

# East Sussex SACRE Annual Report

2015 -2016

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## Introduction

The aim of this report is to provide an update on the work of the members of the Standing Advisory Council on Religious Education (SACRE). Our function is to advise the Local Authority (LA) on matters relating to collective worship in community schools and on Religious Education (RE) given in accordance with the East Sussex Agreed Syllabus.

The period 2015-2016 which this reports covers marks a changing national landscape and the East Sussex SACRE have kept abreast of all new developments.

Over the course of the year we have bid farewell to some existing SACRE members and welcomed new members. Our members are volunteers and we value their dedication to the SACRE Council. We hope that members will continue to work harmoniously together over the coming twelve months, so that we can fulfil our statutory duties to the very best of our abilities.

## Advice to Statutory Bodies

Within East Sussex advice is available in the following ways:

- The RE consultant;
- Regular CPD opportunities through SACRE;
- SACRE documents being sent in hard copies and electronically into all primary, secondary and special schools including:
  - 'Faith and Belief in Educational Settings' document
  - 'RE –Think- RE' - A comprehensive disc to support non-specialist primary teachers and help them plan for assessment without levels.
- Regular newsletter *RE View* from SACRE into all schools;
- Cllr Roy Galley (Chair of SACRE) delivers the annual SACRE report to the East Sussex Scrutiny Committee

The RE consultant to SACRE has given advice and guidance to the local authority on legal developments, national and local developments and SACRE procedures. They have also produced materials for teachers, which has supported non-specialists to teach more effectively.

SACRE has sent a range of advice documents into all East Sussex schools. These have been well received.

## Standards and Quality of the Provision of RE

### GCSE Full Course % A\*-C

Overall attainment in the GCSE Full Course % A\*-C in East Sussex was 71% compared to 70.2 % nationally. Results in East Sussex remain slightly above national for the last five years in comparison to a downward trend nationally.

	2011	2012	2013	2014	2015	2016
National	73.8	74.2	73.6	71.5	70.6	70.2
East Sussex	73.8	76.8	77.5	71.8	71.7	71.0

In 2016,11 schools achieved above the national average. Of those schools with over 100 entries only two schools were significantly above national.

### GCSE Full Course % Take-up

Although take up of the full GCSE in East Sussex has been below national for the last four years there is an improving trend on the % of take up. In relation to take-up in 2016, 37.5% of pupils in East Sussex took the GCSE full course (an increase of 10.2% compared to 2013), compared to 46.7% (a 9.5% increase compared to 2013) nationally. However despite a slight increase in national % of take up, East Sussex has consistently improved its overall % of take up.

	2011	2012	2013	2014	2015	2016
National	31.1	34.6	37.2	45.3	45.8	46.7
East Sussex	23.1	24.3	27.3	35.3	35.6	37.5

Two maintained schools and two Academy schools did not have **any** pupils taking the GCSE full course. Of all maintained and Academy schools twelve schools had less than 25% of their cohort taking the GCSE full course and only eight schools had over 50% of their cohort taking the GCSE full course, it was six schools in 2015.

### GCSE Short Course % A\*-C

Overall attainment in the GCSE short Course % A\*-C in East Sussex was 48.9% compared to 53.3 % nationally. Results in East Sussex remain inconsistent over the last three years and remain below national although there has been a 11.3% improvement on last years results. In 2016, only two schools achieved above the national average.

	2012	2013	2014	2015	2016
National	35.1	49.2	53.6	51.9	53.3
East Sussex	41.5	46.6	51.0	37.6	48.9

### GCSE short Course % Take-up

Only 6 schools in East Sussex continue to offer the short course GCSE in East Sussex. Of schools offering a short course four schools had entries of over 50 pupils.

	2012	2013	2014	2015	2016
National	25.6	25.9	19.3	11.0	7.6
East Sussex	27.1	31.7	24.5	15.1	10.3

According to the provisional 2016 data there are four schools who did not have entries onto either the full or short course GCSE, and a total of 9 schools who did not offer the short course GCSE and only have 25% of their cohort being entered for the full GCSE course (see Appendix 3).

### Attainment in RE – Ofsted and SIAMs

The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2014-15. The RE Advisor has systematically reviewed school Ofsted reports in order to maintain an overview of standards within schools.

From September 2015 - July 2016 the profile of SIAMs inspections are as follows:

SCHOOL	Date	Overall Grade	Previous Grade	Christian Distinctiveness	Collective Worship	Religious Education	Leadership & Management
Christ Church St. Leonards	05.11.2015	1	1	1	1	1	1
Icklesham	10.11.2015	1	1	1	1	1	1
Herstmonceux	18.11.2015	2	2	2	2	Controlled	2
Wadhurst	27.11.2015	1	1	1	1	Controlled	1
St. Peter's Chailey	30.11.2015	2	2	2	2	Controlled	2
St. Peter & St. Paul, Bexhill	09/02/2016	1	2	1	1	1	1
Barcombe	10/02/2016	1	2	1	2	Controlled	1
Forest Row	01/03/2016	2	2	2	2	Controlled	2
Hurst Green	08/03/2016	3	3	3	3	Controlled	3
St. Margaret's Ditchling	07/03/2016	2	2	2	2	Controlled	2
Firle	17/03/2016	2	3	2	2	Controlled	2
Bishop Bell	17-18/03/16	2	1	1	2	2	1
Sir Henry Fermor Academy	05/05/2016	3	NA	3	2	3	3
Bonnors	10/05/2016	1	1	1		Controlled	1
Ticehurst & Flimwell	25/05/2016	3	2	3	2	Controlled	3
East Hoathly	25/05/2016	1	3	1		Controlled	
Holy Cross Uckfield	08/06/2016	2	3	1	2	2	2
Northiam	09/06/2016	1	2	1	2	Controlled	1
Ninfield	14/06/2016	2	2	2	2	Controlled	2

**NB** – RE in Aided schools is inspected under the SIAMS framework. RE in Controlled schools is inspected under Ofsted

## **Attainment in RE not covered by public examination**

### **The Quality of provision in schools**

From the monitoring visits and GCSE results, East Sussex SACRE have discovered that secondary schools continue to have needs around the training of non-specialists and appointment of specialist teachers to adequately cover provision

11 SACRE's visit reports to East Sussex secondary schools reveal that where schools follow the Agreed Syllabus and put all students through a GCSE examination provision is good. However, some schools who do not have specialist provision appear to have combined RE with PSHE and show a lack of statutory entitlement for RE.

Greater evidence is required to monitor standards and progression in Primary schools. The statistics from training would support the fact that statutory provision is met in east Sussex primary schools.

There is still a need for training as there are very few (3 or 4) subject specialists in East Sussex primary schools. SACRE is committed to offering professional training to support the teaching of RE and raise standards.

Developing stronger links with local faith leaders and places of worship is also a key issue for SACRE

### **Withdrawals from RE**

There have not been any withdrawals reported this year to SACRE.

### **Complaints about RE**

The only formal complaint received was for one secondary school, The Priory School Lewes for non-compliance.

### **The East Sussex Agreed Syllabus**

The last East Sussex Agreed Syllabus was published in September 2011 and has been used in schools for the last 5 years. A SACRE working party has now been established to review the Agreed Syllabus rather than renew the whole document. The Agreed Syllabus Committee (ASC) met on the 19<sup>th</sup> April 2016 to remove references to levels, and to update the language in line with national initiatives. The RE Consultant also updated the syllabus in line with the Understanding Christianity programme for the Controlled schools (see below). Further meetings are planned for 21<sup>st</sup> September 2016 and 19<sup>th</sup> January 2017. It is SACRE's aim to have an agreed syllabus conference in March 2017 so the text of the new agreed syllabus will be agreed at the annual SACRE meeting in February 2017.

SACRE and the LA have made provision for training teachers in the new agreed syllabus for the summer term 2016 and onwards.

## Collective Worship

### Statutory Compliance

All primary schools meet their statutory requirements. There is very little data for the secondary schools other than in Ofsted reports and SACRE has plans to monitor this following the training and the Collective Worship disc which went into all schools in 2014-2015

### The Quality of Collective Worship

Secondary and primary, monitoring of Ofsted reports show that good standards are being maintained to provide a meaningful act daily. Where this is not the case the SACRE RE consultant will contact schools to offer assistance.

### Determinations

There have not been any determinations this year.

### Complaints about Collective Worship

There have not been any complaints received by the LA or SACRE about Collective Worship this year

## The Management of SACRE Attendance at SACRE meetings

SACRE Meeting Attendance 2015-2016

Group	Representative	Meeting	Meeting	Meeting
Other Christian denominations & other Religions	Peter White	25 Nov 2015	11 Feb 2016	22 June 2016
	Dr Norman Williamson	25 Nov 2015	11 Feb 2016	22 June 2016
	Dr Brenda Vance	25 Nov 2015	11 Feb 2016	22 June 2016
	Pamela Hartog	25 Nov 2015	11 Feb 2016	
	Jenni Osborn	25 Nov 2015	11 Feb 2016	
Church of England	Rev Derek Bastide	25 Nov 2015		22 June 2016
	Kelly Dillon			
	Rosemary Roberts	25 Nov 2015	11 Feb 2016	
Teacher Associations	Lewis Hall			22 June 2016
	Rebecca Gough		11 Feb 2016	
	Andrew Jarvis	25 Nov 2015		
	Laura Cooper		11 Feb 2016	
	Mike Rundle			22 June 2016
Local Authority	Cllr Roy Galley (Chair)	25 Nov 2015	11 Feb 2016	22 June 2016
	Cllr Pat Rodohan	25 Nov 2015	11 Feb 2016	22 June 2016
	Cllr Richard Stogdon	25 Nov 2015	11 Feb 2016	22 June 2016
	Cllr Mike Pursglove			
	Julie Dougill (LA Adviser)	25 Nov 2015	11 Feb 2016	22 June 2016
	Lilian Weatherley (RE Consultant)	25 Nov 2015	11 Feb 2016	22 June 2016
			25 Nov 2015	11 Feb 2016

Observers	George Jelliss (Humanist) Alistair Robertson (Humanist) Robin Taylor (Pagans)	25 Nov 2015	11 Feb 2016  11 Feb 2016	22 June 2016
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Attendance at all meetings has been quorate. We had an average attendance of 12 SACRE members attending the meetings 2015-16; this equates to 49% of the total membership. As is the usual SACRE practice we held our three meetings in three different venues across the local authority in order to reflect the each phase of school that SACRE works with. SACRE is still looking for additional members from different faith communities.

GROUP A Christian denominations and other religions and religious denominations	GROUP B The Church of England	GROUP C Teachers' Associations	GROUP D The Authority	Co-opted Members
Dr Taleb Durgahee	Rev Derek Bastide	Lewis Hall	Cllr Roy Galley	
Peter Ward/Sarah Feist	Martin Lloyd/Kelly Dillon	Becky Gough	Cllr Pat Rodohan	
Lienna Gomm	Mrs Pat Lock	Laura Cooper	Cllr Richard Stogdon	
Ms Jenni Osborn	Mrs Rosemary Roberts	Mike Rundle	Cllr Mike Pursglove	
Dr Tariq Rajbee			Cllr Trevor Webb	
Imam Dr Abduljalil Sajid				
Mr Ashwin Soni				
Mr Afshin Taraz				
Dr Brenda Vance				
Mr Peter White				
Dr Norman Williamson				
Pamela Hartog				
In attendance	Julie Stevens (Clerk) Julie Dougill (LA Officer) Lilian Weatherley (RE Consultant)			
Observer	Alistair Robertson			

### **Membership and Training**

Membership and attendance continues to be good and the meetings are held in a variety of school settings across the local authority. All new members receive a SACRE handbook and any training that is required is undertaken by the RE consultant. All members of SACRE are invited to attend any of the training sessions being delivered by the RE consultant for teachers.

### **Complaints about RE and Collective Worship**

SACRE had one complaint from NASACRE about non-compliance. The RE Consultant, the LA officer and the Chair have visited the school twice since the complaint (5<sup>th</sup> July 2016 and 23<sup>rd</sup> November 2016) to check improvement and offer support. Reports on the visits have been submitted to SACRE and the LA.

## **The Contribution of SACRE to the wider Local Authority Agenda**

### **Identify what SACRE has contributed**

On 17<sup>th</sup> May 2016, the RE Consultant attended the annual NASACRE Conference on behalf of SACRE and disseminated the information to SACRE and all schools through the SACRE newsletter. SACRE has also supported the training of governors in British Values.

### **SACRE's contribution to the LA's public sector equality duty**

**'Faith and Belief in Educational Settings'**. This document was a joint initiative between East Sussex and Brighton and Hove and was produced by the Standards and Achievement team in Brighton and Hove and Lilian Weatherley RE Consultant to East Sussex and Brighton and Hove SACRE. It involved consultation from the different faith communities, members of SACRE and a range of teachers from different phases of schools. The document was completed in the spring of 2016 and has gone out to all schools in East Sussex and Brighton and Hove. The aim of the guide was for schools and colleges to have greater knowledge and understanding of the various faith traditions and know how to support students with their individual faith needs. This guide summaries the religions studied in the Agreed RE Syllabus (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism) and Humanism and then goes on to provide supportive information for settings on a range of relevant issues to that faith or belief including names, dress, participation in PE, relationships and sex education and more. (See Appendix 1)

Councillors who are SACRE members have contributed to the LA's ongoing work to ensure all groups within East Sussex have a voice in the decision-making and policies of the council.

SACRE continues to look for members from different faith communities.

### **What SACRE has done to support schools through events and training**

Training Offered 2015 – 2016:

- 8<sup>th</sup> October – Understanding Concepts in Judaism and Islam Course
- 23<sup>rd</sup> October 2016 – Spiritual, Moral, Social and Cultural Development (SMSC) and British Values -Day training at Holy Cross Primary School
- 5<sup>th</sup> November 2015 - Annual Conference– Moving Forward in RE
- 24<sup>th</sup> May – Assessment without Levels Course
- 22<sup>nd</sup> June – SMSC and British Values Course
- 23<sup>rd</sup> June – Winning in the Game of Life – A programme for pupils' Spiritual, Moral, Social and Cultural development
- Network Meetings: It was agreed that there would be no network meetings this year instead the funding would be spent on reviewing the Agreed Syllabus, writing materials on the Faith and Belief guidance, Assessment guidance (RE-Think-RE) and training courses

East Sussex Secondary Schools:

Following concern over non-compliance, members of SACRE have visited all secondary schools in the LA to see what support was required and to assess the provision and quality of Religious Education offered. The results of these visits were then published in a report to SACRE. It is clear that there is a clear correlation between the numbers of students entered for GCSE examinations and the numbers of specialist staff employed.



## **Links to broader community initiatives**

East Sussex SACRE is a part of NASACRE.

The RE Consultant attended training for trainers on the National Church of England initiative 'Understanding Christianity' on behalf of SACRE in July 2016. This is a national project from the Church of England and RE- Today that is aimed at helping schools raise standards in RE and improve the quality of teaching and learning in the Christian tradition. This was a response to the two Ofsted reports for RE 'Realising the Potential' and 'Making a Difference' in 2014.

The publication of Faith and Beliefs in Educational Settings- July 2016

Achievements by SACRE members:

- One SACRE member represents SACRE at the children and young people service committee; another member represents SACRE on the overview and scrutiny committee,
- SACRE members have gone into schools to deliver acts of collective worship and as visitors into RE lessons to talk about their beliefs and faith, and
- SACRE members have visited 11 Secondary schools, to see RE in action, and have reported findings back to SACRE meetings.

## **Summary**

### **Membership of East Sussex SACRE including officers who attend and professional advice**

During the year 2015-16 three LA officers supported SACRE professionally and administratively:

- Lillian Weatherly as Professional RE consultant;
- Julie Dougill as the Local Authority link officer, and
- Julie Stevens as Clerk to SACRE.

### **Membership numbers for 2015/16 as follows:**

- Representatives of the Local Authority – County Councillors x 5;
- Local Authority Adviser – 1;
- RE Consultant for the Local Authority – 1;
- Clerk to SACRE – 1;
- Representatives of the Teacher Associations – 3;
- Representatives of the Church of England – 4;
- Representatives of other Christian denominations, and
- Other Religions - 12

# Faith and Belief in Educational Settings

## 1.1 Purpose of this guide

East Sussex and Brighton & Hove are increasingly diverse communities that have within them different religious and non-religious beliefs and world views. This guide acknowledges the challenging national and international situation and the need for schools, colleges and educational settings to be confident in supporting pupils and students to explore the sensitive issues and serious events that impact on our communities. This guide has been produced to support educational settings to develop their knowledge and understanding of some of our local communities in order to contribute to:

- improving community and social cohesion and approaches to equality so that educational settings can meet their duties under the **Equality Act, 2010**
- the effective promotion of values which encourage pupils and students to regard individuals of all faiths, ethnicities and cultures with respect
- the promotion of the spiritual, moral, social and cultural development of children and young people
- the development of positive identities for all children and young people
- improving the subject knowledge of RE teachers and therefore the effective delivery of the East Sussex and Brighton and Hove Agreed Syllabus for RE
- improving the subject knowledge of PSHE teachers and therefore the effective delivery of the citizenship, diversity and equality aspects of the East Sussex and Brighton and Hove Programme of Study for PSHE
- the provision of safe spaces to explore sensitive and controversial issues, so as to equip pupils and students with the skills to understand and manage difficult situations
- accommodating, where possible the religious obligations associated with different faith groups
- ensuring that teaching across the curriculum is sensitive to the religious and cultural backgrounds of all pupils and students.

This guide therefore summarises the religions studied in the Agreed RE Syllabus (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism) and Humanism and then goes on to provide supportive information for settings on a range of relevant issues to that faith or belief including names, dress, participation in PE, relationships and sex education and more.

## 1.2 Good practice principles underpinning this guide

SACRE recommend that educational settings refer to these principles when developing their approach to the inclusion of religious and belief groups:

- Every effort should be made to engage and consult with a range of faith and community leaders, parents and carers, pupils and students in order to inform policy and developments
- Where possible educational settings should be aware of the religious and non-religious belief backgrounds of pupils and students and use this information to appropriately shape curriculum and practice in consultation with pupils, students and their families (see section 2.2)
- It should be understood that there will be diversity of belief and practice within a group of people with the same stated religion or belief and so assumptions,

- stereotypes and judgments about individuals and groups should be avoided
- Educational settings should take reasonable steps to ensure that teaching and the wider environment (including display etc.) is sensitive to the religious and cultural backgrounds of pupils and students, both in terms of the 'what' (content) and the 'how' (methodology)
- Pupils and students with religious and non-religious views and beliefs should have an opportunity to see their faith or belief represented in the school environment and the curriculum
- Different faith or belief perspectives on, for example, relationships and sex education or drugs, alcohol and tobacco should be acknowledged
- It should be recognised that experiences that come from having a faith or belief can have a positive impact on the lives of young people (as do a wide range of other spiritual, cultural, social and moral experiences)
- Difference should be regarded as positive, as an asset that will encourage reflection, critical thinking and discussion and in so doing enrich the wider community
- Settings should aim to provide a safe environment for debating controversial or sensitive issues and helping children and young people to understand how they can influence and participate in decision-making
- Effective inclusive practice will support the learning and achievement of all children and young people and prepare them for life after formal education.

### 1.3 Guide coverage

This guide is intended to be read by a range of people including senior leaders, governors, RE teachers and PSHE education teachers within educational settings to inform whole setting and curriculum review and development. The term 'settings' or 'educational settings' is used to be inclusive of schools, colleges, early years and other educational providers.

The guidance cannot hope to be exhaustive and therefore focuses on the six world religions that are studied as part of the locally Agreed Syllabus for RE and an additional section on Humanism. The section on Christianity provides brief coverage of some of the main branches and denominations within Christianity. There will be children and young people in our settings who are religious, faith, belief or cultural backgrounds not covered by this guide. The same general principles that run throughout this document should be applied to children and families with these faiths or beliefs.

The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics under the Equality Act. Non-religious world views will be discussed in schools as part of the locally Agreed Syllabus for RE. This guide acknowledges that pupils, students and families may have other philosophical and ethical beliefs not included in this guide and reminds schools that all communities, families, groups and individuals will have moral codes and rich cultural lives. The same principles of consulting with individuals and groups and ensuring a full range of views are represented applies to all.