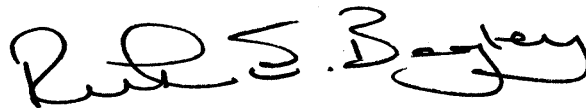


Date of issue: Wednesday, 9 October 2013

<b>MEETING</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE AND TIME:</b>	MONDAY, 21ST OCTOBER, 2013 AT 4.30 PM
<b>VENUE:</b>	MEETING ROOM 2, CHALVEY COMMUNITY CENTRE, THE GREEN, CHALVEY, SLOUGH, SL1 2SP
<b>DEMOCRATIC SERVICES OFFICER: (for all enquiries)</b>	HANNAH HUGHES 01753 875015

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



**RUTH BAGLEY**  
Chief Executive

AGENDA

PART I

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>
	Apologies for absence.	
1.	Minutes of the Last Meeting held on Monday, 17th June 2013	1 - 4
2.	Election of Chair	
3.	Matters Arising	

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>
4.	SACRE Membership 2013/14	5 - 6
5.	Application for a Determination on Collective Worship from Godolphin Junior School	7 - 12
6.	Ofsted Report	13 - 16
7.	Primary Governors Briefing Paper	17 - 18
8.	Secondary Governors Briefing Paper	19 - 20
9.	Update on the Development Plan	
10.	Consideration of the appointment of a Professional Advisor to the SACRE	
11.	RE Newsletter	
12.	SACRE Annual Report 2012/13	21 - 36
13.	Training Provision for teachers of R.E.	
14.	NASACRE Newsletter	37 - 68
15.	Members attendance record 2013/14	69 - 70
16.	Date of Next Meeting - 5th February 2014	

Press and Public

You are welcome to attend this meeting which is open to the press and public, as an observer. You will however be asked to leave before the Committee considers any items in the Part II agenda. Special facilities may be made available for disabled or non-English speaking persons. Please contact the Democratic Services Officer shown above for further details.

**Standing Advisory Council on Religious Education – Meeting held on Monday, 17th June, 2013.**

**Present:-**

**Committee 1 – Christian Denominations and Other Faiths**

Julie Siddiqi (Islam), Sue Elbrow (Free Churches), Harpreet Singh Sohal (Sikhism), Ashpreet Singh Nainu (Sikhism)

**Committee 2 – Church of England**

Jo Fageant (Chair), Christine Isles

**Committee 3 – Representatives of Teacher Associations**

Lynda Bussley

**Committee 4 – Representatives of the LEA**

Councillors Brooker, Chaudhry and M S Mann

**Apologies for Absence:-** Rev Allen

**PART 1**

**49. Minutes of the Last Meeting**

**Resolved** – That the minutes of the last meeting be approved as a correct record.

**50. Matters Arising**

There were no matters arising.

**51. Membership of SACRE 2013/14**

Members noted the slight change to the membership of the SACRE Committee and showed concern over the large number of vacancies. In the discussion that followed the Panel thought of a number of ways in which those vacancies could be advertised.

**Resolved** – That a meeting takes place between the Chair and the Commissioner for Education and Children as to the most effective way of advertising and filling vacancies.

**52. Support for Slough SACRE - Discussion with the Commissioner for Education & Children**

The Commissioner for Education and Children joined the SACRE meeting to discuss the support of SACRE and what the Local Authority could do to take a more proactive approach in helping SACRE achieve its goals. During the discussion the Chair explained to the Commissioner that SACRE has no direct link to the Local Authority and Officers do not attend the

## **Standing Advisory Council on Religious Education - 17.06.13**

meetings which makes it difficult in understanding what remit SACRE has to work in.

The Commissioner showed a keen interest in helping SACRE forge the links needed with the Local Authority and said that an officer would have direct responsibility in the future for liaising with SACRE. Furthermore, the Commissioner for Education and Children showed a desire to attend future meetings of SACRE and expressed her wish to hold further meetings with the Chair so that she could get a better understanding as to what she could do to help with the development of SACRE.

**Resolved** – That the Commissioner for Education and Children meet with the Chair and the Clerk of SACRE to discuss in further detail how the plans and objectives of the Panel can be met with the support of the Local Authority.

### **53. Verbal update on meeting with Robin Crofts**

The Panel were informed that the Chair and Clerk of SACRE attended a meeting with the AD for Achievement & Inclusion about the budget available for SACRE in the municipal year 2013/2014.

During the discussion the Assistant Director was made aware of the budget needed in order for SACRE to function effectively and showed a keen interest and support for the work of SACRE and the objectives that the Committee is trying to meet.

**Resolved** – That SACRE be allocated a budget of £5,000 for the municipal year 2013/14.

### **54. SACRE Budget 2013/14**

A budget of £5,000 was made available to SACRE for the municipal year 2013/14 which would help towards the funding of 3 Twilight sessions, the production of 3 newsletters as well as provide the necessary cost of organising and running a syllabus based Slough school competition.

**Resolved** – That the SACRE budget for the municipal year 2013/14 be noted.

### **55. Joint SACRE Conference - verbal report**

The Chair presented a verbal update report to Members on the recent joint SACRE Conference. The Panel noted that even though attendance wasn't as hoped the discussions that took place were very positive and was interesting to see what other SACRE's are doing differently to Slough based on the diversity of the local communities.

## **Standing Advisory Council on Religious Education - 17.06.13**

In the discussion that followed the Panel suggested that a Youth SACRE Group be set up so that young people can speak about their faith in local primary schools. Not only would this help to promote SACRE, it would also help to engage local school's and teach children about different faith's and religions from a young age.

**Resolved** – That the verbal report on the Joint SACRE Conference be noted.

### **56. Verbal update on NASACRE AGM & matters arising for Slough SACRE**

The Chair informed Members that details of the recent NASACRE AGM could be obtained from the NASACRE website. The Panel noted that membership to the website costs £95 per year and during the discussion that followed Members felt that it was important to continue to pay the membership fee so that the Panel has access to resources and information as well as maintain the right to attend the AGM.

**Resolved** – That SACRE continues to pay the membership fee for the foreseeable future.

### **57. Support for Slough Schools: Ideas for a Conference and a Competition**

The Panel discussed ideas for a newsletter that could be distributed to Slough schools. It was agreed that the newsletter should feature information items such as the RE Quality Mark that is available to all schools as well upcoming training courses for teachers within the Borough.

In addition to this Members also showed an interest in creating a shared website with other SACRE's that could be used to provide information and resources as well as act as a forum for discussion on local religious issues.

Furthermore a discussion also took place as to what form the competition for Slough schools should take. It was agreed that the competition should be based on the question 'what is peace?' and all entries should be in paper form and there should be a limited number of entries per school.

**Resolved** – a) That the Chair liaises with the Commissioner for Children and Education and with other SACRE's within the Borough with regard to setting up and running a shared website.  
b) That Julie Siddiqi formats the competition and sends to Members for approval

### **58. Academies and the teaching of RE and Collective Worship**

**Resolved** – That the report on the Academies and the teaching of RE and Collective Worship be noted.

### **59. NASACRE Summer Newsletter**

**Resolved** – That the NASACRE Summer Newsletter be noted.

**Standing Advisory Council on Religious Education - 17.06.13**

**60. Date of Next Meeting - 21 October 2013**

**Resolved** – That the next meeting be held on 21<sup>st</sup> October 2013

Chair

(Note: The Meeting opened at 4.35pm and closed at 6.30pm)

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**Committee 1 - Christian Denomination and other Faiths**

The Free Churches	Sue Elbrow
Black Free Churches	Vacancy
The Roman Catholic Church	Vacancy
Hinduism	Naresh Saraswat
Islam	Julie Siddiqi Moulana Saeed Ziaee Zubayr Abbas-Bowkan
Judaism	Vacancy
Sikhism	Hardip Singh Sohal Ashpreet Singh Nainu
Baha'is	Vacancy

**Committee 2 – The Church of England**

The Church of England	The Rev Andrew Allen Jo Fageant Christine Isles
National Union of Teachers	Lynda Bussley
Professional Association of Teachers (VOICE)	Vacancy
National Association of Head Teachers	Vacancy
Association of School and College Leaders	Vacancy
National Association of School Masters/Union of Women Teachers	Vacancy
Association of Teachers and Lecturers	Vacancy
Committee 4 – Representatives of LA	Councillors Brooker, Chaudhry, MS Mann (one Labour vacancy) (one Conservative vacancy)

This page is intentionally left blank



**Application for a determination on Collective Worship from Godolphin Junior School**

Relevant documentation:

- Application form from the school
- School's policy on collective worship
- Report from Jo Fageant following a monitoring visit to the school.

**THE GODOLPHIN EDUCATION TRUST**  
**COLLECTIVE WORSHIP POLICY**

**1 Introduction**

The law and collective worship.

This statement is written in conformity with the Education Act 1988 and DfE Circular 1/94. Briefly, the law requires that collective worship should be daily, provided for all children unless they have been withdrawn by their parents. Collective worship must be non-denominational and must take place on school premises. Over a period of a term the majority of acts of collective worship must be of a moral and spiritual character (\* see below). Collective worship must be educational and when considering the content of collective worship account must be taken of "any circumstances relating to the family backgrounds of the pupils concerned which are relevant for determining the character of collective worship which is appropriate in their case, and their ages and aptitudes".

**2 Determination \***

**By law, Collective worship must be "wholly or mainly of a broadly Christian character" unless a school applies for "determination" to release the school from this commitment.** In order to reflect the diversity of faiths represented in our school, we have sought and obtained a determination from SACRE (Standing Advisory Council On Religious Education). The determination permits us to deliver collective worship of a moral and spiritual character instead of a broadly Christian character.

**3 Right of withdrawal**

Parents have the right to withdraw their children and teachers have the right not to attend. However we would hope that most people would feel comfortable with the type of collective worship offered at our school. If parents do withdraw their children from collective worship they should provide suitable material for the child to read/contemplate during this time. Any pupil who does not attend collective worship because of another activity will be provided with time to carry out an act of worship at an alternative time.

**4 Our Aims**

The aim of this policy is to conform to the letter and spirit of the Law and ensure that collective worship contributes to the social, moral and spiritual education of our pupils. All acts of collective worship provide opportunities to worship, to consider spiritual and moral issues and explore personal beliefs both individually and corporately. Collective worship is also seen as an opportunity to foster a sense of community, identity and self esteem and to celebrate individual and group achievements.

**5 Organisation of collective worship**

The organisation of collective worship is the responsibility of the headteacher, after consultation with the school governors. The weekly delivery of collective worship is as follows:-

- a) MONDAY: SONG PRACTICE (Worship is 5 minutes within the 30 minute Practice which is supportive). Song

Song practice will support the collective worship theme for the week. Songs will come from a variety of cultures and periods and reflect the ethos of the school. Opportunity will be taken during this time to reflect upon the attitude or meaning of the song.

- b) TUESDAY TO THURSDAY  
Class based assembly (3 X 15 minutes). Assemblies are based on a four year programme. Each year band will have a programme which is similar throughout the school. The differences will be in delivery, knowledge and concepts experienced.
- c) FRIDAY - SCHOOL ASSEMBLY  
(The time allocated to worship is 15 minutes for each 30 minute assembly). This will be a presented assembly involving teachers, children and visitors. The theme for this assembly will be linked to the weekly theme and address the need for personal and community responsibility.

### **6 Content, including visiting speakers**

Within each term the majority of acts of worship are wholly or mainly of a broadly moral character. Acts of worship which contain elements inspired by a number of different faiths are also appropriate. Any secular acts of collective worship will, where appropriate contain moral, spiritual or social messages and should always provide an opportunity for worship. A variety of methods will be used including music, poetry, drama, visual aids and speakers. Any songs or prayers used will be sensitively chosen. When planning, appropriate themes will be used such as, festivals, friendship and the environment. During class time the teacher may read out the thought for the week and the children will be given the opportunity to discuss and reflect in silence.

Plans for collective worship should not be seen as rigid. There should always be flexibility to allow for the spontaneous, for example, a snowfall, a national event or school event. A school diary sheet will be available on a termly basis detailing the plans for collective worship and any dates for the appearance of visiting speakers for that term.

### **7 Planning And Record Keeping**

The school is developing a rolling programme of themes for collective worship. This programme clearly identifies collective worship as a separate activity from R.E. in the curriculum although they can be mutually supportive. The programme will ensure continuity and progression and will be available to parents.

Record keeping by teachers will identify details of content and approaches in order to ensure a balance of teaching styles and to inform parents should they be considering withdrawing their child.

**STANDING ADVISORY COUNCIL ON**

**RELIGIOUS EDUCATION**

**APPLICATION FOR A DETERMINATION ON COLLECTIVE WORSHIP**

The Headteacher of a school seeking a determination under section 12 of the Education Reform Act, 1988 is asked to complete this form and send it to the Clerk to the SACRE.

- 1. Name and Address of School**  
**Godolphin Junior School Academy**

**Oatlands Drive**

**Slough**

**SL1 3HS**

- 2. Age range of School: 7-11**                      **3. Number on Roll: 360**

- 4. Date on which the Governing Body was consulted on this application:**

The Governing Body was consulted on 24.6.13

- 5. Have the parents of children at the school been consulted and if so, what views did they express?**

Our parents are invited to their child's class assembly which allows observation of the format and style of the assemblies in general and watch their child's participation.

Parents have been consulted by letter (September 2013) informing them about the Determination Application and asking for their comments. Several parents, who are new to the school, have asked questions and have all been happy with the school's approach and supported the application.

- 6. How many children are withdrawn by their parents from collective worship?**

None

- 7. If so, from which faith background do these children come?**

Not applicable

- 8. Does the application cover the whole school? Yes/No**  
**If no what is the class or description of children for whom a determination is sought?**

The application does cover the whole school.

**9. Please detail any information that you consider relevant about the family background of the children in question.**

The majority of our pupils are not from a Christian background.

The breakdown of religion, as identified by parents is as follows:

80.6% Muslim, 5.3% Christian, 5% Sikh, 4.4% Hindu, 2.8% No Religion and 1.7% Other Religion.

Through the values and ethos of our school, and the strong emphasis we base on PSICHE, we develop the moral and spiritual awareness of our pupils.

We place equal emphasis on the religions that are practised by our families. We place special emphasis on the festivals of Christmas, Divali, Eid and Baisakhi where the pupils have a 'Festive Lunch' and wear their own clothes.

We also learn about other festivals through assemblies e.g. Easter. The parents and pupils understand that all religions are shown equal respect and emphasis and all pupils participate in these days.

Our pupils have a positive attitude towards learning about different faiths and study Islam, Hinduism, Sikhism, Judaism and Christianity in R.E. During their time in school they visit a Mosque, Hindu Temple, Gurdwara and Slough Baptist Church. All pupils usually take part in the visits. The school has a good relationship with Slough Baptist Church who frequently visit and lead the Easter Assembly.

**10. What kind of collective worship are you seeking to provide for the children covered by this application?**

Our program of Collective Worship, including assemblies and song practice, reflect the core values of our school of moral and spiritual development and respect and acceptance of other faiths and beliefs. We seek to develop an awareness of the wonder of the world around us and reflect on this. We seek to highlight the common themes that different faiths share and develop the pupils' knowledge and understanding of how religions may differ but values can be shared.

We aim to develop our pupils' awareness of living in a country and wider world where people of different religions can live harmoniously, with respect, interest and appreciation of different faiths.

**11. Does this represent a continuation of present practice or would it be an innovation?**

This represents a continuation of current practise.

**12. What practical arrangements do you plan to make? (e.g. timing, location, who will organise it?)**

'Song Practise' takes place for 30 minutes each week, using songs that have spiritual and moral values. Year 3 and 4 have Song Practise on a Monday and Year 5 and 6 on a Tuesday.

Assembly takes place, usually on a Friday from 9-9.30 am, led by a member of staff or class. This consists of greetings, a themed content, a moment of reflection or prayer and a song.

Collective Worship takes place in class on the remaining 3 days.

There is a weekly programme of themes. These are linked with assemblies and events across the school year. They are led by the class teacher for 15 minutes . They vary in content and may contain stories, discussion, reflection on images or listening to music. A moment of reflection is included.

**13. If there are any children not covered by the application, what arrangements do you plan to make for them?**

There are not any children who need alternative arrangements.

**14. Is there any other information you would like the SACRE to take into account?**

The system in place is very successful in meeting the needs of our pupils and families. Promoting the spiritual, moral, social and cultural development of our pupils is enshrined in our school ethos.

Our last Ofsted Inspection (May 2011) noted:

“Pupils’ spiritual, moral, social and cultural development is good in this cohesive and harmonious school. Of special note is pupils’ respect for other cultures and backgrounds.”

Signed ..... Date .....

(Please return to the Clerk to the SACRE.....)

## Report of a monitoring visit to Godolphin Junior School.

I met with the former coordinator for worship and religious education, Emma Tate, who had prepared the documentation for the determination application. These responsibilities have recently passed to another member of staff. In addition to the documentation included with this report, further records were seen including the minutes of a governors' meeting at which it had been agreed to request a further determination; evidence of consultation with parents about this this proposal.

Discussion with Emma confirmed and expanded upon information provided in the application and the school's collective worship policy statement. Excellent records are kept to document the practices outlined in these papers. For example there are records of themes planned and covered in worship as well as records of all the songs chosen and learned to support worship. It is clear that themes and songs are carefully selected to enable worship to be inclusive and rich provision for pupils' spiritual, moral, social and cultural development.

On the day of the monitoring visit worship took place in classrooms. The act of worship observed was thought-provoking for Year 4 children and drew on their learning about both Islam and Christianity. Pupils responded well: they were attentive, responsive, engaged and respectful. The worship included time for reflection and a prayer. There is a set time for classroom worship and this ensures there should be no interruptions to disturb these sessions.

Evidence makes it clear that all religious traditions are respected through worship and that despite the small percentage of children identified as Christians, Christianity is far from ignored. Key times such as Christmas, Easter and Lent, St George's Day etc are celebrated and their significance understood from religious and cultural perspectives. The school organises a carol concert for senior citizens. This year the school is taking part in British Food Fortnight, the theme of which is *Bringing the harvest home*. Following varied activities in school, twenty pupils from diverse religious backgrounds will be attending a service at Westminster Abbey which will include 800 children from schools around the country.

On the basis of the documentation provided and evidence gathered through this visit to the school, I recommend that the determination be granted and the school encouraged to continue with the high quality worship provision it currently offers.

Jo Fageant  
24 September 2013

## Report summary

# Religious education: realising the potential

---

Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.

The past 10 years have seen some improvements in RE in schools. More pupils recognise its value and nearly two thirds of them left school with an accredited qualification in the subject in 2012. The range and quality of resources to support teaching in this subject are much better than they were.

However, evidence from the majority of schools visited for this survey shows that the subject's potential is still not being realised fully. Many pupils leave school with scant subject knowledge and understanding. Moreover, RE teaching often fails to challenge and extend pupils' ability to explore fundamental questions about human life, religion and belief.

Ofsted's previous report on RE in 2010, *Transforming religious education*, highlighted key barriers to better RE and made recommendations about how these should be overcome. The current survey found that not enough has been done since 2010.

The structures that underpin the local determination of the RE curriculum have failed to keep pace with changes in the wider educational world. As a result, many local authorities are struggling to fulfil their responsibility to promote high-quality religious education. In addition, other changes to education policy, such as the introduction in 2010 of the English Baccalaureate (the EBacc), have led to a decline in RE provision in some schools.

Part A of this report discusses eight major areas of concern:

- low standards
- weak teaching

- problems in developing a curriculum for RE
- confusion about the purpose of RE
- weak leadership and management
- weaknesses in examination provision at Key Stage 4
- gaps in training
- the impact of recent changes in education policy.

Part B of this report provides examples of effective practice in using enquiry as a basis for improving pupils' learning, high-quality leadership and management in primary and secondary schools, and effective approaches in special schools. Overall, however, such good practice is not sufficiently widespread.

The report is based on evidence drawn from 185 schools visited between September 2009 and July 2012. It also draws on evidence from a telephone survey of a further 30 schools, examination results, other reports published by Ofsted, extended discussions with teachers, members of standing advisory councils on religious education (SACREs) and other RE professionals, and wider surveys carried out by professional associations for RE. The sample of schools did not include voluntary aided schools or academies with a religious designation, for which separate inspection arrangements exist.

## Key findings

- Weaknesses in provision for RE meant that too many pupils were leaving school with low levels of subject knowledge and understanding.
- Achievement and teaching in RE in the 90 primary schools visited were less than good in six in 10 schools.
- Achievement and teaching in RE in the 91 secondary schools visited were only good or better in just under half of the schools. The picture was stronger at Key Stage 4 and in the sixth form than at Key Stage 3.
- Most of the GCSE teaching seen failed to secure the core aim of the examination specifications: that is, to enable pupils 'to adopt an enquiring, critical and reflective approach to the study of religion'.
- The provision made for GCSE in the majority of the secondary schools surveyed failed to provide enough curriculum time for pupils to extend and deepen their learning sufficiently.
- The teaching of RE in primary schools was not good enough because of weaknesses in teachers' understanding of the subject, a lack of emphasis on subject knowledge, poor and fragmented curriculum planning, very weak assessment, ineffective monitoring and teachers' limited access to effective training.



- The way in which RE was provided in many of the primary schools visited had the effect of isolating the subject from the rest of the curriculum. It led to low-level learning and missed opportunities to support pupils' learning more widely, for example, in literacy.
- The quality of teaching in the secondary schools visited was rarely outstanding and was less than good in around half of the lessons seen. Common weaknesses included: insufficient focus on subject knowledge; an over-emphasis on a limited range of teaching strategies that focused simply on preparing pupils for assessments or examinations; insufficient opportunity for pupils to reflect and work independently; and over-structured and bureaucratic lesson planning with a limited focus on promoting effective learning.
- Although the proportion of pupils taking GCSE and GCE examinations in RE remains high, in 2011 nearly 250 schools and academies did not enter any pupils for an accredited qualification in GCSE.
- Around half of the secondary schools visited in 2011 and 2012 had changed, or were planning to change, their curriculum provision for RE in response to changes in education policy. The impact of these changes varied but it was rarely being monitored carefully.
- Assessment in RE remained a major weakness in the schools visited. It was inadequate in a fifth of the secondary schools and a third of the primary schools. Many teachers were confused about how to judge how well pupils were doing in RE.
- Access to high-quality RE training for teachers was poor. Training had a positive impact on improving provision in only a third of the schools visited; its impact was poor in a further third. Many of the schools surveyed said that support from their local authority and SACRE had diminished.
- Leadership and management of RE were good or better in half the schools visited; however, weaknesses were widespread in monitoring provision for RE and in planning to tackle the areas identified for improvement.
- The effectiveness of the current statutory arrangements for RE varies considerably. Recent changes in education policy are having a negative impact on the provision for RE in some schools and on the capacity of local authorities and SACREs to carry out their statutory responsibilities to monitor and support it.

**Main report published 6 October 2013**  
[www.ofsted.gov.uk/resources/130068](http://www.ofsted.gov.uk/resources/130068)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/130068](http://www.ofsted.gov.uk/resources/130068).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

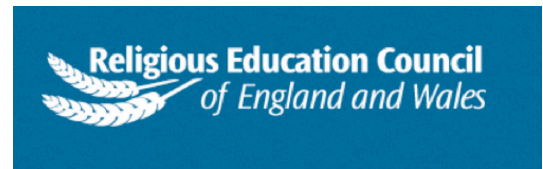
To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 130068





## THE PROVISION AND TRAINING OF TEACHERS OF RELIGIOUS EDUCATION: GUIDANCE FOR GOVERNING BODIES OF PRIMARY SCHOOLS

The purpose of this paper is to make school governors aware of the findings and recommendations of *Religious Education the Truth Unmasked*, which reports the outcomes of the recent inquiry held by the All Party Parliamentary Group for RE (APPG). The full text of the report can be found on the RE Council website: <http://religiouseducationcouncil.org.uk/appg/news/2013-03-18/appg-re-final-report-the-truth-unmasked>

### Governors' legal responsibility for religious education (RE)

Governing bodies and headteachers in all state schools must ensure that provision is made for RE for all pupils, unless they are withdrawn by their parents. Further details, in particular guidance on the RE curriculum to be taught in different types of school, may be found in two documents on the Department for Education (DfE) website:

- 1 *Religious education in English schools: Non-statutory guidance 2010.*  
<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0064886/religious-education-in-english-schools-non-statutory-guidance-2010>
- 2 *Religious Education (RE) in academies and free schools.*  
[http://religiouseducationcouncil.org.uk/media/file/re\\_and\\_collective\\_worship\\_in\\_acads\\_a.pdf](http://religiouseducationcouncil.org.uk/media/file/re_and_collective_worship_in_acads_a.pdf)

### The importance of RE

The APPG concluded that:

*Religious Education has a vital and powerful contribution to make in equipping young people, whatever their backgrounds and personal beliefs with the skills to understand and thrive in a diverse and shifting world. The ... subject is now under threat as never before, just at the moment when it is needed most.*

### The staffing of primary RE

Ofsted has found that pupils' achievement in RE is very inconsistent. At the time of Ofsted's most recent report on RE (Ofsted 2010)<sup>1</sup> primary school pupils' achievement in RE was good or outstanding in only 4 out of 10 schools. The APPG inquiry identified four key concerns related to the deployment of teachers that contributed to these disappointing standards in RE.

- a) ***The excessive use of teaching assistants to teach RE.*** Ofsted has found that class teachers use their RE lesson time for planning, preparation and assessment (PPA) more than they use other subject time. In over half of the 300 primary schools participating in the APPG inquiry, some or all pupils were taught RE by someone other than the class teacher. In 24% of schools in the inquiry RE was taught to some children by higher level teaching assistants (HLTAs), a practice almost unknown in foundation subjects such as history, geography and design and technology. The outcome is not always negative and Ofsted has reported that in the few occasions 'where the teaching assistants were very carefully supported, managed and monitored, their enthusiasm and interest in the subject could have a very positive impact on pupils' learning' (Ofsted 2010:36). BUT generally the practice is not good and reflects the low status of RE in many schools (2.2-2.5).

<sup>1</sup> Ofsted (2010) Transforming Religious Education

- b) **Teachers' lack of confidence.** About a half of primary teachers and trainee teachers lack confidence in teaching RE (2.6-2.10). Evidence presented to the APPG shows that the following reasons account for trainees' caution/lack of confidence with RE:
- Fear of bias (especially in those of faith)
  - Feeling of unpreparedness/ lack of experience
  - Fear about pronunciations
  - Fear of offending
  - Unsure about the RE curriculum
  - Fear of teaching controversial topics
  - Uncertainty about the place of RE in the curriculum
- c) **RE subject leaders' lack of expertise.** About a half of subject leaders who replied to the inquiry said that they lacked the expertise or experience to undertake their role effectively (2.11-2.13) Over a third of primary RE subject leaders in responding schools had no qualifications in RE above GCSE/O Level.
- d) **Insufficient teacher training in RE.** There is a wide variation in the extent of initial teacher training in RE and too many trainee teachers had little or no effective preparation for teaching the subject.(2.14-2.16)

### Support for primary teachers of RE

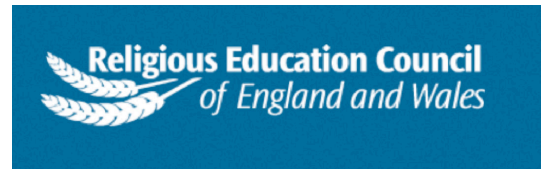
The APPG inquiry found that in spite of many teachers' weak subject knowledge and confidence, too little in service training in RE is available (6.1-6.3). In particular:

- a) RE subject leaders responding to the APPG identified three particular CPD needs above all others:
- improving their knowledge of world religions
  - help with implementing a new agreed syllabus
  - how to assess pupils' learning
- b) The ability of SACREs to provide support for teachers of RE at a local level has been dramatically reduced by local authority funding decisions. (6.31-6.36)
- c) Primary teachers and subject leaders in schools without a religious character have particularly limited access to RE CPD (6.13-6.21)
- d) Teachers' access to RE CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools.
- e) CPD is sometimes provided by other organisations, if teachers know where to look. In particular the National Association of Teachers of RE (NATRE) provides after-school RE support groups in some areas. In addition several websites (e.g. NATRE) and journals (e.g. RE Today) offer subject knowledge and ideas for teaching. Charitable trusts such as Culham St Gabriel's and the Farmington Institute also offer CPD opportunities.

## RECOMMENDATIONS

### In response to the APPG recommendations governors should:

- require a review of RE in the school to find out
  - the extent of teachers' confidence in teaching RE, and the reasons for any lack of confidence
  - how many teachers, if any, are not teaching RE to their class and the reasons why
  - the training, expertise and enthusiasm of staff covering other teachers' RE classes
- require the school leadership to:
  - make proper provision for continuing professional development for RE subject leaders and others with responsibility for teaching RE in order to improve its quality
  - ensure that the RE subject leader knows where to find training and support locally and from national organisations
  - provide regular opportunities for RE subject leaders to train their colleagues in subject knowledge and planning and assessing RE.



## THE PROVISION AND TRAINING OF TEACHERS OF RELIGIOUS EDUCATION: GUIDANCE FOR GOVERNING BODIES OF SECONDARY SCHOOLS

The purpose of this paper is to make school governors aware of the findings and recommendations of *Religious Education the Truth Unmasked*, which reports the outcomes of the recent inquiry held by the All Party Parliamentary Group for RE (APPG). The full text of the report can be found on the RE Council website: <http://religiouseducationcouncil.org.uk/appg/news/2013-03-18/appg-re-final-report-the-truth-unmasked>

### Governors' legal responsibility for religious education (RE)

Governing bodies and headteachers in all state schools must ensure that provision is made for RE for all pupils, unless they are withdrawn by their parents. Further details, in particular guidance on the RE curriculum to be taught in different types of school, may be found in two documents on the Department for Education (DfE) website:

- 1 *Religious education in English schools: Non-statutory guidance 2010.*  
<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0064886/religious-education-in-english-schools-non-statutory-guidance-2010>
- 2 *Religious Education (RE) in academies and free schools.*  
[http://religiouseducationcouncil.org.uk/media/file/re\\_and\\_collective\\_worship\\_in\\_acads\\_a.pdf](http://religiouseducationcouncil.org.uk/media/file/re_and_collective_worship_in_acads_a.pdf)

### Why does RE matter?

The APPG concluded that:

*Religious Education has a vital and powerful contribution to make in equipping young people, whatever their backgrounds and personal beliefs with the skills to understand and thrive in a diverse and shifting world. The ... subject is now under threat as never before, just at the moment when it is needed most.*

### To what extent are standards and the teaching of secondary RE a problem?

The most recent Ofsted report on RE found that pupils' achievement in RE in secondary schools shows a very mixed picture. It was good or outstanding in 40 of the 89 schools visited, requiring improvement in 45 schools and inadequate in 14 schools. The APPG inquiry identified five key concerns related to the management of teachers that contributed to these disappointing standards in over half of all secondary schools.

- a) **The excessive use of non-specialists.** The DfE has argued that pupils' attainments are affected "above all other factors" by the quality of their teachers. Ofsted has found that the lack of teachers' subject qualifications is a key factor affecting pupils' examination success. Nevertheless, nearly half of those teaching RE in secondary schools have no qualification or appropriate expertise in the subject are unlikely to have the subject knowledge to meet the DfE's national teaching standards.
- b) **The inappropriate use of non specialists.** Non specialists can be effective when they receive training and are well supported by subject specialists. The APPG identified particular weaknesses in teaching where:
  - non specialists are deployed to teach RE because they have gaps in their timetables, rather than from any interest in the subject
  - several non specialists are used to teach a few RE lessons each week, rather than one non specialist who can develop subject expertise and experience
  - different non specialists are used every year, inhibiting continuity and the development of subject expertise.

The APPG found that in such cases non specialists often lacked the confidence to move beyond the predictability of a text book or work sheet and found that other commitments made attendance at departmental meetings difficult.

- c) **Schools misunderstanding the legal position of RE.** Some secondary school leadership teams understood the omission of RE from the EBacc as a statement that it no longer has to be taught at Key Stage 4. This is not the case and Michael Gove, the Secretary of State for Education has said, 'The Government is committed to maintaining the status of RE as a compulsory subject that all pupils must study throughout their schooling'.
- d) **Insufficient continuing professional development (CPD) in RE.** In nearly 40% of schools RE teachers have inadequate access to continuing professional development. RE teachers in schools without a religious character have particularly limited access to CPD. RE Teachers' access to CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools

### **What are the most urgent needs of RE heads of department and teachers of RE?**

The APPG identified the following needs as priorities for heads of RE:

- a) Training in the accurate evaluation of the strengths and weaknesses of all aspects of RE in the school; in particular answering the questions 'Are standards in RE high enough?' and 'Is RE teaching good enough?'
- b) Training in planning for the development of RE in the school with a focus on raising standards and improving teaching.
- c) A balance of internal and external training. External training gives RE specialists access to information about such priorities as curriculum change, new resources and local faith community contacts. Courses also provide invaluable opportunities to meet and exchange experiences with subject specialists from other schools.
- d) Subject training for **all** non specialist teachers of RE, focusing on the development of subject knowledge.

### **In response to the APPG recommendations governors should:**

- a) initiate a review of RE in the school to find out
  - to what extent the school is meeting legal requirements to teach RE to all pupils, except those withdrawn by their parents
  - the subject qualifications and training of all teachers of RE (including non specialists)
  - the number of non-specialists teaching RE, the number of weekly lessons taught by each and the number of years each has been teaching RE
  - where teachers of RE find support for their teaching
  - how much subject-specific CPD RE teachers have had in the last three years
  - the proportion of Key Stage 4 and post-16 pupils entered for public examinations in RE
- b) work with the school leadership to:
  - use non-specialists to teach RE only when all other possibilities have been explored
  - identify only one or two non specialist teachers who are willing to teach RE, where the use of non-specialists is necessary
  - provide training for all non-specialists teaching RE. High quality, inexpensive subject knowledge booster courses are available on line, for example see Culham St Gabriel's ([www.cstg.org.uk](http://www.cstg.org.uk))
  - provide high quality RE throughout the school, assessed where possible through public examinations
  - make proper provision for continuing professional development for the RE head of department and others who teach RE in order to improve its quality
  - ensure that the RE subject leader knows where to find training and support locally and from national organisations. In addition to the local SACRE, the National Association of Teachers of RE (NATRE) provides after-school RE support groups in some areas. Several websites (e.g. the RE Council, NATRE and REOnline) and journals (e.g. RE Today, REsource) offer subject knowledge and ideas for teaching. Charitable trusts such as Culham St Gabriel's and the Farmington Institute also offer CPD opportunities and bursaries for higher degrees.

# Slough Advisory Council on Religious Education

Annual report

2012/13

## Contents

<u>Foreword by the Chair</u>	2
<u>Introduction</u>	3
<u>Meetings &amp; Membership</u>	3
<u>The Slough Context</u>	4
<u>Religious Education</u>	6
<u>Collective Worship</u>	6
<u>Links with other Bodies</u>	6
<u>Budget &amp; Professional Support</u>	7
<u>Appendix 1 – The Legal Context</u>	8
<u>Appendix 2 – Constitution</u>	10
<u>Appendix 3 – Membership 2012/13 &amp; Attendance Record</u>	12
<u>Appendix 4 – GCSE &amp; GCE Religious Education results 2013</u>	13



## Foreword

During my time as Chair of the Slough SACRE we have been fortunate enough to retain long-standing members who provide continuity and experience and also add new ones. This combination has resulted this year in increased levels of vitality, enthusiasm and direction. I am grateful to all my colleagues for their commitment and also for the support they give me as we work together to plan ways in which we can positively assist teachers of religious education throughout the borough to bring the subject alive and ensure pupils make good progress.

We have worked in partnership with the SACRE in the Royal Borough of Windsor and Maidenhead to provide three after-school meetings for teachers of religious education in primary schools. These have been well attended and enabled a good exchange of ideas amongst people with a wide range of experience.

We have vacancies for teachers and faith community representatives and are optimistic that next year we will have a full membership to help enrich and advise our future work.

We are interested to hear from schools about exciting work that has been covered in religious education and are always keen to know what pupils across the borough think. We would also like teachers to tell us how best we can support them. I am happy for any of them to contact me by email: [jo.fageant@oxford.anglican.org](mailto:jo.fageant@oxford.anglican.org)



Jo Fageant  
Chair of the SACRE

## Introduction

Slough Borough Council became a Unitary Authority with responsibility for education on 1<sup>st</sup> April 1998. The Slough Advisory Council on Religious Education (SACRE) was established from that date. This report covers the period 1<sup>st</sup> September, 2012 to 31<sup>st</sup> August, 2013 and represents the twelfth full year of SACRE's work.

## Meetings and Membership

SACRE met three times during the 2012/13 academic year on 22<sup>nd</sup> October, 6<sup>th</sup> February and 17<sup>th</sup> June.

In May 2012 the Authority appointed the following Councillors to serve as its representatives for the 2012/13 municipal year:

- Aujla
- Bains
- Brooker
- MS Mann
- Wright

During the 2012/13 academic year one new Member was appointed to Slough SACRE as a representative of the Sikh faith. At the time of preparation of this report there remained vacancies for representatives of the Black Free Churches, the Roman Catholic Church and Judaism.

Due to the departure of Councillor Wright in March 2013, there are now two vacancies for representatives from the Local Authority.

Vacancies remain for representatives from teacher associations.

A full list of Members and representations can be found in Appendix 3.

## The Slough context

The Slough Unitary Authority area comprises 140,200 persons (SBC latest statistics). The total school population of Slough, excluding independent schools, was 24,676 as published by the Department for Education (DFE). The following schools are situated within the Slough area:-

### **Primary**

Free School	1
Community	7
Roman Catholic Voluntary Aided	5
Sikh Voluntary Aided	1
Islamic Voluntary Aided	1
Church of England Voluntary Controlled Foundation	1
Academy	2
<b>Total Primary</b>	<b>11</b>
	<b>29</b>

### **Secondary**

Community	2
Roman Catholic Voluntary Aided - Selective	1
Roman Catholic Voluntary Aided	1
Academy	7
<b>Total Secondary</b>	<b>11</b>

### **Special**

Primary	1
Primary and Secondary	1
Secondary	1
<b>Total Special</b>	<b>3</b>

It is noted that the education system in Slough is somewhat unusual when compared nationally due to a sharp increase in school's becoming Academies (11 primary and 7 secondary) and the presence of selective secondary education. Furthermore the demographic in Slough continues to challenge the Education system throughout the town due to a diverse ethnic origin and a high percentage of children whose English is a second language.

The table below includes the latest information on Slough pupils as published by the DFE in 2012:

Ethnic Background		Number
Asian or Asian British	Asian Heritage – Any other	880
	Asian Heritage - Bangladeshi	98
	Asian Heritage – Indian	3,610
	Asian Heritage – Pakistani	4,603
Black or Black British	Black Heritage – African	1,384
	Black Heritage – Any other	107
	Black Heritage – Caribbean	353
Mixed Heritage	Mixed Heritage – Any other	611
	Mixed Heritage – White & Asian	429
	Mixed Heritage – White & Black African	158
	Mixed Heritage – White & Black Caribbean	370
Other	Chinese Heritage	65
	Other Heritage	605
	Unclassified Heritage	176
White	White Heritage – Any other	1,892
	White Heritage – British	4,685
	White Heritage – Gypsy/Roma	109
	White Heritage – Irish	146
	White Heritage – Traveller of Irish Heritage	24
<b>Total Surveyed</b>		<b>20,305</b>

Also of interest is the religious make up of the pupils within Slough, with % of those recently surveyed describing themselves as Christian. When Slough SACRE was first established in 1998, the proportion describing themselves as Christian was just over half.

Religion	Number	Percentage
Roman Catholic	2,187	10.3%
Other Christian	5,308	25%
<b>Total Christian</b>	<b>7,495</b>	<b>35.3%</b>
Hindu	1,535	7.2%
Muslim	7,106	33.4%
No Religion	2,143	10.1%
Other	502	2.4%
Sikh	2,395	11.3%
Unclassified	86	0.4%
<b>Total Surveyed</b>	<b>21,262</b>	

## Religious Education

SACRE has come on in leaps and bounds this municipal year with an increase in budget and a renewed commitment from all Members of the Committee. SACRE has been receiving regular support recently from the Commissioner for Children and Education who has been acting as a soundboard for SACRE on behalf of the Local Authority bringing with it a new focus.

Members of the Committee are currently working towards establishing new initiatives of how to raise the awareness of SACRE within Slough schools and it is felt that moving forward this could be achieved by holding competitions for Slough students as well as producing a termly newsletter that helps teachers form a better understanding of the work of SACRE and how this could benefit them.

On a less positive note due to the developments in the UK government education policy and school curriculum there has been a reduced focus on Religious Education. This can often prove frustrating for Members of SACRE however with increased support from new Members and officers it is an exciting time to be a part of the Slough SACRE as it pushes forward and takes on new challenges and responsibilities.

## Collective Worship

During the 2012/13, the SACRE was asked to renew a determination on collective worship for Godolphin Junior School which is currently in the process of being reviewed. A list of those schools granted a determination by Slough SACRE is given below:

School	Date of Determination
Montem Primary School	10.02.2010
James Elliman School	10.02.2010
Baylis Court Secondary School	13.10.2010
Godolphin Infant School	09.06.2010
Godolphin Junior School	15.10.2008

Renewals of determinations on collective worship are due every five years.

## Links with other Bodies

SACRE is affiliated to the National Association of SACREs (NASACRE). The current Chair of the Slough SACRE serves on the executive of the National Association of SACREs (NASACRE) as its Secretary. This enables the Chair to be well informed about national initiatives within the RE community and bring them to the Slough SACRE. The Chair is also the RE advisor for the Anglican Diocese of Oxford and is about to bring the developmental work from that role in order to support the tasks undertaken by the SACRE of Slough.

The Chair represented SACRE at the NASACRE AGM in May this year entitled 'Challenging SACREs' which looked at the challenges that SACREs have had to face in

the 20 years that NASACRE has been established. Feedback received from attendees of the conference noted that the key-note speakers inspired those in attendance and gave a lot of insight into how SACREs can move forward in attempting to tackle the problems faced by the teaching of RE today.

### Budget and Professional Support

The cost of administering SACRE in 2012/13 was minimal. Administrative support costs were absorbed within the Council's own budgets. The SACRE has been supported during the year by Hannah Hughes (Clerk).

Moving forward SACRE has recently been awarded with an increase in budget to £5,000 for the 2013/14 municipal year. This increase will go towards raising the profile of the Slough SACRE in local School's as well as helping to fund three twilight sessions for Primary and Secondary school teachers of Religious Education. Furthermore, SACRE has recently gained the support of the Commissioner for Children and Education which will help to forge links with the Local Authority and help to develop the SACRE into a proactive advisory board for Slough.

## Appendix 1 – The Legal Context

### **The Standing Advisory Council on Religious Education**

Section 11 of the Education Reform Act 1988 (as amended by Section 255 of the Education Act 1993) places a duty on Local Authorities to establish a Standing Advisory Council on Religious Education (SACRE) in accordance with requirements laid down in that Section. The constitution of the SACRE is approved by the Education Committee (or equivalent).

An Authority must also establish an Agreed Syllabus Conference (ASC) under the provisions of Schedule 5 to the Education Act 1944 for the purpose of reviewing the agreed syllabus for religious education every five years. The two bodies are legally separate. The Authority must convene the Conference to produce and recommend an agreed local syllabus for RE.

Sections 255(2) and 254(3) of the Education Act 1993 respectively require Authorities to review the membership of group A (Christian denominations and other religions) of their SACRE and the corresponding Committee of their Conference, so that the representation of each denomination or religion shall “so far as is consistent with efficient discharge of the group’s (Committee’s) functions, reflect broadly the proportionate strength of that denomination or religion in the area”.

Members of SACRE are appointed by the Local Authority.

The Annual report of SACRE must be presented to the Local Authority each year.

SACRE’s main function is “to advise the authority upon such matters connected with religious worship in its schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the Council or as the Council may see fit”.

It can also:-

- Require the LA to review its current agreed syllabus;
- Consider applications made by a headteacher for a determination of exemption from broadly Christian character of collective worship.

(Education Reform Act 1988 S11(1)(a), S11(7), S12(1)).

### **The Agreed Syllabus for Religious Education**

The Education Reform Act 1988 requires that:

- Religious Education should be taught to all pupils in full time education except for those withdrawn at the request of their parents (details to be found in Religious Education in England schools: Non-statutory guidance 2010, pages 17 and 27).

- Religious Education in County and Voluntary controlled schools should be taught in accordance with an agreed syllabus.
- As part of the curriculum, Religious Education should promote the “spiritual, moral, cultural, mental and physical development of pupils”.
- An agreed syllabus should “reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain” (Education Reform Act, Section 8(3)).
- The Education Act 1996 states agreed syllabuses in any community school and any foundation, voluntary-aided or voluntary-controlled school without a religious character cannot require RE to be provided by means of any catechism or formulary which is distinctive of a particular religious denomination (Schedule 31, paragraph 4).



## Appendix 2 – Constitution

### **Slough Advisory Council on Religious Education**

The SACRE is established in accordance with section 11 of the Education Reform Act 1988 (as amended by Section 255 of the Education Act 1993) by Slough Borough Council acting as Local Authority.

#### Membership

1. The Members of the SACRE shall be appointed by the Authority so that they shall represent the following groups.

##### Committee 1 – Christian denominations and other religions (12)

- The Free Churches (1)
- The Black Free Churches (1)
- The Roman Catholic Church (1)
- Hinduism (1)
- Islam (4)
- Judaism (1)
- Sikhism (2)
- Baha'is (1)

##### Committee 2 – The Church of England (4)

##### Committee 3 – Associations representing teachers (6)

- National Union of Teachers
- VOICE
- National Association of Head Teachers
- Association of School and College Leaders
- NASUWT
- Association of Teachers and Lecturers

##### Committee 4 – The Authority (5)

2. Committee 4 shall be subject to the proportionality requirements of the Local Government and Housing Act 1989.
3. No Member appointed to the Cabinet shall be appointed to the SACRE.
4. The SACRE shall be appointed by the Council.

5. Where a nominated representative fails to attend three consecutive meetings of the SACRE and fails to give their apologies s/he, shall cease to be a member of the SACRE and the nominating body shall be invited to nominate another representative provided that:
  - (a) the Clerk to the SACRE has advised the member in writing of the provision of this clause following the second missed meeting and at least a 10 working days before the third meeting.
  - (b) SACRE does not decide to disapply this rule for reasons of extenuating circumstances.

## Terms of Reference

1. In accordance with Section 11 of the Education Reform Act 1988 (as amended by Section 255 of the Education Act 1993) to advise the Council on such matters connected with religious worship in schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to it or as it may see fit. To advise, in particular, on methods of teaching, the choice of materials and the provision of training for teachers.
2. On application made by a Head Teacher of any Slough school after consultation with the governing body to consider whether it is appropriate for the requirement for Christian collective worship to apply in the case of that school, or in the case of any class or description of pupils at that school. The SACRE shall arrive at its decision and communicate it to the Head Teacher in accordance with the provisions of Section 12 of the Education Reform Act 1988.
3. The representative groups on the SACRE other than that representing the authority may at any time require a review of any agreed syllabus for the time being adopted by the authority.
4. The SACRE shall each year publish a report on its proceedings and those of its representative groups, the report to specify any matters on which the SACRE has given advice to the authority and the reasons for offering that advice.
5. The SACRE shall take any action assigned to it by the authority in relation to the consideration and disposal of any complaint concerning worship or religious education in compliance with Section 23 of the Education Reform Act 1988.

### Appendix 3 – Membership 2012/13 and Attendance Record

Name	Representing	Possible	Actual
		Attendances	
Mrs S Elbrow	The Free Churches	3	3
Kevin Walker	Roman Catholic Church	2	0
Julie Siddiqi	Islam	3	3
Zubayr Abbas-Bowkan	Islam	3	1
Zara Choudhary	Islam	2	0
Moulana Saeed Ziaee	Islam	3	0
Naresh Saraswat	Hinduism	3	0
Hardip Singh Sohal	Sikhism	3	3
Ashpreet Singh Nainu	Sikhism	1	1
Christine Isles	Church of England	3	3
Reverend Andrew Allen	Church of England	3	1
Jo Fageant	Church of England	3	3
Igan Hayati	Baha'is	2	0
Lynda Bussley	National Union of Teachers	3	3
Maggie Stacey	National Union of Head Teachers	1	0
Cllr H Aujla	Local Authority	2	0
Cllr B Bains	Local Authority	2	1
Cllr P Brooker	Local Authority	3	3
Cllr M S Mann	Local Authority	3	3
Cllr A Wright	Local Authority	2	0
Cllr S Chaudhry	Local Authority	1	1

## Appendix 4 – GCSE & GCE Religious Studies results 2013

### GCSE Full Course: Religious Studies 2012/13

Centre	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A*G	QCA Av Pts
Baylis Court, Slough	154	152	7	31	54	38	10	5	6	1		130	152	43.75
Herschel Grammar, Slough	144	144	27	55	31	20	9	2				133	144	48.71
Langley Grammar, Slough	148	148	35	57	42	9	5					143	148	50.38
Slough & Eton C E, Slough	164	152	2	22	39	29	16	21	11	9	3	92	149	37.71
Slough Grammar, Slough	177	177	74	56	30	13	3	1				173	177	52.17
St Bernard's Catholic Grammar, Slough	130	130	22	62	30	11	4	1				125	130	49.88
St. Joseph's Catholic High, Slough	122	100	1	7	15	37	16	14	7	2	1	60	99	37.14
The Westgate, Slough	148	145	2	7	22	43	32	22	12	3	2	74	143	36.06
Wexham, Slough	147	45		7	12	14	7	5				33	45	41.20
Beechwood School, Slough	137	1		1								1	1	52.00
<b>Slough LA</b>		<b>1194</b>	<b>170</b>	<b>305</b>	<b>275</b>	<b>214</b>	<b>102</b>	<b>71</b>	<b>36</b>	<b>15</b>	<b>6</b>	<b>964</b>	<b>1188</b>	<b>44.72</b>

### GCSE Short Course: Religious Studies 2012/13

Centre	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A*G	QCA Av Pts
Langley Academy, Slough	175	158	3	12	27	40	33	18	17	7	4	82	154	17.99
Slough & Eton C E, Slough	164	7								4	3		4	4.57
St. Joseph's Catholic High, Slough	122	22					2	5	7	5	3		19	10.5
The Westgate, Slough	148	1						1					1	14.00
Beechwood School, Slough	137	96		3	12	6	13	16	26	18	2	21	94	14.05
<b>Slough LA</b>		<b>284</b>	<b>3</b>	<b>15</b>	<b>39</b>	<b>46</b>	<b>48</b>	<b>40</b>	<b>47</b>	<b>34</b>	<b>12</b>	<b>103</b>	<b>272</b>	<b>15.70</b>

GCE A Level: Religious Studies 2012/13

Centre	NOE	A*	A	B	C	D	E	A*-A	A*-B	A*E	QCA Av Pts
Baylis Court, Slough	12		5	4	2		1	5	9	12	240.0
Herschel Grammar, Slough	1			1					1	1	240.0
Langley Grammar, Slough	5		2	3				2	5	5	252.0
Slough Grammar, Slough	3	1				2		1	1	3	220.0
St Bernard's Catholic Grammar, Slough	27		11	6	4	5	1	11	17	27	233.3
Langley Academy, Slough	3	1		1		1		1	7	11	229.1
The Westgate, Slough	11		1	6	3	1		1	7	11	229.1
Wexham, Slough	7			4	1	1	1		4	7	214.3
<b>Slough LA</b>	<b>69</b>	<b>2</b>	<b>19</b>	<b>25</b>	<b>10</b>	<b>10</b>	<b>3</b>	<b>21</b>	<b>46</b>	<b>69</b>	<b>233.0</b>

GCE AS Level: Religious Studies 2012/13

Centre	NOE	A	B	C	D	E	A-B	A-E	QCA Av Pts
Langley Grammar, Slough	1		1				1	1	120
Slough Grammar, Slough	3	2				1	2	3	115
St Bernard's Catholic Grammar, Slough	4	2		1		1	2	4	112.5
The Westgate, Slough	2					2		2	75
Wexham, Slough	1				1			1	90
<b>Slough LA</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>11</b>	<b>105</b>

This page is intentionally left blank

## AUTUMN NEWSLETTER 2013

In this issue:

- [From the Chair](#)
- [NASACRE AGM 2013](#)
- [A date for your diaries](#)
- [All Party Parliamentary Group for RE](#)
- [Responding to traumatic incidents](#)
- [Membership matters](#)
- [Christian Muslim Forum conference report on Religious Literacy and Spirituality Membership matters](#)
- [The new NASACRE website](#)
- [Inter Faith Week](#)
- [Resources](#)
- [Holocaust Memorial Day 2014](#)
- [Work opportunity](#)
- [Your next SACRE agenda](#)

This newsletter is also available to view and download from the [newsletter section](#) of the website.

[From the Chair](#)

## From the Chair

It seems almost impossible to believe that it is now over two years ago that I was elected as Vice Chair of NASACRE.

During that time, it was a particular pleasure and privilege to work alongside Bruce Gill, in his role as Chair. Bruce is possessed of great wisdom and an enviable ability to think clearly and strategically about the complex issues which



have surrounded us during that time. As I prepared to step into his shoes at our AGM in Birmingham in May, I realised what a tremendous debt we all owe to him for his dedication and enthusiasm and I only hope that I can make a worthwhile contribution of my own as we look forward to what the future might bring for us. I am so grateful to know that we will continue to have the benefit of Bruce's expertise in his role as Executive Assistant, as well as the fresh perspectives of our new Vice Chair, David Hampshire (who despite his surname, is actually the RE Adviser for Cornwall!). We are fortunate to be part of a larger Executive Group of dedicated colleagues without whom the work of NASACRE would simply be impossible.

We already have a very full agenda to keep us busy in the coming academic year and beyond. SACREs are facing many challenges in an educational environment which is constantly changing and in which religious education and collective worship are often misunderstood or even ignored. Yet we know what a positive and powerful difference they can make to the lives of children and young people when they are done and done well. SACREs have been playing a vital part in ensuring that this message is being heard as loudly as possible and have been able to make a significant difference to the quality of teaching and learning in



many classrooms as well as offering a range of wider experiences to the pupils around the country. We want to share and celebrate that excellent practice and look forward to receiving copies of your Annual Reports and posting them on our [website](#) so that your successes can enthuse and inspire others.

Those Annual Reports are certain to show that alongside such exciting initiatives, SACREs have been struggling to understand how and why RE has seemingly been marginalised as a result of official government policies.

Through the efforts of the [RE Council](#) of which NASACRE is of course a part, our subject community has done its best to redress the balance. The RE Subject Review has been one of its key pieces of work in recent months and the final document will be launched on 23rd October. This stands alongside the review of the National Curriculum but has been independently created and funded and will of course have no statutory role. However, it is likely to be hugely influential and it is for each SACRE to come to its own decision about what use, if any, it wishes to make of it. NASACRE has been represented at every stage of the process as the Chair (initially Bruce, followed by me) has had a place on the steering group. Many of you – individually and collectively – will have also submitted responses to the draft paper, which has been an essential way of ensuring that the voice of SACREs has been heard. We look forward to hearing your views on it in the coming weeks. Once launched, the RE Subject Review together with a briefing paper, will be available on our website. You may also be interested to know that a series of launch events have been provisionally booked in the following locations: Oxford (5 November), York (12 November), Liverpool (21 November) and Bristol (28 November). Further information will be made available on the [RE Council website](#) by mid-September.

Another key document for the RE community will be Ofsted's latest report due to be published in early autumn. The provisional title of this report is *RE: realising*

*the potential.* This will be the last of the major triennial reports from Ofsted and although these are based on a very small sample of schools, they are a crucial source of evidence for SACREs, enabling them to reflect on how their schools are performing compared to those visited by the RE inspection team. Those of us who were at our AGM in Birmingham will have heard Alan Brine, Ofsted's National Lead for RE, talk about the findings in the report and his presentation can be found [here](#) on our website if you wish to share those with colleagues at your next meeting.

Perhaps one of the most significant events for RE in the last few months was a seminar at Lambeth Palace in early July, hosted by the Archbishop of Canterbury for those involved in education in the Church of England. Michael Gove, the Secretary of State for Education was the principal contributor. NASACRE noted with great interest his comments about RE in answer to a question from the Bishop of Oxford. Mr. Gove admitted that RE had been an 'unintended casualty' of many recent curriculum reforms and acknowledged that he had thought that RE's 'special status was protection enough'. He expressed an interest in moves to rectify this situation. NASACRE, with its member bodies which represent the key stakeholders in RE, has written to Mr. Gove offering its support and expertise in developing any such initiatives. We will/have of course published his reply on our website as soon as we received it. We hope that this proves to be a significant moment for RE and of course for all that NASACRE and individual SACREs are trying to achieve.

I have no doubt that events will continue to move with great rapidity during this autumn term and as your Executive, we will do our utmost to represent your interests and concerns as skillfully and efficiently as possible. Our new website

will be an essential tool in allowing us to communicate with you quickly, so please make sure you check it regularly! We look forward to keeping in touch and hope that the new academic year will be one in which SACREs continue to flourish and grow.

Best wishes to you all,

Lesley Prior

## NASACRE AGM 2013

### *Lesley Prior offers a Chair's perspective on the AGM*

The NASACRE AGM took place in Birmingham on 23rd May. 70 SACREs were represented at a very successful and well attended event. In what had been a challenging year for us and for our work, it was encouraging to see so many people coming together who are passionately committed to their SACREs and the contribution they make to promoting and supporting high quality religious education and collective worship in schools across the country.



In addition to Alan Brine's preview of the major Ofsted Report, delegates listened to a highly stimulating address by Dr. Mark Chater, Director of the Culham St Gabriel's Trust (a major supporter of various RE initiatives) and former Subject Officer for RE at the QCA/QCDA. Mark invited us to think in new and very different ways about the role of SACREs in an educational landscape which is very different to the one which existed when they were first established. His exceptionally challenging presentation gives much food for thought and NASACRE recognises the need for itself and of course, its member bodies, to reflect again on our role, nature and purpose. Mark has urged us to re-imagine our place in the contemporary educational context and we must decide how we might wish to do this. The Executive has welcomed Mark's kind offer to share his thoughts further with us and you can explore his presentation for yourself, as well as a paper outlining those discussions via our [website](#). This offers some key points for you to consider at your own SACRE meetings later this term if you should wish to do so. We would

welcome any comments and contributions you might wish to share.

During the afternoon session at the AGM, delegates were able to meet in small groups, facilitated by members of the Executive, to discuss three significant questions:

- What can SACREs do to promote closer working relationships with academies in their locality?
- How can NASACRE and its member bodies best press LAs to comply with their statutory duties to support SACREs?
- What should be the focus of Agreed Syllabus Reviews in the current context of the RE Subject Review led by the RE Council?

There were (perhaps unsurprisingly!) many different responses, highlighting the diversity which exists in the world of SACREs.

In relation to the first question about academies, there were many useful examples of good practice which we plan to share via the website. These will build on the [leaflet](#) we have already created which encourages academies to maintain their links with the local SACRE and its agreed syllabus. If a SACRE and its syllabus are seen as offering something useful, academies will want to have a relationship with them, even if they are not legally obliged to do so. There are issues about how that relationship might be managed, not least in terms of potential financial implications, but also in terms of advice, support and training. NASACRE plans to continue lobbying academy chains and trusts to ensure that there is proper provision for RE and CW and to be aware of the role of SACREs in promoting this.

The second question was particularly contentious after both key note speakers

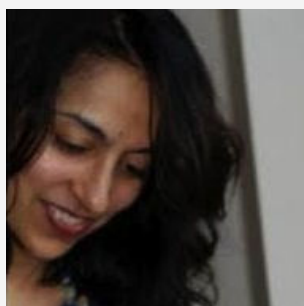
had urged us to consider a move away from a 'compliance culture' into one which focuses instead on SACREs providing schools with something they see as having inherent value in itself, regardless of the current statutory requirements. Many delegates did see this as a sensible way to move ahead and indeed are already working within those parameters, but others feel that if the legal obligations are there, they should be properly met. They argued that those obligations require LAs to take RE seriously and serve to protect the subject, providing funding and support for it which make a positive difference in the classroom. There was a strong sense that SACREs have a tremendous amount to offer, but need to be more proactive in proclaiming it more loudly and more widely in a whole range of contexts, including the media.

The third question relates of course to the RE Subject Review which has been a major piece of work in the last few months, led by the RE Council and involving representatives of NASACRE on the steering group. The final document is not as substantial as the Non Statutory National Framework for RE of 2004 and is not intended to be a model syllabus for our subject but it is something that many SACREs have looked forward to reading, particularly those where a review of the agreed syllabus is pending. Delegates at the AGM considered the place of this work alongside the National Curriculum review and the importance of parity with other subjects while retaining the integrity of RE in its own right. There was an emphasis on the need to continue with some local determination for RE, allowing different parts of the country to include content which is relevant to their own context. Many delegates would welcome not only some guidance from NASACRE on how to use the new document, but also guidance about how to revise syllabuses. There was an awareness that new syllabuses need to build on some of the elements mentioned in the Ofsted Report, such as an emphasis on enquiry led



learning. All work of this kind does however require adequate funding and support and many delegates were concerned that this might not be forthcoming as a result of increasingly tight economic constraints.

The AGM highlighted the importance of all of these issues for its member SACREs. The Executive welcomes these responses to the questions posed and recognises the need for NASACRE to consider how to take these points forward. It is hoped that a series of regional conferences will facilitate this process and the new website is also a way of sustaining debate and discussion until the **next AGM in London on 22nd May 2014**. We will look forward to welcoming you there then and in the meantime, wish you a fruitful and productive SACRE year.



*New executive member Sushma Sahajpal discusses with Mark Chater some of the points raised in his keynote address.*

## **Challenging SACREs: Can you help?**

NASACRE's 2013 AGM invited SACREs to "be inspired and challenged". This, at a time when the landscape facing RE in general and SACREs in particular has never appeared more challenging and uncertain.

A keynote speaker Mark Chater, Culham St Gabriel's Director, shared his view on

the role of SACREs, both historically, and potentially in the future. His appraisal highlights how SACREs may be seen by some in the RE community and beyond it, challenging us to examine and articulate our role and relevance explicitly.

NASACRE will post a longer article on the website shortly, exploring the issues raised by this talk. In the meantime you might like to take up the challenge of examining some of Mark's observations in your next SACRE meeting.

**Chater's Challenge:** These questions are distilled from his talk, so you might consider exploring at least one from each of 3 broad sections and sharing your views with us and thus, with other SACREs. Your direct perspective, on these externally-raised challenges to SACREs, could be an invaluable contribution to the SACRE community and its engagement with the wider RE world.

## **1. SACRE Identity**

a. **Why are we here in 2013?** What specifically motivates your members to attend SACRE meetings? Does your constitution, agenda and outcomes progress that intention?

b. **Do you see distinctions in your actual work on RE, CW and SMSC?** If so, how would your SACRE delineate the boundaries?

c. **How are your SACRE's activities relevant to supporting excellent school RE?** What activities have/could replace previous, even statutory ones that aren't directly helping schools?

d. **What resourcing could local SACREs offer schools that a national framework could not?** What do you offer?

## **2. Subject Loyalty**

a. **How would your SACRE feel about entrusting *academic content* to National**



**Subject leadership?** Who ought to be consulted in a handover? Which SACRE duties would you re-allocate to such a leadership and which retain locally?

b. **On being different**, Mark Chater stated that RE needs to be treated like other subjects. Do you agree? If not, how is RE different as taught? Ought it to remain so in your SACRE's opinion?

c. **On being included**. How does SACRE feel about RE's exclusion from national or cross-curriculum initiatives? How could RE practically safeguard against this?

### 3. 'Team RE' Performance

a. **Consistency**. If you could redesign a local SACRE to maximise contribution to schools, what competencies and expertise would you wish to see on it? If different to current ones, how could you sustainably secure these?

b. **How can SACREs respond to cross-border 'customers', e.g. Academy chains?**

Do we need one co-ordinated National Team RE? Is it time for commitment to RE to be beyond our own SACRE or representation group within it? How can SACREs or NASACRE work with the REC on this?

c. **Quality Assurance**. Are standards best maintained by voluntary bodies with shrinking budgets or handed over to a stringent, well-resourced national standards RE body? Any concerns or considerations?

d. **Is having 152 agreed syllabuses necessary?** Could having broad strokes defined nationally allow SACREs to focus on supplying exciting, local, current issues/events as RE resources? What memorable learning and/or innovative contribution could your SACRE make from the local perspective? Any disadvantages?

**In conclusion:** *"Let us not imagine for a minute longer, that we can go back to the way things were..."*

Are SACREs ready to claim contemporary relevance by contributing to a cross-local authority, sustainably high-quality, creative solution, systematising the best of our collective and respective practices?

Change is already here. Our challenge is to choose the nature of our response to it.

**You may wish to consider discussing some of the questions or points raised in this article at your next SACRE meeting.**

## A DATE FOR YOUR DIARIES

### **NASACRE AGM 2014**

**Thursday 22nd May 2014**

**Methodist Central Hall**

**LONDON**

Details to follow in next newsletter.



## All Party Parliamentary Group on RE

*Executive assistant Bruce Gill describes the work of this parliamentary group in supporting RE*

The All Party Parliamentary Group on RE (APPG), launched in the summer of 2012, was perhaps the greatest achievement of the, sadly, unsuccessful campaign to instate RE as one of the humanities subjects in the EBacc. It grew from an Early Day Motion on this matter tabled by Stephen Lloyd MP for Eastbourne and Willingdon, now the APPG Chair.

At its first working meeting, held at the end of November 2012, Lesley Prior, then NASACRE Vice-Chair, gave evidence to its inaugural Inquiry into the supply of and support for teachers of RE. The second oral evidence session took place in January and on 18th March 2013 the report of this first Inquiry was published, attracting major media coverage.

The report entitled [RE: The Truth Unmasked](#), found that one in four primary pupils was being taught the subject by teaching assistants and that more than half the RE teachers in secondary schools did not have a qualification to teach the subject. It highlighted the point that the inclusion of non-specialists in the total number of RE teachers given by the DfE gave the false impression that there were enough RE teachers and skewed the statistics regarding the need to train more RE specialists and the need to maintain RE teacher training bursaries. It found that the ability of SACREs to provide support for teachers of RE at the local level has been dramatically reduced by local authority funding decisions and the impact of the academisation programme. Teachers' access to continuing professional development was now a postcode lottery depending on the resources of the local SACRE, diocese, proximity to training or the priority given to RE in schools.

The APPG described its findings as “unacceptable” and concluded:

*“A raft of recent policies have had the effect of downgrading RE in status on the school curriculum, and the subject is now under threat as never before, just at the moment when it is needed most.”*

Following the appalling terrorist murder of Drummer Lee Rigby in Woolwich on 22 May 2013 and the subsequent attacks on mosques and Muslim centres across the country, Stephen Lloyd MP tabled another Early Day Motion; this time on RE and Tolerance (EDM 272) stating:

*“That this House notes that Religious Education (RE) is a rigorous academic subject that allows young people to increase their knowledge and understanding of a range of religious and non-religious beliefs; further notes the importance of*

*mutual understanding and the community cohesion it engenders, particularly at this time of heightened tension; recognises the contribution the subject RE plays in fostering mutual understanding and respect between people with different religious and non-religious beliefs; supports the efforts of schools and local authorities who give RE the attention and status it merits in the curriculum; and urges that measures to ensure that all children explore and discuss religious and non-religious beliefs at school be pursued by the Government.”*

Within a few days 26 MPs had signed the motion.

(See also next article: *Responding to traumatic incidents – Woolwich 2013*)

On 24th June the APPG hosted a reception at the House of Commons entitled Celebrating Good RE. This event marked the success of the RE Quality Mark and the REC’s Young Ambassador scheme both launched last academic year and initiatives which put youth voice – the opinions and ideas of our students – at the heart of planning for RE’s future.

You can read about what happened at this event [here](#).

The presentations by the children and young people provided a powerful reminder of our current responsibility to protect and promote good RE and of the important role that the APPG now plays in that struggle.



Bruce Gill

Executive Assistant

## Responding to traumatic incidents – Woolwich 2013

On the day before the NASACRE AGM a tragic and violent incident in Woolwich resulted in the death of a serving soldier, Drummer Lee Rigby. It was sadly clear that this would have an impact on those living nearby, on relationships between faith communities and on schools as they supported pupils and their families.

Spontaneous tributes and sympathy appeared from politicians and members of the public and faith and belief communities. All, including the Muslim communities expressed their sadness and unequivocally condemned this brutality. Unfortunately the media also reported some responses that attempted to set faith communities at odds with each other. There were groups that tried to take advantage of the situation by, in the guise of ‘paying respect,’ planned marches and demonstrations that could pose a threat particularly to Muslim communities and individuals near to the incident itself. Attacks were made further afield on community centres and even a boarding school, whilst some posts on social media have struggled to find an appropriate tone between patriotism and jingoism.

SACRE members know that extraordinary events test us as human beings and also test teachers trying to keep young people emotionally safe, whilst encouraging them to become enlightened, empathetic adults. Children learn from what we all say and don’t say about the world and our place in it and also from our actions; unexpected incidents can make it difficult for everyone to have a repertoire with which to respond.

All children need support in dealing with issues of life and death; they are learning that life is unpredictable and that natural and humanmade disasters create

catastrophe and tragedy. They will also be asking why innocent people die and how can they help. For young children in times of unease a calm presence and simple reassurances make the world a safer, more manageable place. Because adults determine the emotional climate for young children, adult reactions impact on children's reactions. All of us, from infants unable to put feelings into words, to adults who have experienced years of world events, have the same questions when facing catastrophic events: Could that happen to me or someone I love? Will we be okay? Some children who saw the images on television became extremely anxious or sensitive to potential threats.

Lewisham SACRE has previously provided advice to its schools focussing on the RE curriculum, collective worship and the pastoral support of pupils. For example advice was prepared following the tragedies of 9/11 and 7/7 and the tsunami in 2004. Soon after the Woolwich attack, Denise worked with Shaun Burns, Primary RE Adviser for Southwark Diocese (also Vice Chair of Lewisham SACRE) on some generic advice that could be personalised by SACREs and schools / academies to support them following this new crisis. This was enhanced by inputs from many SACRE members from Lewisham, Greenwich and Lambeth. The involvement of all of these individuals and groups helped to ensure the advice could be strong and inclusive and that material is now on the [NASACRE website](#).

In North Yorkshire, the LA and partners have been working together to address increased extremist activity, particularly with regard to the use of social networking to promulgate offensive racist comments. An alert was sent to North Yorkshire secondary schools, and is a message relevant across the country. It reinforced key messages about safe and responsible use of social networking and emphasised the severity of posting, or passing on, offensive racist comments as

well as 'hate' messages against other groups or their members, including Islamophobic, homophobic and anti-Semitic comments, pointing out that such behaviour could be classed as criminal activity under the Malicious Communications Act.

Sadly the Woolwich events will be given prominence again in the autumn when the two men accused of this murder are brought to trial.



Denise Chaplin   Nasr Moussa Emam



## Membership matters

### **Are your SACRE's details correct?**

Thank you to all who have provided updated details for your SACRE. There may still be some inaccuracies as people have changed post. I would be grateful if you would click on this [link](#) and check your SACRE's data once more. It is very important to us that we are able to communicate with you effectively, but we can only do this if our records are up to date.

If there are amendments, please [email me](#) and I will update your record.



Sharon Artley

## Christian /Muslim Forum Conference on Religious Literacy and Spirituality

14 March 2013

*Chair of Buckinghamshire SACRE, Valerie McFarlane reports on this conference.*

Recently Michael Gove said, "I think RE has suffered as a result of my belief that the protection that it had in the curriculum (the fact that RE is compulsory) was sufficient, and I don't think that I've done enough" adding that he wanted to work with faith groups to improve RE teaching.

An opportunity to do more has arisen for him through a response sent on behalf of the Christian Muslim Forum written by Julian Bond, Director CMF, Maurice Irfan Coles, Muslim education specialist and Dr Julia Ipgrave, Christian education specialist.

This response was an outcome of the conference, entitled Religious Literacy and Spirituality, exploring these two concepts in detail. What an excellent model of interfaith collaboration.

The programme for the day was 5 interactive workshops and a key note address *Spirituality in the context of Religious Literacy* by Kate Christopher a passionate Head of RE. The venue, Westminster Abbey, was significant for me as it creates a sense of awe and wonder. Kate Christopher likened a belief in the power of religious literacy and the essential nature of its quality of connecting people with their history and culture to the determination of the stone masons who chipped away for decades, but never lived to see their cathedrals finished. Yet their labours have enabled countless generations of people to understand the power of human yearning for the divine.

Linking this theme was the workshop on *Pilgrimage Then and Now* in which children visiting Westminster Abbey are allowed a time of quiet reflection. This is such a key element that RE can offer children and its value and practice was described in the workshop on Christian meditation with children. Meditation is about simply learning to *be*, simply existing in God's presence rather than talking to him; for it was argued, God is simple. Practices in mindfulness are becoming increasingly popular with adults and it has been demonstrated that all pupils respond well to these valuable elements of stillness, listening and calm that I

believe are a unique component in RE.

A signature workshop for me was *The power of story – a journey through the Book of Job* prepared by the Dare2engage team's programme for 6th formers on *Rage Hope and Despair*. This programme harnesses technology most effectively using 22 pieces of art commissioned for the programme leading the students through the emotions depicted in this perplexing story of Job supported by an audio narrative including music to aid the exploration of 'why do we suffer?' This programme indicates what a powerful subject RE can become and the essential requirement for it to be delivered in a sensitive and skilful manner in the classroom by dedicated and qualified RE teachers.

Religious literacy is about connecting to emotions and making sense of art, literature, music which are so much a part of our multi-cultural, multi faith world. Bishop Cheetham summed it up well by saying that the conference themes were important not merely for us and for all our schools, but for all society. For him, the key question was 'How do we live well together?'



## The new NASACRE website

*Webmaster Sharon Artley describes some of the new developments on the website.*

We hope that you have begin to explore the new [website](#) and that you are finding it useful and easy to navigate. We are pleased to receive feedback and ideas for articles or new support materials. Please email [memsec@nasacre.org.uk](mailto:memsec@nasacre.org.uk)

Some areas of the website are now password protected. All SACREs which have paid their subscriptions for this new academic year will have received the username and password. The officers of your SACRE have the details.

### **Your next SACRE agenda**

New materials have been added to [this section](#) including:

- 3forRE Scheme – exciting opportunities for all teachers of RE
- SACRE Guidance: Following the violent incident in Woolwich on Wednesday 22nd May 2013
- School Governors: responsibilities for RE (also in Resources)

### **Resources**

There are also new materials in the [Resources section](#) including:

- *School Governors: responsibilities for RE.*

Written by Dr Barbara Wintersgill (author of *RE: the truth unmasked* – see

Bruce Gill's article above) these are two briefing papers one for primary the other for secondary for school governors and outline schools' responsibilities with regard to RE, give an overview of the problems identified by the report and suggest some actions governors might undertake to bring about improvement in their schools.

- *RE and Academies* This NASACRE leaflet offers ways in which SACREs can give support and guidance to Academies with RE and the use of the locally agreed syllabus. In addition, there are also links to two useful on academies produced by NATRE.

Both these areas of the website are worth browsing in full.

### **SACRE reports**

Thank you to those SACREs who have sent their annual reports. If you have sent yours, please check it is there. If you have yet to send your report, please see [this area](#).

## Inter Faith Week



# Inter Faith Week

*With only two months until Inter Faith Week (17 –23 November), here are some links which SACREs may find useful.*

**Website:**

<http://www.interfaithweek.org>

**Flyer:** A new flyer has been produced for 2013

<http://www.interfaithweek.org/resources/flyer-for-2013>

**Event registration:** You can register an event and have it on a national map

<http://www.interfaithweek.co.uk/events/submit-an-event>

**Twitter:** Follow the Inter Faith Week on Twitter

[@IFWeek](https://twitter.com/IFWeek)

**2012 event list:** Be inspired by the vast array of diverse events which happened last year.

<http://www.interfaithweek.co.uk/resources/reports>

## Resources

### ***Who Am I?* The religious identity of young people**

Suitable for: Ages 11–18

DVD, produced by Art Beyond Belief, £20 including postage and packing.

To buy: contact David Sparrow on 07412 974454 or by email: [david@art-beyond-belief.com](mailto:david@art-beyond-belief.com)

The *Who Am I?* set comprises two DVDs: *The Event* (1 hour 4 minutes) and *The Group Discussions* (1 hour 29 minutes) and are the result of a day's conference held at Slough Grammar School in September 2011 organised by Stella Neal, Head of Philosophy, Critical Thinking and Religious Studies. *The Event* focuses on a talk given by Dr Eleanor Nesbitt, Professor Emerita of Religions and Education, University of Warwick and discusses a number of pertinent issues to do with the religious identity of young people. The second DVD, *The Group Discussions* shows discussions on eight different themes including dress and identity, language and parents, religion and culture. The young people involved are very articulate and the quality of the filming is such that it can be used effectively in the classroom.

There are two guides to using the material, both of which can be found on the *Group Discussions* DVD. Careful watching of the material is highly recommended, so that a teacher or group leader can choose just the right clip to illustrate a particular point and facilitate discussion. The material is intended for use in schools, colleges, inter-faith groups and mono faith communities. Although

the DVDs, especially Dr Eleanor Nesbitt's talk, appear more immediately accessible to secondary school pupils, they could also be used – with judicious planning – within the primary context. As Hugh Boulter, Secretary to Oxford Diocesan Committee for Inter-Faith Concerns explains in his introduction, the value of this resource lies in its capacity to show young people of different faiths taking their religion seriously, thereby encouraging and developing all-important skills of empathy in those who watch it. It will beautifully complement and 'bring alive' any religious education work using the written media. Moreover, it provides an excellent 'model' of how inter-faith dialogue should be conducted, namely in a respectful and positive manner.

**This powerful and thought-provoking resource is very good value for money and is highly recommended for the RE classroom.**

Caroline BonTeacher of RE,  
Pangbourne College

---

### Seeds of Unity



The links between plants, religions and beliefs offer exciting possibilities for learning. To encourage botanic gardens to explore these links, Botanic Gardens Conservation International (BGCI) has created an on-line education pack with generous funding from Calouste Gulbenkian Foundation. This pack is for educators working in botanic gardens as well as for school teachers, particularly of RE, and the activities are aimed at children 7-11 years of age.



Religion and belief play a significant role in shaping our attitudes towards the environment. Christianity and Islam are noted for separating humans from their surrounding ecosystems with both believing that human beings have been given a responsibility by God/Allah on this earth and that they will be accountable to God for their actions and the trust placed in them. Hinduism, on the other hand, perceives God's presence all around and through nature while Humanism, which makes sense of the world using reason, experience and shared values, believes in the importance of conservation to ensure the best possible future for humanity.

This education pack was created through the expertise of several contributors who are involved in the work of SACREs. They hope it may be recommended for use by various SACREs around the country, not least in areas where there are also botanic gardens open for school visits. See <http://www.bgci.org/education/2542> for details of the activities. Click [here](#) to discover whether there is a botanic garden in your area!

Lesley Prior

## Holocaust Memorial Day 2014



*Many SACREs and SACRE members support schools and other organisations in commemorating Holocaust Memorial Day each year. Sharon Artley gives some information you may find useful for HMD 2014.*

Holocaust Memorial Day (HMD) is commemorated on 27 January every year, this being the date of the liberation of Auschwitz. (You may wish to be thinking even further ahead to 2015 which will be the 70th anniversary of this event). The theme for HMD 2014 is **Journeys** and how journeys themselves can become part of genocide.

### Resources

- [Holocaust Memorial Day Trust website](#)
- [Theme vision](#)
- [Resource overview page](#)
- [Education resources](#)

Films, podcasts, life stories, book and film reviews, posters and much more – not only for the Holocaust and Nazi persecution, but also subsequent genocides: Cambodia, Rwanda, Bosnia and Darfur.

There are support materials and a [campaign pack](#) as well as a series of [free workshops](#) to help organisers plan meaningful and inspiring activities for HMD. You can also keep up to date by signing up to the [HMDT newsletter](#).

On a personal note, for HMD 2014, I am delighted to be supporting HMDT in the **north east** of England.

If you are a SACRE in this region and would like to tell me about an event you are involved in or helping to organise, would like some support, or just a chat about your ideas or what you are doing, please email me: [North.East@hmd.org.uk](mailto:North.East@hmd.org.uk).

Feel free to give these details to others.

I shall be at the [workshop in Durham](#) on 15th October. I look forward to seeing you there.

Sharon Artley

### Work opportunity

Director of Culham St Gabriel's, Mark Chater says:

"I am looking for someone to do a scoping exercise on the relationships, actual and potential, between teaching and learning in RE, skills in RE, 16 + skill needs, workplace sector skills, apprenticeships and the opinions of employer organisations and political parties. The exercise will include desktop work only: looking at RE documents, national and a sample of local, and exploring websites in the FE world as well as the Institute of Directors, CBI, Chambers of Commerce, small business employers, TUC, and main parties. No telephone calls or interviews will be needed.

This is a short-term consultancy. The exact size, scope and remuneration are flexible and depend partly on availability. However, if successful it could lead to a larger CSTG project in collaboration with others. Any of your members who might be interested is very welcome to contact me about this. If I could ask you to reflect and share this with anyone who you think might be interested, this would greatly help."

If you are interested, please contact Mark: [Mark@cstg.org.uk](mailto:Mark@cstg.org.uk)

*Copyright © 2013 NASACRE, All rights reserved.*

You are receiving this email because you are a member of  
NASACRE.



**Our mailing address is:**

NASACRE

14-22 Elder Street

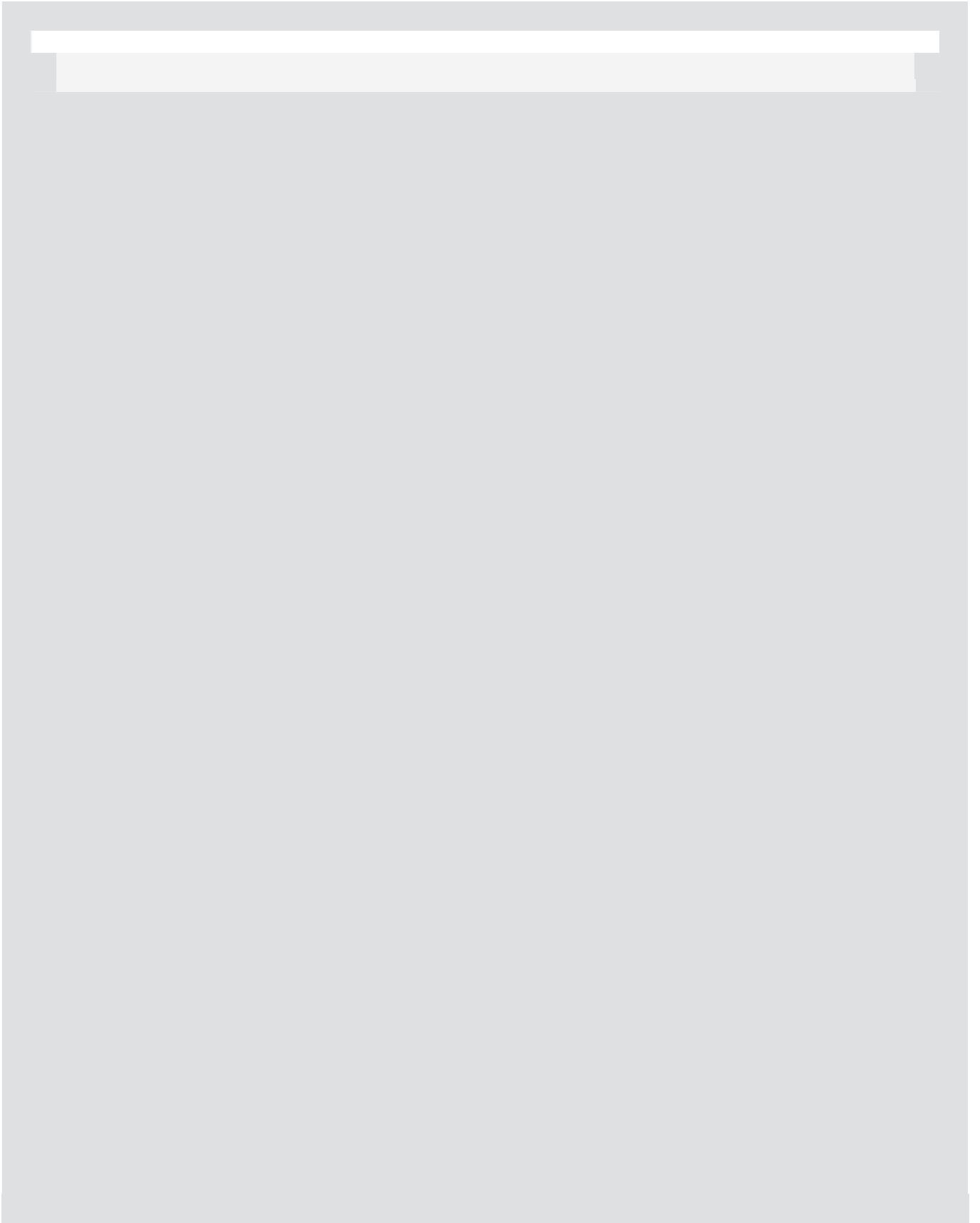
London, London E1 6BT

United Kingdom

[Add us to your address book](#)

[unsubscribe from this list](#) [update subscription preferences](#)

MailChimp



This page is intentionally left blank

**MEMBERS' ATTENDANCE RECORD 2013/14 - SACRE**

<b><u>COUNCILLOR</u></b>	<b>17/06/13</b>	<b>21/10/13</b>	<b>05/02/14</b>
M S Mann	P		
Brooker	P		
Chaudhry	P		
<b><u>PANEL</u></b>			
Jo Fageant	P		
Rev Allen	Ap		
Christine Isles	P		
Zubayr Abbas-Bowkan	Ab		
Moulana Saeed Ziaee	Ab		
Julie Siddiqi	P		
Sue Elbrow	P		
Naresh Saraswat	Ab		
Ashpreet Singh Nainu	P		
Hardip Singh Sohal	P		
Lynda Bussley	P		

P = Present for whole meeting  
 Ap = Apologies given  
 P\* = Present for part of meeting  
 Ab = Absent, no apologies given

This page is intentionally left blank