
East Sussex

SACRE

Agenda

Thursday 11th
February 2016

2:00

–

4:00

pm

Chairman's Function Room,
Westfield House
County Hall, Lewes
BN7 1SG

| Item | Time | Subject | Papers | Le |
|------|-------|---|-----------------|---------------------------------|
| 1 | 13:45 | Tea & Coffee Networking | | |
| 2 | 14:00 | AGM | | |
| 2.1 | | Apologies received | No | Cllr Galley |
| 2.2 | | Election of Chair & Vice Chair | No | Julie Dougill |
| 2.3 | | SACRE Budget Update | To be tabled | Julie Dougill |
| | | Business Meeting | | |
| 3 | 14:30 | Reflection | No | Jenni Osborn |
| 4 | 14:35 | Minutes of meeting 25 th November 2015 & Matters Arising | Yes | Cllr Galley |
| 5 | 14:45 | Annual Report/ Scrutiny Report - GCSE Results | Yes | Lilian Weatherley/ |
| 6 | 15:10 | School visit pro-forma - Discussion re content - Update on visits planned | No | Lilian Weatherl ey/ Clerk |
| 7 | 15:25 | RE View | Yes | Lilian Weatherley |
| 8 | 15.40 | Review of RE Syllabus - Update | No | Lilian Weatherley/ |

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| 9 | 15.50 | AOB | | Cllr Galley |
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Future meetings:

22nd June - County Hall, Chairman's Function Room, Westfield House 2:00pm

23rd November= venue to be confirmed

East Sussex SACRE

Notes of the meeting

Date: **Wednesday 25th November 2015**

Venue: Gildredge House Free School, Eastbourne

Chairman: Councillor Roy Galley

Clerk: Julie Stevens

Present: Cllr Roy Galley (Chairman), Dr Norman Williamson, Mr Peter White, Dr Brenda Vance, Mr Andrew Jervis, Cllr Richard Stogdon, Cllr Mike Pursglove, Cllr Pat Rodohan, Rev Derek Bastide, Mrs Pamela Hartog, Mrs Rosemary Roberts, Mrs Jenni Osborn

Also present: Alistair Robertson (Humanist observer), Lilian Weatherley (Advisor to SACRE), Julie Dougill (LA Advisor), Julie Stevens (Clerk)

Apologies: Mr Peter Ward, Dr Tariq Rajbee, Mrs Pat Lock, Mr Martin Lloyd, Mr Lewis Hall, Cllr Trevor Webb

| Item | Title | Action |
|------|---|--------|
| 1 | <p>Welcome & Introductions <i>Cllr Galley</i></p> <p>Councillor Galley welcomed everyone to the meeting and gave a special welcome to Mr Chris Jeffery, from the department of Philosophy and Belief at Gildredge House. Councillor Galley also welcomed Mr Alistair Robertson to the meeting.</p> <p>Apologies were noted. It was noted that the meeting was not quorate as there were no Church of England representatives present.</p> | |
| 2 | <p>Introduction to Gildredge House <i>Mr Chris Jeffery</i></p> <p>Mr Jeffery welcomed the SACRE to the school and explained the history of the school prior to it's opening in September 2013.</p> | |
| 3 | <p>Minutes of meeting 30th June 2015</p> <p>All action points had been completed. One error was noted from item 12; The GCSE results for RE will be available on 4th August should have read: <i>"On 4 August 2015 the new GCSE draft specifications for courses starting in 2016 and examination in 2018 were published."</i></p> <p>The remainder of the minutes were agreed as an accurate record of the meeting.</p> | |
| 4 | <p>RE Conference Feedback <i>Lilian Weatherley</i></p> <p>Evaluations had been received from all attendees at the conference. It was noted that no negative comments had been received. It was suggested that different faiths could be covered in our next conference.</p> <p><i>(The Church of England representatives arrived at this point, making the meeting quorate)</i></p> <p>Workshop presentations to be circulated to the SACRE members.</p> <p>The following comments and suggestions were received from the SACRE members:</p> | Clerk |

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| | <ul style="list-style-type: none"> - An excellent day with good content. - Slightly down in numbers from previous years. - A number of people on the SACRE are volunteers and cannot afford the conference. - No public transport to Deans Place. - Technical problems with one of the presentations. - Suggest we look at different venues, perhaps in the north or east of the county for the next conference. - Alternative venues – East Sussex National, Uckfield Civic Centre, Hailsham Civic Centre. - Buffet lunch instead of ‘sit down’ meal to encourage networking. <p>These ideas will be taken forward for future arrangements.</p> | |
| 5 | <p>Review of Agreed Syllabus – Working Group <i>Lilian Weatherley</i></p> <p>LW confirmed that there is a lot happening nationally with RE. Following the RE conference LW has compiled a list of those subject leaders who are willing to be part of the working group.</p> <p>The first meeting of the syllabus working group will be arranged for January 2016 to start looking at the syllabus perhaps with the view of reducing the number of key concepts.</p> <p>Julie Dougill confirmed that she has requested additional funds into the SACRE budget for the next financial year to support this process. JD will look into the grant fund ‘Cullam St Gabriels’.</p> <p>LW advised that the schools are happy with the current syllabus therefore there should not be too much to change. Extra supporting documentation may be needed.</p> <p>Rosemary Roberts confirmed she would be interested in joining the working group.</p> <p>JD advised that dissemination to the Governors is key with the RE syllabus.</p> <p>The aim is to launch the new RE Syllabus at the RE conference in Autumn 2016 and to be ready for teaching in the classrooms by September 2017. The syllabus will be agreed at the AGM in February 2017.</p> <p><u>Winning in the Game of Life</u> This is an SMSC programme being run by Milestones Foundation in London to improve the child’s understanding of their beliefs and character building. Brighton & Hove are piloting this with a group of schools.</p> | |
| 6 | <p>Budget Update <i>Julie Dougill</i></p> <p>JD circulated a copy of the latest figures for the SACRE budget. The local Authority supply SACRE with £5,000 anything above this is to be self-funded from training sessions. The current balance shows a figure of minus £96 but there are further funds to be credited to the budget.</p> | |

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| 7 | <p>GCSE results <i>Julie Dougill</i></p> <p>JD advised SACRE that there is a new reporting process in place and the GCSE results data will now be available at the end of November. JD will circulate the information to SACRE with together with a summary.</p> <p>It was suggested we move the November SACRE meetings to early December to capture the GCSE results.</p> <p>Cllr Galley confirmed that the SACRE Annual Report will be taken to the Scrutiny Committee in March 2016.</p> <p>LW to check the format for the Annual Report on the NASACRE website.</p> | <p>JD</p> <p>Clerk</p> <p>LW</p> |
| 8 | <p>RE View <i>Lilian Weatherley</i></p> <p>LW talked through the RE View (circulated prior to the meeting)</p> <p>Discussion followed around the inspection of Academies and Free Schools with regard to RE and SMSC being taught in the schools. There is the concern that SMSC is not being taken seriously by inspectors in the Primary schools.</p> <p>LW did clarify that SMSC is not tied to RE, it is a general ethos.</p> <p>Cllr Galley referred to the comments in the RE View from Charles Clarke regarding a drive towards a National Curriculum. SACRE may need to take a view on this as it progresses.</p> <p>Cllr Galley added that he feels that SACRE should perhaps make some small waves regarding the National Curriculum and in particular against the abolishing of collective worship. Cllr Galley suggested we take our concerns to our local MP Caroline Ansell for her to take to the relevant minister.</p> <p>LW and Cllr Galley agreed to draft some comments and circulate to SACRE for their input.</p> <p>Clerk to circulate the RE View all schools.</p> | <p>LW/RG</p> <p>Clerk</p> |
| 9 | <p>School visits <i>Cllr Galley</i></p> <p>Cllr Galley explained that he is in the process of getting a letter to the schools approved by ESCC officers so the letter can then be sent from SACRE to schools. We can then arrange a timetable of SACRE visits to schools to have a look at how RE is being taught.</p> <p>The visits will initially concentrate on secondary schools.</p> <p>It was agreed that the best approach would be to ask schools to suggest suitable dates for the visits but to write to the RE Department first and be clear about the objectives of the meeting and have a clear brief for each school for consistency.</p> <p>Chris Jeffery did suggest a SACRE member pairing up with an RE teacher but this would impact on the cost of supply teacher cover.</p> <p>We would aim to start the visits at the end of January 2016 through until April then commence again September/October 2016.</p> <p>The clerk to put together a programme and will contact SACRE members to establish</p> | <p>Clerk</p> |

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| | <p>which areas they would be willing to cover.</p> <p>Cllr Galley stressed how important it is that we do something positive for RE and our schools.</p> | |
| 10 | <p>AOB</p> <p>LW gave the following two items of information from Peter Ward in his absence:</p> <p>The DfE Consultation on requiring 'at least 90% of pupils in all state funded schools' to study the EBacc - with its potential threat to curriculum time for GCSE and non-GCSE RE at KS4 - is open and closes on 29 January 2016. It may be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473455/Consultation_on_implementing_the_English_Baccalaureate.pdf</p> <p>It was agreed that individuals of SACRE and also SACRE as a whole would respond to the EBacc consultation.</p> <p>Regarding Collective Worship, Peter also drew attention to the Arts & Humanities Research Council report on Collective Worship which may be accessed at http://www.alphagalileo.org/ViewItem.aspx?ItemId=158395&CultureCode=en and to another paper not unlike that of Clarke/Woodhead entitle 'RE for REal' which will be published on Thursday 26 November i.e. the day after the meeting and will be accessible at http://www.gold.ac.uk/faithsunit/reforreal/</p> <p>Jenni Osborn asked SACRE for suggestions on places of worship that her school could visit. It was suggested to contact the Interfaith Community.</p> <p>Cllr Galley thanked Andrew Jervis for all of his hard work and commitment to the East Sussex SACRE as this is his last meeting. Andrew explained he was leaving the SACRE due to work pressures. Everyone wished him well.</p> | All |
| | <p>Date of the next meeting (AGM): Thursday 11th February 2016 @ 2:00pm Chairman's Function Room, Westfield House, County Hall, Lewes BN7 1UE</p> | |

Report to: Children's Services Scrutiny Committee

Date of meeting: 21 March 2016

By: Councillor Roy Galley

Title: Standing Advisory Council for Religious Education

Purpose: To update members on the role and work of the East Sussex SACRE.

RECOMMENDATIONS

- The committee notes the work of SACRE in improving the quality of religious education, collective worship and pupils' spiritual, moral, social, cultural development and British Values 2015-2016.
 - The committee notes the ongoing three year development plan for SACRE.
 - The committee continues to support SACRE in its role in promoting British values.
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1 Background

1.1 The role of SACRE

Since 1988 local authorities have had a statutory duty to establish a Standing Advisory Council for Religious Education (SACRE).

1.2 Duties of SACRE

- It is the duty of SACRE to advise the Local Authority (LA) on matters relating to Religious Education (RE), collective worship and pupils' spiritual, moral, social and cultural development (SMSC).
- It is the duty of the LA to provide a locally agreed syllabus for religious education which must be reviewed every five years. Religious Education is a statutory element of the curriculum for all pupils, which is determined locally.
- The Education Act 1996 requires that each year the SACRE from each LA publish a report on standards of religious education in its schools and of the functions and actions taken by the representative groups on the council during the preceding year.

1.3 How SACRE works

- SACRE meets each term and includes representation from elected members who are appointed at the annual council meeting. Members' places are currently allocated on a proportionate basis (2 Conservatives, 1 Liberal Democrat, 1 Labour and 1 UKIP).
- Membership of the East Sussex SACRE currently has representatives from Christian denominations and other faith groups who represent the principal religions locally. Current representatives are from the Jewish, Islam and Baha'i communities together with The Church of England and Members of the Teacher Associations.
- The SACRE annual budget of £5,000 funds a Religious Education consultant and costs of training.
- The consultant writes a termly newsletter which goes to schools and covers National and Local issues on RE, collective worship and pupils' SMSC development. The Consultant is also part of the SLES team and supports individual schools through their service level agreements.
- SACRE also deals with complaints and queries about RE.

2. Supporting Information

2.1 The National picture for RE:

- Weaknesses in the provision and teaching RE, which meant that too many pupils were leaving school with low levels of subject knowledge and understanding.
- Weaknesses in teachers' subject knowledge; poor weak assessment practice and ineffective monitoring.
- Limited access to effective training for teachers.
- Secondary provision was often inadequate and did not meet statutory entitlement for pupils.

2.2 National Initiatives:

Promoting fundamental British Values as part of SMSC in schools

November 2014 saw the introduction of the DfE Guidance 'Promoting fundamental British Values as part of SMSC in schools'. Ofsted now inspects schools on their promotion of British values.

The SACRE consultant has provided training for headteachers to ensure that East Sussex schools are prepared for this element of an Ofsted inspection. The consultant has also delivered this training for several individual schools and presented a briefing to school governors at Area meetings. Additional sessions with Governors on British Values have been completed by a Headteacher from a local church school following feedback from Governors that they wanted more information on this area within the school curriculum.

A New Settlement: Religion and Belief in Schools

A pamphlet written by the Rt Hon Charles Clarke and Prof Linda Woodhead was launched at the House of Lords on Monday 15th June. *'We began this pamphlet by suggesting that, seven decades after 1944, the time is overdue for a new settlement in the relationship between religion and schools. The old settlement no longer works as well as it needs to for the benefit of schools, religion and wider society.'*

See **Appendix 1** for full summary.

2.3 Religious Education in East Sussex and the work of East Sussex SACRE

- Analysis of GCSE outcomes to consider full and short courses and both outcomes and take-up. Across the variables East Sussex trends, in 'comparison' to the national picture is improved with many schools achieving above the national picture. See **Appendix 2** for full analysis of GCSE RE results in East Sussex 2015
- During 2015 the following training for RE has taken place in East Sussex: termly twilight network sessions for RE subject leaders; training on assessment in RE; self-evaluation in RE.
- The focus this year has been on teaching Judaism and Islam in the primary school. This was reflected in the workshops at the annual RE conference.
- SACRE has a three-year development plan 2015 – 2018 which outlines the work of SACRE. See **Appendix 3**.
- Members of SACRE and the RE Consultant have attended Governor training sessions to talk about the role of SACRE and to ensure that governors are fully aware of their statutory responsibility for RE, collective worship and pupils' spiritual, moral, social and cultural education and understand the emphasis on British values.
- SACRE is in the process of reviewing its Agreed Syllabus and setting up an Agreed Syllabus conference. See 1.2 above. The Duty of SACRE. To enable **SACRE to complete this processBUDGET???**
- No complaints were received and resolved by SACRE during the past year.

3. Conclusion and reasons for recommendations

- 3.1 The committee is asked to note the work of SACRE and to continue to support its work with schools.

Councillor Roy Galley

Contact Officer: Julie Dougill

Tel. No. 01323 466820

Email: Julie.Dougill@eastsussex.gov.uk

BACKGROUND DOCUMENTS

- Appendix 1: Full Summary of ' A New Settlement: Religion and Belief in Schools
- Appendix 2: GCSE results for RE 2015
- Appendix 3: SACRE three year development plan 2015 - 2018

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Appendix 1: A New Settlement: Religion and Belief in Schools

CONCLUSION AND RECOMMENDATIONS

'We began this pamphlet by suggesting that, seven decades after 1944, the time is overdue for a new settlement in the relationship between religion and schools. The old settlement no longer works as well as it needs to for the benefit of schools, religion and wider society.'

The simple fact is that schools have changed enormously over the last 70 years, and so has religious and non-religious practice and its place in our society.

We have discussed, in some detail, the various aspects of the existing settlement as they operate today, and we have come to a judgment about areas where changes are needed, and areas where they are not, or the situation can be kept under review.

We have not addressed in any detail a number of important practical questions, such as improving teacher supply and quality, developing better course material and ensuring that all teachers are religiously literate. These are exceptionally important, but we think it will be easier to make progress once the overall legal framework is in the right place.

Our recommendations represent our personal views, formed on the basis of relevant recent research, and our respective expertise in politics and religion. We hope that they may be useful in informing a new settlement, and we conclude by listing the recommendations made in the course of the investigation above.

We recommend that:-

Act of Collective Worship

1. The current requirement in statute for an Act of Collective Worship should be abolished, and the decision about the form and character of school assemblies should be left to the governors of individual schools. Schools should be required to set out their statement and strategy for promoting Education, with school community assemblies as an important part of that strategy, upon which they would be inspected by OFSTED. The government should provide non-statutory guidance to help achieve this.

Curriculum

2. Consideration be given to using the phrase 'Religious and Moral Education' rather than 'Religious Education' in describing this part of the statutory curriculum.

3. The Religious Education syllabus in county and voluntary controlled schools should no longer be set by a system of agreed local syllabuses, but by an agreed national syllabus which would have a similar legal status to the requirements of other subjects in the National Curriculum.

4. The nationally-agreed syllabus would be determined by the Secretary of State in agreement with a newly created 'National Standing Advisory Council on Religious Education (NASACRE)' comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems. This nationally- agreed syllabus should be reviewed every 5/7 years.

5. The government discusses with the faith school providers, including academies and free schools, the merits of voluntary-aided and foundation faith schools adopting this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all maintained schools to adopt this syllabus.

6. The government also discusses with faith school providers including academies and free schools, the importance of making a distinction within schools between religious instruction, formation and education, including agreement that religious instruction (even of a kind which does not include coercion, or distortion of other religions or beliefs) does not take place within the school day.

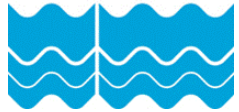
7. In addition, the government discusses with independent schools whether they should adopt this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to

require all schools to adopt this syllabus.

8. *If these changes are agreed, the right of parents to withdraw their children from the Religious Education part of the curriculum should be abolished.*
9. *The legal requirement for Religious Education at Key Stage 5, after the age of 16, should be removed and that, within the context of a general reform of the curriculum at Key Stage 4, consideration should be given to modifying the legal requirement for Religious Education to a wider study of religious, spiritual, moral, ethical, social, and cultural values.*
10. *All faith schools, and possibly all schools in receipt of state funding, clearly advertise and explain the kind of religious (or non-religious) ethos and formation which they offer, so that prospective parents and pupils can make informed choices.*
11. *The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction.*
12. *An important, though not the only, way to promote community cohesion and to counter radicalization across the school system is to make the kinds of curriculum change which we are proposing. OFSTED should re-establish a strong inspection system to ensure that all schools, faith or not, properly fulfil their duty to promote community cohesion*

Faith Schools

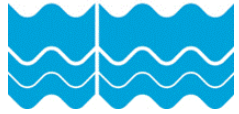
13. *Children of families of faith should where possible be able to attend schools of that faith, and that their current right to be given priority in the admissions process should not be removed.*
14. *The churches need to make strong and continued progress in addressing the very real concerns about fairness, and that changes to the current legal position should be considered as an urgent matter if faith bodies fail to make progress in the directions which they have set for themselves. We believe that there are legitimate concerns about using regular attendance at worship as a selection criterion and we recommend that this criterion be kept under review.*
15. *Further effort be given to developing alternative proposals for fairer admissions procedures to faith schools, procedures which balance the rights of families of faith to have their children educated in that faith with other considerations of fairness to others and serving the whole local community.*
16. *The ability of faith schools to retain their own inspection process for the content of collective worship and religious formation should be reconsidered within the context of the overall changes we propose.*
17. *The inspection regime for independent schools continue to be steadily tightened in the context of the curricular changes we propose.*
18. *The current arrangements which enable faith schools to discriminate in their employment are kept under review, given legitimate concerns about their necessity and their effects*



SACRE Development Plan 2015-2018

1. Monitor standards and provision of RE in East Sussex schools

| Action Points | Method | Lead/ By whom | Timescale | Success Criteria | Impact on Pupils |
|---|---|---------------------|-------------|---|---|
| 1.1 Develop a simple annual return for schools to include staff and curriculum information. | <ul style="list-style-type: none"> Questionnaire to be sent during term 5 to RE Subject Lead within schools Questionnaire to contain information around: <ul style="list-style-type: none"> - Meeting statutory requirements for RE (include detail of these) - Which examination board do you follow? - What are your examination results? - What are your development needs? - Have you been able to access training? - How and where are you getting support? - Awareness of local facilities - Would the school be happy to have a visit from a SACRE member | RE Advisor Clerk | Once a year | 75% of schools responding to questionnaire | |
| 1.2 Report on how many schools have responded to questionnaire to be brought to SACRE meeting. | <ul style="list-style-type: none"> Short report on how many and which schools have responded to questionnaire. To be brought to SACRE meeting once a year. Check on schools who have not replied | RE Advisor Clerk | Annually | Report to be presented to SACRE meeting once a year | |
| 1.3 Monitor self evaluation from schools around RE teaching. | <ul style="list-style-type: none"> A self evaluation form to be used in all schools Support to be offered for RE clusters lead meetings to complete self evaluation | RE Advisor | Ongoing | Schools submit an annual self evaluation. | Pupils receive better quality teaching around RE. |



SACRE Development Plan 2015-2018

1. Monitor standards and provision of RE in East Sussex schools

| Action Points | Method | Lead/ By whom | Timescale | Success Criteria | Impact on Pupils |
|--|--|--|-------------------|---|---|
| 1.4 Deliver training for schools and governing bodies | <ul style="list-style-type: none"> RE advisor to run termly twilight network sessions for both RE subject leads and school staff. Training sessions for school clusters to be offered. Whole school training sessions to be offered. Training to be offered to governing bodies on RE, SMSC and collective worship | RE Advisor/ Training Events team | Each term | 100% of RE subject leaders have attended one or more courses. | Pupils receive better quality teaching around RE. |
| 1.5 Collate GCSE results for RE | <ul style="list-style-type: none"> Analyse the percentage of schools entering pupils for GCSE's, KS3 & KS4 | LA Advisor | Ongoing each year | | |

SACRE Development Plan 2015-2018

2. Raise profile of RE, Collective Worship and SMSC in East Sussex

| Action Points | Method | Lead/ By whom | Timescale | Success Criteria | Impact on Pupils |
|---|--|---|-----------------------------|---|------------------|
| 2.1 Develop a termly newsletter for RE teachers, RE subject leads, Headteachers and SACRE. | <ul style="list-style-type: none"> RE advisor to develop a newsletter to be circulated electronically Newsletter to be sent through e-mail, Virtual Schoolbag. Newsletter to be made available on Czone. | RE Advisor Clerk Clerk | Quarterly Ongoing | Schools are aware of newsletter and content. | |
| 2.2 Annual conference to be held. | <ul style="list-style-type: none"> Annual conference to be held each Autumn term but not on a Friday to ensure Muslim teachers are able to attend.. RE subject leads and SACRE members to be invited Faiths to be invited to run workshops. Panel of multi-faith representatives to present and opportunity for Q&A session. | RE Advisor Clerk Training events team | October /November each year | At least one member of staff from each school attends conference. | |
| 2.3 Increase training on spiritual, moral, social and cultural development | <ul style="list-style-type: none"> Run staff training courses on SMSC across the curriculum to improve the quality of pupils' SMSC development in East Sussex schools | RE Advisor | | | |

SACRE Development Plan 2015-2018

2. Raise profile of RE, Collective Worship and SMSC in East Sussex

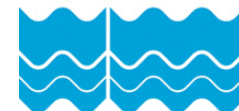
| Action Points | Method | Lead/ By whom | Timescale | Success Criteria | Impact on Pupils |
|---|---|--|-----------|--|--|
| 2.4 Training and induction for SACRE members. | <ul style="list-style-type: none"> Information pack to be provided to new members Provide SACRE members with the support they need. | Clerk LA Advisor/ RE Advisor | Ongoing | | |
| 2.5 Improve SACRE members knowledge and understanding of East Sussex schools | <ul style="list-style-type: none"> If a school requests a visit from a SACRE member, then make sure this happens | SACRE | Ongoing | | |
| 2.6 Raise SACRE members understanding of other faiths | <ul style="list-style-type: none"> Faiths to be asked to invite SACRE members to attend places of worship. | SACRE | Ongoing | SACRE members are better aware of other faiths. | |
| 2.7 Capture the views of children and young people. | <ul style="list-style-type: none"> SACRE to write to Youth Cabinet to ask for views. Pupils to be invited to speak at SACRE meetings when meetings based in a school. | Chair Clerk | Ongoing | Views of children and young people are brought to SACRE. | Pupils have a 'voice' at SACRE meetings. |



SACRE Development Plan 2015-2018

2. Raise profile of RE, Collective Worship and SMSC in East Sussex

| Action Points | Method | Lead/ By whom | Timescale | Success Criteria | Impact on Pupils |
|--|--|------------------|-----------|--------------------------------------|--|
| 2.8 To encourage Academies to follow the SACRE syllabus and ensure Academies are following a syllabus | <ul style="list-style-type: none"> Officer from Education to attend SACRE meeting to advise on the role of SACRE with Academies. | Clerk | Ongoing | Academies take up SACRE RE syllabus. | Academy pupils have good quality teaching in RE. |
| 2.9 Increasing the effectiveness of SACRE | <ul style="list-style-type: none"> Ensure representatives of all faiths attend SACRE meetings or alternatively send a substitute. | Clerk | Ongoing | All meetings to be quorate | |



SACRE Development Plan 2015-2018

3. Publicise range of resources which are available

| Action Points | Method | Lead/ By whom | Timescale | Success Criteria | Impact on Pupils |
|---|---|-------------------------|-----------|--|---|
| 3.1 Raise awareness of available resources | <ul style="list-style-type: none"> Article to be included within the newsletter on what resources are available. Link on Czone to all resources | RE Advisor Clerk | Ongoing | Schools are more aware of the resources which are available. | Pupils have access to better quality resources and information. |



SACRE Development Plan 2015-2018

| 4. Review RE Syllabus | | | | | |
|--|---|------------------|-----------|---|--|
| Action Points | Method | Lead/ By whom | Timescale | Success Criteria | Impact on Pupils |
| 4.1 Review the agreed RE Syllabus in light of what happens nationally | • | RE Advisor | 2016 | New RE syllabus will be developed by September 2016. | Pupils have an updated syllabus to learn from. |
| 4.2 Monitor changes at a national level which will impact SACRE. | • National changes to be brought to SACRE meetings. | RE Advisor | Ongoing | SACRE is aware of changes which are made at a national level. | |

2019-2020

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REView February 2016

National News

The RE Council

Conversations with politicians and civil servants have suggested that there exists an opportunity for the reassessment of the subject following the publication of '**A New Settlement: Religion and Belief in Schools**', by former Education Secretary Charles Clarke and Linda Woodhead; **RE for REal**, a report from the Faiths & Civil Society Unit at Goldsmiths, University of London; and the report of the **Commission on Religion and Belief in British Public Life**, chaired by Baroness Butler-Schloss and convened by The Woolf Institute. The RE Council is keen to make the best use of this chance to try to effect positive change. It will therefore set up an independent Commission to look into the complex range of issues that relate to the legal and wider policy framework around RE. This will involve appointing a set of commissioners to independently investigate the issues and report back with findings and recommendations. It is hoped that the Commission will begin its work in mid-2016 and complete a final report by mid-2018.

Commission on Religion and Belief in Public Life

The report of the Commission on Religion and Belief in Public Life released last month, makes an important contribution to the growing debate over the future of religious education.

The REC is delighted that the report celebrates the role that religious education plays in preparing pupils for life in Modern Britain

The report calls for religious education to be accorded the same status as other humanities subjects, and for consideration for it to be included within the English Baccalaureate: these would be important steps and the REC supports the Commission in these recommendations.

The RE Quality Mark

The RE Quality Mark team are busy with preparations for the RE Quality Mark Conference to be held on Saturday 6th February at Liverpool Hope University.

This conference offers schools which have achieved the award, and those aspiring to, to come together to share their ideas. It will be an excellent opportunity to learn from others, including those who have taken part in classroom based research about how RE is having an impact on wider school development. The keynote speaker will be Dr Debra Kidd speaking on 'Curriculum with Conscience'.

NB RE Quality Mark Grants

Thanks to REC members Keswick Hall Trust, Culham St Gabriel's Trust and Westhill Endowment trust, there are a number of grants available for small schools (fewer than 150 pupils) and schools requiring improvement which would like to apply for the RE Quality Mark. The grants are managed by the RE Council and schools can indicate on their application forms if they would like to be considered for a grant.

NB Teaching Judaism Conference

The Board of Deputies of British Jews will be running a conference on Teaching Judaism for teachers of the new Religious Studies GCSE, teaching Judaism as the second religion. The conference will be held in London on 22nd February 2016, with Lord Winston of Hammersmith as keynote speaker, and presentations from chief examiners of the main exam boards. Teachers will also have access to relevant resources and teaching materials and be able to see an exhibition of Jewish life in the 21st century.

The conference fee is £200. To book and for more information, please contact Lisa Frickers: office@pajes.thejlc.org

Hindu Council UK website on Reincarnation

The Hindu Council UK has set up a website focusing on reincarnation, one of the key beliefs of Indic religions. The website looks at Reincarnation in relation to issues such as gender orientation, phobias, child prodigies, abortion and euthanasia. Visit <http://reincarnationuk.org/> for more information.

Interfaith Cooking Session

On Sunday 15th November, 20 women came to JW3 (the Jewish Community Centre in London) for an interfaith cookery session specifically for women involved in education. This initiative was organised by Nisa-Nashim, the Jewish Muslim Women's Network, Mitzvah Day and the Jewish and Muslim Teachers Associations and took place in JW3's demonstration kitchen. All food cooked during the afternoon was donated to a nearby homeless shelter. Saba Raza, a teacher at Firs Farm Primary School said that it was "a great experience and very important tool to help promote interfaith dialogue, understanding and respect between Muslims and Jews."

This seems like a really interesting idea. If anyone is interested in hosting a similar event in a school in the East Sussex area. Please contact Lilian Weatherley
lilian.weatherley@gmail.com

Three Faiths Forum

3FF works with over 6,000 young people across the UK each academic year. Our award-winning interfaith workshops explore themes of faith, belief and identity, and allow students to ask challenging questions within a safe space. We are currently able to offer grants for our workshops to schools in London and Birmingham for Summer Term 2016. For more info contact siobhan@3ff.org.uk or visit <http://www.3ff.org.uk/schools/education-workshops.php>.

A new curriculum for Wales

A new curriculum for Wales for 3 to 16-year-olds will be developed with education professionals across Wales, with the aim of it being available to settings and schools by September 2018.

The curriculum's framework will be underpinned by four purposes and consist of key elements including six Areas of Learning and Experience, and three cross curriculum responsibilities: literacy, numeracy and digital competence, progression reference points at ages 5, 8, 11, 14 and 16 and achievement outcomes which describe expected achievements at each progression reference point.

Survey: Leadership, Religion and Society course

A new project '**Leadership, Religion and Society**' has begun at the University of Sheffield, which will engage with leaders from many areas of public and professional life interested in the equalities area of Religion and Belief.

The project and proposed course seek to engage with people working in many sectors including, Social Policy & Politics; Health and Social Care; Education; Arts and Culture; Religion and Belief; Journalism and the Media; Law and Criminal Justice.

The project team are inviting people to complete a 2-minute survey indicating their views on and interest in various aspects of a proposed course (taster days through to Masters level).

Free Conference: Alternative Visions in the Public Sphere

Alternative Visions in the Public Sphere is a free conference to be hosted by FaithXChange, a network supported by the Faiths and Civil Society at Goldsmiths, University of London.

Over the last forty years, understandings of the public sphere have been dominated by secular discourses. Literature over the last twenty years has identified a renewed visibility of religion. Yet religion is a culturally specific category, identified most closely with Protestant Christianity, and so talk of its return raises questions of hegemony. Alongside secular and Christian discourses, this symposium seeks to give voice to alternative visions, representative of the vast array of religion and belief in the contemporary world. Speakers include: Dr. Katie Aston, Goldsmiths; Dr. Daniel Nilsson DeHanas, King's College London; Dr. Jasjit Singh, University of Leeds.

Lunch and refreshments will be provided.

Spaces are limited and will be allocated on a first come, first served basis. To register, please follow the link below:

<https://www.eventbrite.co.uk/e/alternative-visions-in-the-public-sphere-tickets-20507265784>

NASACRE Conference and AGM 2016 - Shaping the Future May 17th 2016 | Central Hall Westminster | London.

Conference programme

- 11:00 Arrival, registration and coffee
- 11:30 Welcome and introductions
- 11:40 Keynote address: **The Rt Hon Baroness Elizabeth Butler-Sloss GBE**
- 12:10 Question time
- 12:45 Business meeting
- 13:30 Lunch
- 14:15 Keynote address: **Professor Adam Dinham**
- 15:00 Discussions and questions
- 15:35 Table discussions/panel discussion
- 16:15 Closing remarks from Chair
- 16:30 Close

The **Rt Hon Baroness Elizabeth Butler-Sloss GBE**, formerly President of the Family Division of the High Court was the first female Lord Justice of Appeal and until 2004, was the highest-ranking female judge in the United Kingdom. She has chaired many high profile enquiries and inquests. Baroness Butler-Sloss served as Chair for the recently published Commission on Religion and Belief in British Public Life: **Living with Difference**.

Professor Adam Dinham is Professor of Faith and Public Policy at Goldsmiths, University of London. He is also Chair of the British Sociological Association Sociology of Religion Study Group (Socrel), Professor of Religious Literacy, Diakonhjemmet University College, Oslo, Norway and Honorary Stephenson Professor of Leadership, Religion & Society, Sheffield Institute for Interdisciplinary Biblical Studies, Sheffield University, UK. With Martha Shaw, Professor Dinham is the co-author of **RE for REal: The future of teaching and learning about belief**.

Delegate cost: £100 member SACREs; £125 non-member SACREs

For booking details, visit the **Conference and AGM 2016** page of the website.

Humanism and Agreed Syllabuses – the High Court Ruling

David Hampshire writes:

On 25th November 2015, Mr Justice Warby issued a judgement about a statement made by the Secretary of State for Education in relation to the new criteria and content for GCSE Religious Studies. The Secretary of State claimed that a school would automatically fulfil its duty to provide religious education at key stage 4 for all of its pupils if they followed the new GCSE syllabuses. Mr Justice Warby disagreed with that statement, holding that religious education is wider than that defined by a religious studies qualification.

Since then, there has been much speculation as to what the judgement means for Agreed Syllabus Conferences, Agreed Syllabuses and RE in maintained non-aided schools. Similarly, there is a question about how Academies and Free Schools should fulfil their funding agreements with regard to RE, where those institutions have no specific religious designation.

In light of this uncertainty on 28th December 2015 the government issued updated guidance entitled: **Guidance for schools and awarding organisations about the Religious Studies GCSE.**

SACRE advice about Ramadan 2016

Denise Chaplin writes:

Many SACREs provide advice to schools annually on catering for the needs of their Muslim pupils during Ramadan. For this academic year, it would be timely to issue advice earlier than usual.

It is very important for many Muslim families that their children should begin participating in the practice of fasting at an early age. Most children of secondary school age, as they are considered adult members of their communities, will be expected to fast and many primary school children will be fasting as well with younger pupils fasting possibly for part of Ramadan, or only on certain days of each week, teachers therefore need to bear in mind that the routine of Muslim families is entirely different during Ramadan. The whole household will be awake much earlier in the morning and will stay up later at night, particularly when, as in 2016, Ramadan falls in the summer months with long daylight hours.

Young children may well become more tired or excitable in school during this time even if they are not fasting themselves. Those students who are fasting may become very tired and thirsty during the school day.

Ramadan will fall this summer at the hottest time, when the days are at their longest and pupils in local schools are doing public and internal exams and tests, so it is important to get the advice out as soon as possible. It is to everyone's benefit if education providers aim to reduce any disadvantages by considering how best to support staff and students during periods of fasting that clash with the exam season.

Schools will be aware that pupils observing the fast will have consumed their last food and drink before dawn, which could mean as early as 3am. Given the importance of hydration for maintaining concentration, it would not be surprising if exam performance was to suffer. Clearly, exam candidates who are fasting will be at an unfair disadvantage going into their exams having consumed no food or water for some hours, this could mean not only lower grades for individual pupils but also poorer performance for their schools in league tables.

It is highly unlikely that exam boards will consider it practicable to rearrange exam timetables

to avoid daylight hours during Ramadan. However, it is understood that talks are taking place between teaching unions, the Joint Council for Qualifications and leading Muslim groups to see if anything can be done to reduce the impact on affected students.

For other year groups, it may be that internal school exam schedules could be retimed to ensure that students do not have too many exams on the same day, or that special arrangements are made to allow some students to sit certain exams at different times. School plans for other exam arrangements, such as revision sessions and the location of rooms could be reviewed to minimise the impact on those who are fasting.

If pupils are normally allowed to take food and drink into an exam room, it would be considerate where possible to allocate a separate exam room for fasting pupils so they are not distracted by others who might have water bottles or snacks on their desks.

Muslim SACRE representatives in partnership with local mosques may be able to provide further local advice to parents about deferring some days of the fast to after exams, so that students are able to achieve the best possible outcomes.

The Islamic calendar is lunar and has 354 or 355 days. Therefore precise dates cannot be forecast as they depend on the sighting of the moon. In 2016, Ramadan begins on June 6th or 7th. Prayer times for June and July will be found on many mosque websites. Id-ul-Fitr (the festival marking the end of Ramadan) will fall on July 7th (plus or minus 1 day).

RE Curriculum Design – a joint conference by NASACRE and AREIAC

Sushma Sahajpal gives a perspective on the joint NASACRE/AREIAC conference held in November. This conference brought together three highly respected RE professionals, **Derek Holloway, Dilwyn Hunt and Pat Hannam** to share respective approaches to building an RE Curriculum 'fit for purpose' in 2015/6. Whilst their work was presented in far greater depth, this article offers a very brief flavour of some key points. The three approaches may be broadly summarised as the pragmatist, the idealist and the philosopher.

1. **Derek (pragmatic approach)** suggested 5 years on, a drastic reframe was needed due to:
 - reduction in funding
 - other subject curricula (e.g History has only 10 pages)
 - society becoming less religiously literate
 - pressure of Government 'Prevent' and 'British Values' initiatives
 - increased GCSE focus on belief and practiceand presented a **'minimalist' NSFRE-based model**, comprising:
 - **A core purpose** - 2 suggested aims: Knowledge/Understanding of a range of religions AND ability to express ideas on the impact of religions/worldviews
 - **Focus on knowledge mastery** - pared down to essential connected knowledge units
 - **Simple definitions of attainment, progress and process of learning** - 3 suggested end of KS outcomes per concept: Developing, Secure & Excelling, and 1 suggested strategy: enquiry method using EAG (Expert Advisory Group) sample questions.
2. **Dilwyn (idealist approach)** aimed for **purity of the academic subject** where:
 - **Curriculum supplied the 'heavy lifting' for the Primary/non-specialist teacher** – by delivering a progressive model of key concepts per faith with precise specifications of knowledge (**which** concepts, through **which stories/festivals/etc.** to **what level of meaning**) to be secured at each key stage
 - **Assessment** is used to identify whether knowledge 'installed' is right or wrong as a simple yes/no.
3. **Pat (philosophical approach)** stated that RE must meet the same 3 needs as Education itself: **Academic, Social and Self developmental** and suggests:

- The Objective for students is to **enquire into concepts with increasing skill and depth**
- Defining a **minimum vocabulary and concepts coverage** for each faith
- Progression is defined by mastery of skills and processes necessary to enquire into what it means to live a human (religious or non-religious) life.
- A **single attainment target**: Interpreting religion in relation to human experience

Conclusions

Each model offered stimulating insights that SACREs might consider useful in their own discussions:

- From Derek the need to stay grounded in the real world, to be practical, clear and succinct in whatever is published.
- From Dilwyn the need to take the burden of choice and level of content off non-specialists by having detailed, coherent, well-resourced specifications available.
- From Pat the importance of balancing theological knowledge with philosophical enquiry; to plan and assess for an educated appreciation of what it means to be both religious and human, educated in the wider sense.

Local News

GCSE Results

SACRE was pleased to see the sustained picture of GCSE results this year.

Schools in East Sussex who entered candidates had results in line with or above the national average. Well done to those schools and please pass on congratulations to staff and pupils alike.

Some schools however are still not meeting their statutory obligation.

In these difficult and uncertain times it is more, not less important that all students receive their legal entitlement to RE in accordance with an Agreed Syllabus.

The East Sussex Agreed Syllabus clearly states:

‘ Schools should provide a continuity of provision of RE from KS3 for ALL students which is progressive and rigorous. Schools can make this possible by providing access to courses leading to qualifications that meet legal requirements’.

Courses

Dates for your Diary

May 5th

This will be a day course on Assessment in RE. Schools who partake will be given the completed new materials on assessment. Schools who attended the conference have already received materials on Assessment in Christianity

The Agreed Syllabus

Work will begin on reviewing the current agreed syllabus in April. With all what is happening nationally it was agreed that the current document would only be updated rather than rewritten. Please see above the latest National comments.