

East Sussex SACRE Annual Report

2016 -2017

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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 for 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 2016-2017 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. 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 provided to all primary, secondary and special schools including:
 - The new East Sussex Agreed Syllabus 'Continuing the Journey'
 - '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 (Chairman 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 LA 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. This has included information on 'Religious Education for all' the interim report from the Commission on Religious Education.

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 68.3% compared to 71.2 % nationally. Results in East Sussex have declined by nearly 3.0% since 2016 and are now below national. Nationally results have shown a slight decrease from 2016.

	2012	2013	2014	2015	2016	2017
National	74.2	73.6	71.5	70.6	71.6	71.2
East Sussex	76.8	77.5	71.8	71.7	71.0	68.3

In 2017, 9 schools achieved above the national average. Of those schools with over 100 entries three schools were significantly above national.

GCSE Full Course % Take-up

Take up of the full GCSE in East Sussex has shown a slight decrease of less than 1.0% since 2016 and remains below the national figure. This trend is also represented nationally with a greater decrease in uptake of nearly 2% since 2016.

	2012	2013	2014	2015	2016	2017
National	34.6	37.2	45.3	45.8	46.7	44.8
East Sussex	24.3	27.3	35.3	35.6	37.5	37.1

Five Academies did not have **any** pupils taking the GCSE full course. Of all maintained schools and Academies eleven 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. This is the same number as 2016.

GCSE Short Course % A*-C

Overall attainment in the GCSE Short Course % A*-C in East Sussex was 62.1% compared to 53.1 % nationally. Please note this data is based on three schools. Results in East Sussex have remained inconsistent over the last three years although are now 9% above the national figure. In 2017, only one school achieved above the national average.

	2012	2013	2014	2015	2016	2017
National	35.1	49.2	53.6	51.9	53.3	53.1
East Sussex	41.5	46.6	51.0	37.6	48.9	62.1

GCSE Short Course % Take-up

At the time of writing this report provisional data collected shows only three schools in East Sussex who continue to offer the short course GCSE in East Sussex. Of the schools offering a short course two schools had entries of over 50 pupils. Since 2012 the percentage of pupils taking short course GCSE RE was 25.6% nationally, 27.1% in East Sussex. In 2017 it was 5.9% nationally and 3.8 in East Sussex.

	2012	2013	2014	2015	2016	2017
National	25.6	25.9	19.3	11.0	7.6	5.9
East Sussex	27.1	31.7	24.5	15.1	10.3	3.8

According to the provisional 2017 data there are five schools who did not have entries onto either the full or short course GCSE (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 2016-17. The RE Advisor has systematically reviewed school Ofsted reports in order to maintain an overview of standards within schools.

From September 2016 - July 2017 the profile of SIAMs inspections are as follows:

School	VA/VC*	Date	Prev Grade	Overall grade	Christian Distinctiveness	Collective Worship	RE	Leadership & Management
Bodiam	VC	04.10.16	2	1	1	1	N/A	1
Beckley	VC	06.10.16	1	2	2	2	N/A	2
Buxted	VC	10.10.16	2	1	1	1	N/A	1
Haven	VA	07.11.16	1	2	1	1	3	2
Southover	VC	15.11.16	2	2	2	3	N/A	2
Salehurst	VC	16.11.16	1	3	3	3	N/A	3
Guestling Bradshaw	VA	18.01.17	1	1	1	1	2	1
St John's	VA	07.02.17	1	1	1	1	1	1
Pevensey & Westham	VC	01.03.17	1	2	2	2	N/A	2
All Saints	VC	10.03.17	2	2	2	2	N/A	2
St Leonards Academy	VA	14.03.17	2	2	2	2	N/A	2
Newick	VC	14.03.17	2	1	1	1	N/A	1
St Paul's	VC	26.04.17	2	2	2	2	N/A	2
St Johns Meads	VA	27.04.17	2	1	1	1	1	1
Peasmarsh	VC	28.04.17	2	1	1	1	N/A	1
Mayfield	VC	04.05.17	2	2	2	2	N/A	2
Playden, St Michael's	VC	18.05.17	3	1	1	1	N/A	1
Sth Malling	VC	18.05.17	3	2	2	2	N/A	2
Fletching	VC	14.06.17	2	2	2	2	N/A	2
Burwash	VC	14.06.17	1	1	1	1	N/A	1
All Saints & St Richards	VA	16.16.17	2	2	2	2	2	2
Framfield	VA	04.07.17	2	2	1	2	2	1

*VA – voluntary aided VC – voluntary controlled

Grade 1 = Outstanding

Grade 2 = Good

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

Ofsted no longer inspect RE in schools therefore data on standards is collected through school self evaluation.

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.

SACRE members have continued their regular monitoring visits to all East Sussex Secondary schools. Although results are still below the national picture there has been a slight improvement and more schools are asking for support following these visits.

SACRE visits to East Sussex secondary schools reveal that where schools follow the Agreed Syllabus and put all students through a GCSE examination provision appears to be 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 (see **Appendix 1a**).

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. This has been taken up by the DfE who have been in discussion with the school.

The East Sussex Agreed Syllabus

The East Sussex Agreed Syllabus has been reviewed and updated and agreed at the annual SACRE meeting in February 2017. It was published and sent to all schools by the end of the academic year in July 2017.

SACRE and the Local Authority provided training for teachers in the new agreed syllabus in 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 2016-17

Group	Representative	Meeting	Meeting	Meeting
Other Christian denominations & other Religions	Peter White	23 Nov 2016	22 Feb 2017	15 June 2017
	Dr Norman Williamson	23 Nov 2016	22 Feb 2017	15 June 2017
	Dr Brenda Vance	23 Nov 2016	22 Feb 2017	15 June 2017
	Pamela Hartog		22 Feb 2017	15 June 2017
	Jenni Osborn	23 Nov 2016	22 Feb 2017	
	Elizabeth Coleman		22 Feb 2017	15 June 2017
	Sarah Feist			15 June 2017
Church of England	Rev Derek Bastide		22 Feb 2017	
	Kelly Dillon	23 Nov 2016		
	Rosemary Roberts	23 Nov 2016	22 Feb 2017	15 June 2017
	Mandy Watson	23 Nov 2016	22 Feb 2017	
Teacher Associations	Laura Cooper		22 Feb 2017	
	Mike Rundle			15 June 2017
	Rebecca Gough	23 Nov 2016		
Local Authority	Cllr Roy Galley (Chair)	23 Nov 2016	22 Feb 2017	15 June 2017
	Cllr Mike Pursglove	23 Nov 2016	22 Feb 2017	
	Cllr Pat Rodohan	23 Nov 2016	22 Feb 2017	
	Cllr Trevor Webb	23 Nov 2016		15 June 2017
	Cllr Richard Stogdon			15 June 2017
	Cllr Philip Daniel			15 June 2017
	Julie Dougill (LA Adviser)	23 Nov 2016		15 June 2017
	Lilian Weatherley (RE Consultant)	23 Nov 2016	22 Feb 2017	15 June 2017
Observers	Alistair Robertson (Humanist)	23 Nov 2016	22 Feb 2017	15 June 2017

Attendance at all meetings has been quorate. We had an average attendance of 12 SACRE members attending the meetings 2016-17; this equates to 49% of the total membership. Two of the meetings were held in County Hall and one at a primary school within the county. SACRE is still looking for additional members from different faith communities.

Membership 2016-17

GROUP A Christian denominations and other religions and religious denominations	GROUP B The Church of England	GROUP C Teachers' Associations	GROUP D The Local Authority Up to May 2017	GROUP D The Local Authority May 2017 onwards
Dr Taleb Durgahee	Rev Derek Bastide	Lewis Hall	Cllr Roy Galley	Cllr Roy Galley
Lienna Gomm	Kelly Dillon	Rebecca Gough	Cllr Richard Stogdon	Cllr Richard Stogdon
Jenni Osborn	Rosemary Roberts	Laura Cooper	Cllr Trevor Webb	Cllr Trevor Webb
Dr Tariq Rajbee	Mandy Watson	Mike Rundle	Cllr Pat Rodohan	Cllr Philip Daniel
Ashwin Soni			Cllr Mike Pursglove	Cllr Colin Belsey
Dr Benda Vance				
Dr Norman Williamson				
Peter White				
Pamela Hartog				
In attendance	Julie Stevens (Clerk) Julie Dougill (LA Officer) Lilian Weatherley (RE Consultant)			
Observer	Alistair Robertson			

Membership and Training

The Local Authority members changed in May 2017 following the local elections. 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. Several members do not attend the SACRE meetings so we will be contacting these representatives to see if they can suggest others from their faith community that would be able to be present at the meetings.

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 (5th July 2016 and 23rd 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 17th 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, p10,11**)

Feedback from schools shows this to have been a very helpful document

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.

What SACRE has done to support schools through events and training

Training Offered 2016 – 2017

- Written RE-Think RE ' A major document to help teachers with subject knowledge in the six major world faiths and support Assessment in RE
- Held regular meetings with the Agreed Syllabus Conference and teachers to revise the East Sussex Agreed Syllabus
- Revised the East Sussex Agreed Syllabus 'Continuing the Journey'
- Supported The Priory School
- 16th November –Training for primary teachers on 'Assessment without Levels'
- 7th February Training on Assessment without levels
- 29th March Held its annual conference on 'Understanding Christianity' to help improve rigor and challenge in the teaching of Christianity
- (day 1 of the training)
- 25th May Day Training on Assessment in RE using the new materials
- 15th June – The Launch of the new Agreed Syllabus
- 12th July day 2 'Understanding Christianity training
- Visits to individual schools to support the subject leaders and help write a scheme of work, including:
St Leonards Primary
Robsack Wood Primary Academy
Newhaven Primary
Roselands and Stafford Primary
- SACRE newsletter sent to every school to keep schools updated on National, and Local issues and training events

East Sussex Secondary Schools:

Following concern over non-compliance, members of SACRE have continued to visit all secondary schools in the Local Authority 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 (National Association of SACREs)

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.

Following this the 2016 conference was on 'Understanding Christianity' and many East Sussex staff have now been trained to use the project materials.

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
- SACRE members have visited 11 Secondary schools, to see RE in action, and have reported findings back to SACRE meetings.
- SACRE members are now looking at school websites to establish what schools are reporting about their RE, SMSC and Collective Worship

Summary

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

During the year 2016-17 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 2016/17 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 – 4;
- Representatives of the Church of England – 4;
- Representatives of other Christian denominations, and
- Other Religions - 9

Faith and Belief in Educational Settings - Appendix 1

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.