 250 people in the largest gathering of RE professionals in the year. If you have never been, or if you've come each year, then plan to join us for an inspirational and exciting day of lectures, seminars, exhibits, connections and opportunities: all the exam awarding bodies and major publishers will be there too.

Could SACRE support a teacher to go and cascade information with other schools?

NATRE's New2RE project: mentoring, support and conferences for those starting teaching secondary RE

NATRE runs a funded programme called 'new2RE' for those who are secondary NQTs, over the first three years of their careers. A small number of places may still be available: does SACRE know any new teachers in secondary RE who it could refer to this programme, rated excellent by a big majority of its participants every year?

Do local schools know about this offer?

BBC's recent and new RE programming: can SACRE draw attention to these programmes for schools?

The well-loved BBC Bitesize site has a major review and renewal underway, with 10 new KS4 programmes nearly ready to use, and major innovations around the new GCSE for 14-16s. These 'A day in the faith of...' clips will present the lives of young members of the 6 principal religions, as they talk about some of the key ideas and concepts of GCSE and Scottish RE

Now broadcast and available free via BBC Teach (all these have notes written by RE Today to accompany them):

- For 5-7s, 10 animated short films of key stories of faith from 6 different religions, series title: 'Religions of the World'.
- My Life, My Religion 5 x 30 minute programmes. Featuring lots of original filming from across Britain using child presenters with diariycams, one each on being Jewish, Christian, Muslim, Hindu and Sikh in today's Britain. Online as clips in segments of 2-4 minutes.
- For 11-14s, 'An A-Z of Religion' with notes for students to use the 26 programmes from RE Today (written as supported self study materials for homework).
- For 14-16s, A Question of Faith 5 x 12 minute programmes for GCSE and Standard Grade in 2014 on sexuality, marriage, death, revelation and suffering, with notes on RE Today and clips on BBC Bitesize.

Additional relevant documents on NATRE website relating to SACREs

1. **30+ things a SACRE can do**
2. **Exemplar SACRE letter RE provision in LA maintained schools**
3. **Exemplar SACRE letter RE provision in academies**
4. **Funding for SACREs 2017**
5. **Exemplar SACRE follow up letter about RE provision**
6. **How to make a complaint about the RE curriculum in a local authority maintained school**

