

To all Members of the

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION  
(SACRE)**

**AGENDA**

Notice is given that a Meeting of the above Committee  
is to be held as follows:

**VENUE** 007a and b - Civic Office  
**DATE:** Tuesday, 29th November, 2016  
**TIME:** 4.00 pm – 6.00 p.m

**Items for Discussion:**

- |   | <b>Lead</b> |
|---|-------------|
| 1. Apologies for absence.   | Rev TM      |
| 2. Declarations of Interest, if any.                              | Rev TM      |
| 3. Pre-meeting item (pages 1- 2).                                 | Rev TM      |
| <b>SACRE AGM report.</b>  |             |
| 4. Minutes of the meeting held on 25th May, 2016 (pages 3 -10).   | Rev TM      |
| <b>A. Reports where the public and press may not be excluded.</b> |             |
| 5. Annual Review of Membership and Attendance (pages 11-12).      | Rev TM      |
| <b>Including membership updates.</b>                              |             |

**Jo Miller**  
**Chief Executive**

Issued on: Friday, 18th November, 2016

Governance Officer  
for this meeting:

Amber Torrington  
01302 737462

- |     |  |              |
|-----|--|--------------|
| 6.  | New Arrangements for SACRE.  | RH/CF        |
| 7.  | SACRE Briefing 12 (pages 13 – 26).   | PC           |
|     | <b>Log-in details for Members.</b>   |              |
| 8.  | NATRE Primary Survey Findings (pages 27 – 40).   | PC           |
| 9.  | Information Exchange (pages 41 – 44).  | PC/<br>SACRE |
|     | <b>SACRE Autumn 2016 e-newsletter.<br/>Member updates.</b>   |              |
| 10. | Future Agenda Items.   | Rev TM       |
|     | <b>Draft SACRE Annual Report 2015-16 for approval.<br/>Review of the Local Agreed Syllabus.<br/>Presentation Humanism Website.</b> |              |
| 11. | Date and time of next meeting.   | Rev TM       |

### **Members of the Standing Advisory Council on Religious Education (SACRE)**

Chair – Reverend Tom McCready - Unitarian (Doncaster Interfaith)  
 Vice-Chair – Mr Bruce Gillham (Balby (Doncaster) Society of Friends)

#### **Local Authority Representatives**

Councillors Nuala Fennelly  
 Councillor James Hart  
 Councillor Sue Knowles  
 Councillor Majid Khan

#### **Christian and other religious denominations**

Mrs J Gessler, Jewish  
 Mr R Iball, Methodist  
 Mrs P Kaur, Sikh  
 Ms S Norburn, Humanist  
 Lucy Saxton, Roman Catholic  
 Mrs M Sivaanbu, Hindu  
 Ms J Stephenson, Baptist  
 Mr S Syed, Muslim  
 Mr B Teimoori, Baha’i  
 Vacant, Buddhist

#### **The Church of England**

Ms J Crowther  
 Mr M McGuigan  
 2 Vacancies

**Teachers' Associations**

P Cassidy, National Union of Teachers

J Coward, National Union of Teachers

T Griffiths, National Association of Headteachers Edge

A Nicholson, National Union of Teachers

Vacant, Association of Teachers and Lecturers

Vacant, Association of Teachers and Lecturers

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# Agenda Item 3

I attended the nasacre 2016 AGM in London on 17<sup>th</sup> of May and found it a very informative, encouraging and worthwhile event. There were 77 out of 154 sacre's represented. This is 50% of those eligible and it was hoped that turnout could be improved.

The keynote speakers were Baroness Elizabeth Butler-Sloss and Professor Adam Dinham

Baroness Butler-Sloss spoke on 'Community, Diversity and the Common Good', and I found her comments highly relevant (her full report 'Commission on Religion and Belief in British Public Life: Diversity and the Common Good') can be downloaded for free from [www.corab.org.uk](http://www.corab.org.uk) .

I was very impressed by the academic depth and detail of Professor Dinham's presentation, and I feel much better informed about the thinking behind government decisions and priorities regarding R.E., but it was Baroness Butler Sloss' presentation that made me think that this is something I could go away and work with.

She spoke of the importance of religious literacy, and of recognising how heritage and identity contribute to cultural and religious awareness and the necessity of understanding how much of religious and cultural sensibilities were given and not chosen; and how urgent it was that those involved in education were sensitive to this if they are to help young people to navigate the complications of a multicultural society and to connect in a healthy way with their peers from differing cultural backgrounds. I thought this was wonderful stuff but I must acknowledge that I have always been in complete agreement with these principles.

There was a good deal of discussion of recommendation 4: *"All pupils in state-funded schools should have a statutory entitlement to a curriculum about religion, philosophy and ethics that is relevant to today's society, and the broad framework of such a curriculum should be nationally agreed. The legal requirement for schools to hold acts of collective worship should be repealed, and replaced by a requirement to hold inclusive times for reflection."*

But it was felt that this needed more careful consideration, partly on the grounds that a recommendation could be made without a legal requirement being involved. It was also felt by many that schools could be given a choice between holding an act of worship or a period for inclusive reflection with the option of choosing to have both.

Some interesting and relevant points emerged from round table discussions I participated in, which I think are questions that we could consider.

1) At the primary school level pupils do not only learn about different beliefs, cultures and traditions from their parents and their teachers: they learn from each other. Is there an effective way to acknowledge and encourage this? 2) At the secondary, F.E. and H.E. level, R.E. and Religious Studies are not just about differing beliefs and practices but about using the world's religions and wisdom traditions to frame serious ethical and philosophical questions. and 3) there is still considerable resistance among some members of some faith groups to more engagement with other faith groups, even though all the main leaders of the faith groups encourage engagement on terms of friendship and respect. How do we address this? Is it part of our job to address this?

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# Public Document Pack Agenda Item 4

## DONCASTER METROPOLITAN BOROUGH COUNCIL

### STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

WEDNESDAY, 25TH MAY, 2016

A MEETING of the STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) was held at the 008 - CIVIC OFFICE, DONCASTER on WEDNESDAY, 25TH MAY, 2016 at 4.30 PM

#### PRESENT:

Councillors Nuala Fennelly, Sue Knowles, James Hart and Majid Khan

Mrs J Gessler, Mr R Iball, Mrs P Kaur, Rev T McCready (Chair), Ms J Stephenson, Mr S Syed, Mr B Teimoori, Mary Sivaanbu, Mrs J Crowther, Mr M McGuigan, Mrs P Cassidy, Ms N Nicolson, Mr T Griffiths.

#### Also in attendance:

Jo Moxon, Assistant Director Learning and Achievement

John Duhig, Clerk to SACRE

Akeela Mohammed, Faith and Culture Sub-Group (Pre-meeting)

Rosie Faulkner, Doncaster Safeguarding Children Board (Pre-meeting)

#### 1 APPOINTMENT OF CHAIR

Following the resignation of Councillor Kevin Rodgers, Reverend Tom McCready was nominated to be Chair and Bruce Gillham as Vice-Chair of SACRE.

AGREED that Reverend Tom McCready be appointed as Chair and Bruce Gillham as Vice-Chair of SACRE.

The Chair and Members thanked Councillor Kevin Rodgers for his work in managing the Group.

#### 2 DECLARATIONS OF INTEREST, IF ANY

No declarations were made at the meeting.

#### 3 PRE-MEETING ITEM

The Group received a presentation from Akeela Mohammed and Rosie Faulkner who were representatives from the Faith and Culture Sub-Group borne from the Children's Safeguarding Board. It was stated that the Sub-Group was devised to support faith groups and promote good standards for the safeguarding of children and to provide support in producing policies. It was highlighted that a

toolkit had been produced to provide a mechanism for training and in 2015 engagement was made with the wider community. The group would continue to liaise with the community and an Action Plan would be produced. It was noted that although this was a small focus group, a good representation from each faith group were members.

With regard to training, it was advised that training at present was provided by the Doncaster Safeguarding Board but that training pool may need to be increased in future. Whilst people had been invited to attend training sessions, representatives had also provided training within the community.

It was noted that there had been an increase in the numbers of black majority churches and Akeela advised members that she would be meeting with Pastor Florence this Friday. She stated that if anyone was aware of any group that would wish to be involved they should contact her following the meeting.

The Chair and Members thanked Akeela and Rosie for their presentation and attendance at the meeting.

#### 4 MINUTES OF THE MEETING HELD ON 26TH NOVEMBER, 2015

The minutes of the meeting held on 26th November, 2015 were agreed as a true record.

#### 5 MATTERS ARISING

##### **Minute No 10 Analysis OfSTED Reports 2014-2015**

Pat Cassidy reported to Members that page 25 of the agenda pack detailed a letter which had been forwarded to Balby Academy highlighting that SACRE were committed to being supportive and were happy to provide any advice or assistance needed. Pat stated that although no response had been received at present, she would advise Members if the school were to be in touch.

##### **Minute No. 5 Membership and Attendance**

It was suggested that there was still an unbalance with the representative from the Christian faith on Committee A of SACRE. It was noted that Membership and Attendance was detailed at agenda item 7 of today's meeting and an update would be provided at that stage.

#### 6 MEMBERSHIP AND ATTENDANCE

John Duhig presented members with an update on the Membership and attendance of SACRE. He pointed out that at the request of SACRE the recruitment of Committee Members from Teachers' Unions had been reduced. Committee C now had 2 representatives from Teachers Unions, Alice Nicolson and Mr T Griffiths.

John stated that further recruitments had also been made with regard to Committee's A and D as follows:-

**Committee A**

Mary Sivaanbu – Hindu  
Lucy Saxton – Roman Catholic

**Committee D**

Councillor Majid Khan

It was noted that there were still 2 vacancies available on SACRE for the Church of England faith. Mrs J Crowther who represents Church of England stated that Hugh Thomas from the Diocese had been approached regarding further representatives and she was awaiting a response.

AGREED that the update be noted.

7 **SACRE BRIEFING 11**

Members had received a copy of the SACRE Briefing paper and were asked to make comments. Pat Cassidy made comments to a few items highlighted within the report which were as follows:-

The implication for SACRE's detailed at page 9 of the report presented some views and ideas on the future of SACRE's. She stated that a review of an agreed syllabus must take place every 5 years which is the current legislative position. It was advised that until notified otherwise, the current law remains in place that Local Authorities have to appoint and maintain a SACRE as set out in statute and statutory instruments.

In relation to the DfE audit of SACRE annual reports, it was advised since 2011 there had been no analysis of SACRE annual reports following the abolition of the Qualifications and Curriculum Development Agency. It was now suggested that the DfE would produce an analysis of the reports and a new template would be produced. It was highlighted that although the report template would be changing, NASACRE had recommended the use of the report template currently shown on their website.

In relation to Academies and their co-operation in Religious Education, it was asked how SACRE would tackle this in the future. Jo Moxon, Assistant Director Learning and Achievement stated that the Governing Body need to be reminded of their duty to share information and co-operate with the Local Authority by being an advocate for high quality education. It was suggested that the Governing Bodies for Academies be forwarded the report requesting them to read and respond to it. It was noted that if a response wasn't received then this would be reported to the Regional Schools Commissioner.

AGREED that:-

- (1) the report be noted; and

- (2) a letter be sent to all Academies seeking a response to the report. The data/information Team at the Council be asked to analyse the responses with a view to sharing with all schools to identify useful information and identify training requirements.

## 8 GOVERNING BODY AGENDA ITEM - SUMMER TERM 2016

The Group considered the report which raised concerns on the analysis of the Ofsted reports which revealed that three of the secondary Academies in Doncaster had entered no students for examination in Religious Studies at KS4 and 5 and other academies entered less than 40 students.

It was stated that Governing Bodies would be required to nominate a Governor with responsibility for RE which would ensure that the statutory/contractual arrangements for RE were in place.

A query was made in relation to what the process would be following academies sending their syllabus into the authority. It was stated that an analysis would be carried out which would highlight any gaps. It had been made clear to academies that SACRE were there to support and provide advice to them and once the information was gathered further discussion would take place with SACRE members.

It was pointed out that all academies differed, whilst some had expanded their curriculum to provide further provision of Religious Education due to popular demand, others were unsure of the subject knowledge and there was a fear of not knowing which needed to be broken down. It was also noted that it would also depend on the teaching staff of the school and whether they were enthusiastic towards Religious Education.

### AGREED that:-

- (1) the Group note the report;
- (2) a letter be forwarded to all Academies requesting a response to the Governors Legal Responsibility for Religious Education paper;
- (3) the Data/Information team at the Council be requested to analyse the responses; and
- (4) the data would be forwarded with all schools to identify useful information that can shared and outline any training requirements.

## 9 CONFERENCES ATTENDED

Revered Tom McCready shared his thoughts and comments with the Group

regarding his attendance at NASACRE conference and AGM in London on the 17th May. On reflection, the conference was encouraging and he had been impressed with the attendees. He also expressed that he felt that not enough attention had been given to multicultural element of religious education and whilst students/pupils were learning from their teachers they were also learning from each other. He pointed out that it was important to promote multicultural understanding and suggested that a letter be forwarded by SACRE seeking the inclusion of this matter on the agenda at the next NASACRE meeting.

Reverend Tom McCready stated that with regard to the AGM that he attend he would produce a report and forward to the Group prior to the next meeting.

Pat Cassidy shared with the Group the outcome from the Inspiring RE Conference attended by Bruce Gillham on the 4th March in Rotherham. A record of the conference had been forwarded to members of the Group and further copies were made available.

The following points were highlighted within the paper:-

- Imaginative RE;
- Encouraging deeper thinking about 'Values' and
- Assessing RE after 'Levels' and Assessing where the subject is heading.

With regard to assessing where the subject was heading, it was noted that there was a strong feeling that this was rather confusing and to some extent the invention of an interim model seemed to demonstrate the lack of comprehensibility of the new approach adopted nationally and perhaps the weakness of current centralised thinking.

It was noted that although the Religious network was outside of the Local Authorities influence on Academies, steps had been made into looking at how Religious Education can be accessed and looking at extending down into primary schools.

AGREED that:-

- (1) the Group noted the attendance at the conferences;
- (2) a letter promoting multicultural understanding be forwarded to NASACRE for inclusion on their next agenda; and
- (3) a report on the NASACRE Conference & AGM on the 17<sup>th</sup> May be produced and forwarded to Members prior to the next meeting.

## 10 EXCLUSION OF PUBLIC AND PRESS

AGREED that the public and press be excluded from the remaining proceedings of the meeting as the reports contained exempt and confidential information.

11 PRESENTATION: 2015 RELIGIOUS STUDIES EXAMINATION RESULTS

John Duhig presented the report to the Group which outlined the national picture from the Religious Education Council. Detailed discussion took place with regard to the up-take of Full courses and short courses. Concerns were raised with regard to removal of short courses from the Department for Education (DfE) performance tables which were having a serious and negative impact on the total number of pupils taking religious studies.

The key outcomes for Religious Education in England and Wales at KS4 in 2015 were also highlighted within the document which showed that Doncaster mirrored the national picture highlighting a decline in the uptake of religious studies. John highlighted a healthy improvement in relation to AS/A level figures which were hugging the national level and this was seen as a positive increase which showed the growing status of religious studies as a subject for Higher Education entry.

In relation to short course for 2016/17, it was reported that as yet DfE hadn't decided on what procedure would be followed. John stated that he had been invited to attend a meeting to discuss the way forward on the 7th June and would feedback any information to the Group in due course.

AGREED that the update be noted

12 DRAFT SACRE ANNUAL REPORT 2014-15

The Group were presented with the Draft Annual Report for SACRE and were asked to highlight any amendments they may have.

AGREED that:-

(1) Page 39, 4<sup>th</sup> paragraph to read as follows:-

Overall, compared with 2012, 85,000 more pupils in England will complete key stage 4 without having gained a qualification in Religious Studies; and

(2) Page 44, Membership 2nd paragraph, the number of vacancies on Committee A be shown

13 INFORMATION EXCHANGE

Pat Cassidy reported to the Group that she had been informed by Sandra Norburn that a new humanist website had been developed and it was the intention for Sandra to provide a presentation on the features of the website at the next meeting.

Members were advised of the exemplary attendance by Doncaster teachers at

the recent Inspiring RE Conference for Teachers. It was suggested that the good attendance was the result of the efficient networking of Doncaster teachers.

It was noted that EMTAS were tasked with producing an advice sheet on Ramadan and a copy would be forwarded to SACRE members in due course.

Reverend Tom McCready provided the Group with a brief update on his work schedule with Doncaster Interfaith. He stated that he would be relieving his responsibility for publishing and promoting events as a piece of work which had come to light would be taking up a considerable amount of his time but highlighted that he would still be heavily involved with the up and coming event for Ramadan. He explained that following the end of Ramadan he would be inviting people for a meal at his home and the invites would be forwarded shortly.

A suggestion was made to invite teachers to the SACRE meetings. It was reported that this was the case some time ago and teachers would attend SACRE meetings as observers. It was agreed that this Teacher/Pupils attendance at SACRE meetings be placed on the agenda for the next meeting.

In relation to the discussion on training of teachers, it was noted that 90% of schools had membership with the Partnership in Learning. It was agreed that SACRE receive a presentation from Partnerships in Learning at a future meeting.

#### 14 DATE AND TIME OF NEXT MEETING

AGREED that the next meeting of the Standing Advisory Council on Religious Education be held on Tuesday 29th November, 2016 in Room 008 at the Civic Office at 4.00 p.m.

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## Attendance at SACRE meetings Autumn 2015 - Summer 2016

Name	Faith Group/Association	26-Nov-15	* see note 23-Feb-16	25-May-16
<b>Committee A Members (Christian &amp; other religious denominations)</b>				
<b>Vacant</b>	Buddhist			
Gessler J	Jewish	Yes		Yes
Sivaanbu M	Hindu			Yes
Norburn S	Humanist	Yes		Apologies
Saxton L	Roman Catholic			Apologies
Iball R	Methodist	Yes		Yes
Stephenson J	Baptist	Yes		Yes
Syed S	Muslim	Yes		Yes
Teimoori B	Baha'i	Yes		Yes
Gillham B	Balby (Doncaster) Society of Friends	Yes		Apologies
McCready T Rev	Doncaster Interfaith	Yes		Yes
Pahani Kaur	Sikh			Yes
<b>Committee B (The Church of England)</b>				
Scovell K		Apologies		
McGuigan M		Yes		Yes

### Attendance at SACRE meetings Autumn 2015 - Summer 2016

Name	Faith Group/Association	26-Nov-15	* see note 23-Feb-16	25-May-16
<b>Committee C (Teachers' Associations)</b>				
Nicholson A	National Union of Teachers			Yes
Cassidy P	National Union of Teachers	Yes		Yes
Coward J	National Union of Teachers			
Walker N	Association of Teachers and Lecturers	Apologies		
Griffiths T	National Association of Headteachers Edge			
Williams M	Association of Teachers and Lecturers	Apologies		
<b>Committee D (Local Authority Representatives)</b>				
<b>Current members</b>				
Councillor Fennelly N		Yes		Yes
Councillor Hart J		Apologies		Yes
Councillor Knowles S		Apologies		Yes
Councillor Rodgers K		Yes		Resigned
Councillor Khan M (replaced Councillor Rodgers 13 May 2016)				Yes
<b>In attendance at the meeting</b>				
Jo Moxon - Assistant Director Learning and Achievement				Yes
John Duhig - Clerk to SACRE				Yes
Akeela Mohammed - Faith and Culture Sub-Group (Pre-Meeting)				Yes
Rosie Faulkner - Doncaster Safeguarding Children Board (Pre-Meeting)				

Meeting on 23 February cancelled due to illness of some members

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National Association of  
 Standing Advisory Councils  
 on Religious Education

## SACRE BRIEFING

Issue: 12

*This issue includes:*

- **New Chair's Welcome**
- **Celebrating SACREs and Contacting NASACRE**
- **Important Constitutional Issues**
- **Conference Follow Up**
- **Westhill / NASACRE Awards 2016-17**
- **Short Course Results and where to find them**
- **Accord Coalition SACREs Award**
- **REC launches independent Commission on RE**
- **Response to Brexit**
- **APPG Report on Religious Literacy - a reflection**
- **Tell Mama Annual Report 2015**
- **Remembering John Hull**
- **Housekeeping**

## New Chair's Welcome

These last few months have been quite momentous, both for our country and (to a possibly lesser extent) our organisation, with both involving a rather sudden change at the top!

We held a hugely successful AGM and Annual Conference (see below) in London in May. Shortly after this David Hampshire, our Chair was delighted to take up a position with the Inter Faith Network and had to resign as the Chair of NASACRE. This meant that I, having served as Vice-Chair since May 2015, took over the chairmanship earlier than expected, with immediate effect. David remains on the executive as a co-opted member.

At the same time we had been planning to make changes to the way we work as an executive, so that we can continue to work efficiently over the next number of years. Sharon Artley, who has been a wonderful support to the NASACRE Executive for many years, ostensibly as Membership Secretary, but in reality doing far more than that - including running our invoicing, website and NASACRE briefing, to name just three - has decided to retire from NASACRE. We have therefore decided to employ an Administrator to try to cover some of Sharon's huge workload, so a big welcome to Marie Cooper who is sending this Briefing to you. Denise Chaplin, who many in the RE community will know well, has taken over as Editor of *SACRE Briefing* from this edition onwards – so a big welcome to her too!

A really big thank you and farewell to Sharon, who happily for us has said she will be at email length to answer all our internal questions in the immediate future to ensure you continue to get the support you need.

## Celebrating SACREs and Contacting NASACRE

We are well aware that sometimes it is said that SACREs can be ineffective. We don't believe that and would like to counter the allegation, by celebrating the work of our member SACREs. We have started to do this through our Twitter account @NASACRE so please let us know about any work your SACRE is doing, from reviewing and launching a syllabus, organizing a conference, or even just holding a meeting in an interesting place! Either tweet us a message, or email me, the **Chair**.

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Another consequence of our changes for you as NASACRE members, is that the old 'memsec' email address has ceased to exist. So from now on, for finance and invoicing queries, payments and purchase order numbers, please contact **Michael Metcalf, Treasurer**.

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## Important Constitutional Issues

The AGM left us with one major unresolved issue: we currently have a **constitution** which is no longer fit for purpose and appears to not correspond to the way that NASACRE has worked for many years.

Over the last year the executive has worked to produce a **new proposed constitution** which will enable us to continue serving our members, supporting, strengthening and promoting the work done by local SACREs and representing the interests of members at a national level, for many years to come. However, due to the outmoded constitution we are currently working with, it was impossible at the AGM to agree this change. It was therefore suggested that we conduct a vote electronically to ascertain that our member SACREs agree to the new constitution.

**We are asking you to take the new constitution to your Autumn term SACRE meeting and to vote to either agree to the new constitution or not.**

**After your vote, an authorised person should record your SACRE's vote on this form.** A reminder about this process will be sent to SACREs in December, and any SACRE not informing of us of their decision by Feb 28th 2017 will be assumed to be in agreement with the new constitution.

Paul Smalley, Chair

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## Conference Follow Up

**All materials from this year's Conference can be found on the Conference 2016 materials page.**

There was a real buzz around this year's very well attended 'Shaping the Future' conference. Since we met at the previous year's AGM, three significant reports with recommendations that impact on RE had been published. We were

Subscribe AGM. Share Past Issues fortunate enough to have a co-author of each of these reports contributing at the Tr

Lady Butler-Schloss was our morning keynote speaker and Professor Adam Dinham's presentation led us into the afternoon conference. The Rt Hon Charles Clarke, last year's keynote speaker and our new Patron, was able to join us and participated in the afternoon Panel. All three provoked lively floor discussions.

The afternoon seminar that engaged with recommendations from the reports, generated some high quality responses that the NASACRE Executive is carefully reviewing. A summary of these will be available on the website in due course. In the meantime, SACREs might like to use the discussion support sheets used on the day (see link above) in their own SACRE meetings.

The themes of three previous AGMs: Challenging SACREs (2013), Rising to the Challenge (2014) and Meeting the Challenge (2015) all explored the practical and creative ways many SACREs are dealing with the issues facing us. Resources from these AGMs are still available on the **website**, and we carried forward this crucial theme in a new way via a Sharing Wall. During the day, delegates posted their most successful ideas on the wall which address the challenges that SACREs identified at the 2015 AGM:

- Engaging with Schools: having an impact, making a difference to them
- SACRE Membership Issues: Group A representation, Teachers and Councillors
- LA Support and funding for SACREs
- Agreed Syllabus Reviews
- Dealing with Academies and Academisation

This networking and discussion opportunity was very well received and generated over 30 examples of good practice, available on the website

Completed evaluation forms give us a picture of delegate experience. Delegates were asked to grade 12 aspects of the day from venue and food through to outcomes for their own SACREs. An overwhelming majority was very appreciative of the venue, food and speakers as well as the afternoon seminar and panel. A few requested a shorter AGM and the Executive are considering other ways of conducting NASACRE business as well as discussing other suggestions to inform planning next year's event.

Once again we are very grateful for the level of thoughtful feedback and positive comments provided by our delegates. This encourages us to keep doing the things that are useful year on year, as well as respond to the evolving needs of our members.

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Sushma Sahajpal

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## Westhill / NASACRE Awards 2016-17

At NASACRE's Annual Conference on May 17th, the Awards Panel was able to announce that it had agreed to give Awards to three of the applications received, with a fourth application still under consideration. It was further announced that the deadline for applications would be extended to the end of July. In the event, only one additional application was received. The Panel has now agreed to give an Award to this application, and also to the SACRE that had still been under consideration at the time of the AGM.

The full list of Awards for 2016-17 is therefore as follows:

£2,900 **Bedford Borough** SACRE

£3,800 **Berkshire Hub** (the six SACREs in the county of Berkshire)

£4,000 **Liverpool** SACRE

£4,000 **Newham** SACRE

£4,000 **North Yorkshire** SACRE

NASACRE congratulates these SACREs on gaining an Award, and looks forward to acknowledging and celebrating their projects as they successfully progress and flourish.

Michael Metcalf

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## Short Course Results and where to find them

*Useful information for SACREs when preparing the Annual Report*

There has been confusion for SACREs throughout the nation about access to the GCSE Short Course results as some local authorities provide them and some appear to have no access to them.

Firstly, they are available and the national picture can be found on the **Joint Council for Qualifications website**. This allows SACREs to be able to make comparisons of the local data with national data.

Secondly, they are available at a school/academy level and local authority level to all local authorities. It appears to be a matter of knowing that they can request and

process this data. Hence, there is no excuse for denying this data to SACREs but SACREs need to be proactive in requesting the data – which will be considered 'clean data' (with all the re-marks accounted for) in November of each year – although provisional data is available from the end of August.

David Hampshire

## Exciting news !! SACREs Award

The Accord Coalition helps to administer an annual award for those schools in England and Wales that work hardest at promoting inclusivity and the growth of mutual understanding, especially on the grounds of religion and ethnicity. Many SACREs will be familiar with their work as they have circulated information about the award to their schools annually encouraging them to celebrate and be acknowledged for their good work.

This year, just as a one off, the 2017 Inclusivity Award **will** be accepting and only accepting nominations from SACREs. Nominations will be accepted during the autumn of 2016. By doing this the Accord Coalition wishes to raise awareness about the innovative approaches that some SACREs are pursuing to boost the growth of mutual understanding in their areas. *"The 2017 Award seeks to reward those SACREs in England and Wales that, despite current demands and pressures, have worked hardest and gone that extra step to help boost the growth of inclusion, cohesion and mutual understanding between those of different religions and beliefs."*

**The deadline for entries is Monday December 12th and prizes will be announced in the New Year.**

Download the **application form**. [Click here](#) for full details of the award.

## The REC launches independent Commission on RE

An independent Commission has been established by the Religious Education Council (REC) to make wide-ranging recommendations in relation to Religious Education (RE) in schools.

The Commission has been asked by the REC to review the legal, education and policy frameworks for RE in all primary schools, secondary schools and further

education colleges in England. The establishment of the Commission comes at a critical time for RE, and its work may well be influential.

In addition, the government's wider educational reforms will almost certainly have a significant impact on RE. The intention for all schools to become academies for example, means that there will be severe implications for Standing Advisory Councils on Religious Education (SACREs). The Commission on Religious Education will review this challenge along with the broader education and policy issues that affect RE. More information about the Commission, including its membership, can be found on the [REC website](#).

NASACRE is of course an important member body of the REC and our representatives on the REC would very much value the comments, opinions and views of member SACREs on the work of the Commission. NASACRE would therefore encourage member SACREs to consider including a discussion about the Commission on agendas for future meetings and to send any recommendations, suggestions, etc., to our Chair.

Lesley Prior

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## Response to Brexit

In my role of NASACRE Chair, I was able to attend a Colloquium held at Liverpool Hope University in the aftermath of the referendum vote on leaving the EU. At the Colloquium there was much discussion of the contribution that RE (along with PSHE and Citizenship) might make to a post-Brexit society (with political events unfolding around us as we talked, and Theresa May being declared PM during the meeting!).

On our behalf I signed an **open letter** to the new Education Secretary, Justine Greening.

I commend your SACREs to note its content and, as always, send your feedback to us at NASACRE.

Paul Smalley, Chair

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## APPG Report on Religious Literacy - a reflection

The All Party Parliamentary Group on Religious Education (APPG/RE), under its new Chair Fiona Bruce, MP, took many people by surprise when it branched out into an enquiry on Religious Literacy, having already dispensed with its previous partners from the Religious Education Council (REC) as facilitators for the APPG, in favour of House of Commons support.

The APPG/RE set up a consultation process, with evidence being heard from a number of invited individuals and organisations, and with a general invitation to all interested people and groups to submit material.

Given the complexity of the field of enquiry, it is remarkable that the APPG/RE has now produced a **report** of its findings "Improving Religious Literacy" in such a relatively short space of time. It is even more remarkable that, in spite of signs of hasty production (two clashing numbering systems, some typos), the report stands up well, with a wide range of pertinent recommendations. It contains an impressive list of references (enough for several PhD theses!), and it is a compelling and substantial contribution to public debate, not just about RE, but about the healthy development of society as a whole.

The report is eminently quotable at many points. It is a vigorous and stimulating document. However, its working definition of "Religious Literacy", comprising four elements, is less quotable and will call for the reader's powers of concentration and acuity. The cumbersome and laboured formula may point to a sense that the concept of Religious Literacy is not entirely self-explanatory, and perhaps also to an awareness that discussion of Religious Literacy has not been without controversy.

Much more positively, many of us will heartily echo the report's summary of the predicament facing RE today: (Para 6.6)

Many of the difficulties identified in the teaching of RE were long-term and structural. The situation is now urgent. Respondents argued that RE in many schools has been marginalised ....Some schools are not fulfilling their statutory requirement ....too often RE lessons are being taught by teachers who are not specialists in the subject and who do not have access to (adequate) continuing professional development. ...other factors have also had an adverse effect on the quality of the subject, including the exclusion of RE from the English Baccalaureate and a decline in resources for SACREs. This report is not the first to note such findings.

Equally trenchant, and strongly affirming, are the words of the APPG/RE Chair in her foreword:

"We are....entering a defining period for our country, our national life and our national identity. The shape of *our religious landscape is changing, as is the place of religion in the public sphere, our private lives and our local communities..... It is*

*more important than ever that we all have the knowledge and skills required to engage effectively with religion."*

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*"...the provision of high quality school-based RE, and good teaching and learning about religion beyond the school years in the whole of life context, cannot be allowed to fall off the agenda of the government or Parliament. I will continue....to highlight to government the importance of providing excellent RE for every child...."*

Of the report's twenty four recommendations, the first ten relate to RE. Many of these ten are concerned with ensuring that RE is taught to a consistent standard of excellence by a plentiful army of specialist or properly prepared teachers who have good access to continuing professional development (CPD), to which we all loudly say "Amen". In addition, the report calls for training in Religious Literacy to be incorporated into all Secondary Initial Teacher Training and to be available more widely in CPD programmes for all teachers. It also encourages the Minister to re-examine the exclusion of RE from the EBacc, and "for all relevant parties to participate in the ongoing discussions about the legal framework for RE in schools and other major issues."

The remaining recommendations underline the argument that while RE is an essential resource for promoting Religious Literacy, the responsibility for improving Religious Literacy within society as a whole cannot be left entirely at the RE door, or even in schools themselves. Rather, this responsibility rests on all of us, with the Government needing to take the lead. So within the report there are recommendations for various government departments and civil servants, for the media (e.g. that the new BBC Charter should include a commitment to promote Religious Literacy), for expert editorial scrutiny of policy documents, for encouraging public engagement in inter-communal dialogue, projects and outreach, for channeling funding into community initiatives delivering Religious Literacy, and so on.

The title page of the report makes it clear that the report has no official status; it is simply "A Contribution to the Debate". Nevertheless, it has been produced and issued by a group of people who do have influence, and who have access to key government ministers and departments. We must hope that the report will add significantly to the case being constantly put to the government that good quality RE in schools, while crucially important for our personal and societal wellbeing, is unsustainable in the present circumstances: something must be done, soon.

Michael Metcalf

## Tell MAMA Annual Report 2015

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The **Tell MAMA Annual Report** was launched in Parliament on 29th June this year. It highlights hate crime against Muslims in the UK. The report, entitled: *The Geography of Anti-Muslim Hatred*, looked at where Muslims reported hate crime against them. A number of interesting things were revealed:

- The majority of hate crimes were directed at women who were visibly Muslim
- The majority were perpetrated by white males
- The majority occurred on or near an A Road or transport hub

There was no correlation between places that Muslims were attacked and places of high unemployment or social deprivation.

11% of attacks were in places of education. In relation to this one of the comments in the report is: It is important that headteachers, teachers, and safeguarding leads in schools are trained to deal with Islamophobia and anti-Muslim hate (page 29).

The report also noted:

Given that schools are an important place for educating and socialising young people in multicultural settings, the fact that there are more incidents in educational institutions than took place against Muslim institutions is troubling. (page 39).

SACREs may wish to look at this **report in full** and ask the local authority what it is doing in light of the report. It may also want to ask how the local authority is working with transport providers to ensure that pupils who are identified as Muslims are being kept safe from bullying, intimidation and hate crime. What is clear is that girls and young women are much more vulnerable than their male counterparts so the question arises: what is the local authority and schools within the authority's area doing to ensure that these pupils are kept safe.

Of course there is a further question worth asking: if so much time is being given in many schools to the teaching of Islam in RE, why isn't this having a more positive impact on the lives of Muslims in Britain? If RE teachers are proud of their contribution to promoting shared values and community cohesion why is the percentage of hate crime against Muslims so high in schools?

David Hampshire

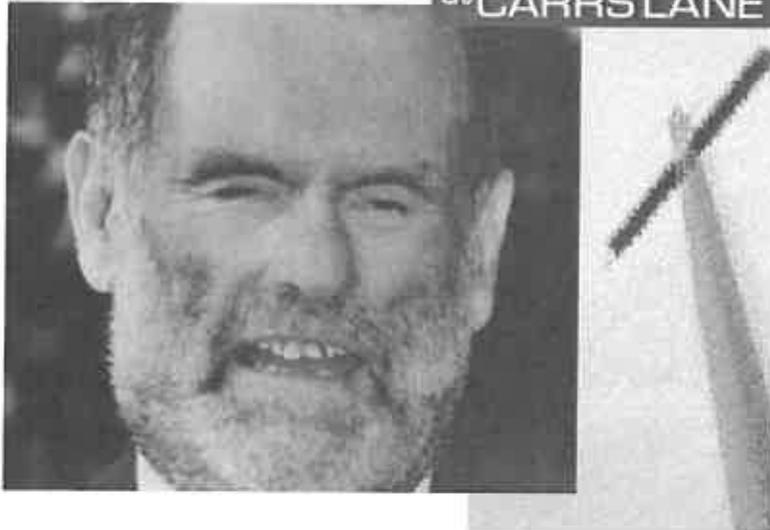
## Subject: Remembering John Hull

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# Remembering John Hull at



**friend,  
colleague,  
teacher...  
inspiration**



*A fond obituary of John Hull was published in the SACRE Briefing a year ago. Julie Grove, who shared her memories then, fills us in on the celebration of his work in July.*

The name of John Hull is familiar to anyone who has been involved with religious education in the last 30 years. As the tributes from all around the world showed at the time, his death last year was mourned by many people, including many in the field of RE. After his funeral last summer, it seemed fitting to find an occasion to acknowledge his personal contributions to the lives of so many individuals, institutions and causes, a commitment that was fulfilled on Wednesday 20th July, almost exactly the anniversary of his death, at The Church at Carrs Lane in Birmingham.

The church was full. It was fitting that the celebration was held in the place where he had been a member for almost 50 years, treasuring his non-conformist roots, although he had worshipped latterly in the local parish church with his family. He was always a dissenter at heart! The event was organised in partnership with The Queen's Foundation for Ecumenical Theological Education, where John spent the last 10 years of his life, changing his professional focus from RE to ministerial training; it was where so much of his passion for peace and justice could be expressed.

The date for the event was chosen to coincide with the launch of the film *Notes on Blindness*, based entirely on John's audio diaries from the mid-1980s; this account,

published in his book *Touching the Rock*, chronicles his experiences of sight loss and his journey into complete blindness. The film's showing followed a reflective act of worship drawing together threads in the tapestry of John's legacy, the two parts of the evening linked with an interval of lively chatter, accompanied by jazz. Live music from the band welcomed everyone as they gathered.

Brief snapshots from a wide variety of speakers illuminated John's legacy as activist inspiration; friend across faiths; theological teacher; academic mentor; religious educator; inspiration on blindness; teaching mentor; colleague and friend; author and a Carrs Laner. The reflections were interspersed with the haunting sound of a solo flute. The short address, given by Canon David Hewlett, Principal of Queen's, was based on John's book, *The Tactile Heart*.

In the film, which uses John's original audio recordings, actors lip-sync the voices as the story unfolds. It was both inspirational and heart breaking as we in the audience heard the inimitable voice we knew so well and realised again what was lost to us. Then gradually we all became absorbed into the emotion and pain of the experience being described, as John wrestled with himself and his faith, coming to terms with his blindness as a fact that forced itself to be acknowledged and then finally as a gift to be embraced. The film, which was movingly introduced for us by John's widow, Marilyn and the film-makers themselves, has received much acclaim from the critics. Premiered at the 2016 Sundance Film Festival, it had already won the Special Jury Prize at the 59th San Francisco Film Festival and then the Wellcome Trust Innovation and Storytelling Award at Sheffield Doc/Fest. It is certainly worth seeing, whether you knew this remarkable man personally or not.

John gave so much to others in life, in his teaching, in his leadership, in his creativity, in his wisdom, in his sense of humour and fun, in his living the Gospel and in his love for everyone; it was truly a privilege and a joy to be able to create this opportunity to recognise the gift from this lovely man to us all...but also to build on his legacy to the world.

Julie Grove  
Former Secretary of NASACRE

*The DVD of the film 'Notes on Blindness' will be released in October and is available for pre-order from Amazon*

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## Housekeeping

The updated **log-in details** that gives your SACRE access to the password protected sections of the NASACRE site, were sent out to clerks of member SACREs on 1st September.

You can now check if your **membership status** has been updated by checking in the **SACRE Directory**. There is a small 'NASACRE flower' next to a SACRE name in the SACRE Directory if the new subscription has been received. So please check your SACRE's membership status for 2016-17 and if necessary arrange or chase up payment of the membership fee.

We would be grateful if you would check that we have your correct **SACRE personnel details**. Please notify the NASACRE Administrator, **Marie Cooper** of the full details of required changes.

**Annual SACRE reports** should also be sent to Marie Cooper. (Please check required format on the **SACRE reports** page).

You can find this also find information about who to contact on our **Contacts page**.

Denise Chaplin

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## Items for your Autumn SACRE Meeting

- Note new contact details for NASACRE and feed forward any 'good news'.
- Ensure your SACRE members have the new password details and are able to access appropriate support from the site.
- Agree and cast your SACRE vote on the new NASACRE constitution.
- Note the letter to Justine Greening.
- Note / discuss the Commission on RE and if you have any comments for our REC reps, email them to the Chair.
- Discuss the questions posed about the teaching of Islam in the item on the Tell MAMA report. You might consider whether a sub-group investigates the relevance of the Tell MAMA survey to local concerns and how the LA is responding.

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Arrange training for your new SACRE members (also useful as a refresh for those who have been around for a while) using the training materials on the website.

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## **An analysis of the provision for RE in Primary Schools – Autumn Term 2016**

### **Introduction**

This is an analysis of the data gathered from a questionnaire on primary religious education conducted by the National Association of Teachers of Religious Education (NATRE). The survey was publicised using the NATRE and RE Today websites and mailing lists, via local groups of teachers of RE and the member organisations of the Religious Education Council of England and Wales, including AREIAC, AULRE, and NASACRE and social media. Replies were received from 373 primary teachers in more than 100 local authority areas representing more than two-thirds of the local authorities in the country.

### **Methodology**

An on-line data gathering tool (Survey Monkey) was used to set a series of questions on the provision of RE in primary schools. This method replicated similar surveys conducted for secondary school teachers of RE in relation to the impact of the English Baccalaureate and report [here](#). Questions were asked to collect key information about the provision and support for RE in primary schools and about the training and support for primary teachers and others who deliver Religious Education. This was self-reporting data from teachers in schools and all efforts have been made to remove duplication from multiple school entries to allow an accurate picture of impact as perceived by the responding institutions. It should be noticed that due to the nature of the survey, it is highly probable that respondents are in schools where teachers support RE since those who are not committed to RE would be less likely to take the time to complete the survey.

### **Legal Requirement for RE in schools**

Although RE is not designated as a National Curriculum subject, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE.

Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. The Curriculum Framework for Religious Education in England 2013 by the Religious Education Council states that teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and non-religious worldviews, enabling them to develop their ideas, values and identities.

## Key Findings

### 1. How suitable is primary teachers' training and preparation to teach RE?

- a. More than 44% of those teaching RE in primary schools do not have a GCSE or O level in RS and 75% of those are subject leaders. Even amongst those who trained in the last 5 years, more than 1 in 3 has no qualification in RE at all.
- b. During the last year more than 1 in 4 respondents received no training in RE and 60% received less than 1 day. Even more worrying, 40% of respondents reported that others who teach RE in their school received no training (not even a staff meeting) and 87% have received one day or less.
- c. Too much RE is being delivered by adults other than teachers. In 50% of schools some RE is being delivered by a higher level teaching assistant. In 1 in 10 schools between 25% and 50% of RE is delivered in this way. Unless the HLTA teaching RE has an appropriately related qualification and/or receives regular CPD in RE and sufficient planning time to secure subject knowledge and confidence then pupil learning and progress may be negatively impacted.
- d. There is a significant rise in the percentage of teachers who are receiving only 0-3 hours of training in RE, particularly if they have trained within the last year.
- e. 75% of the primary teachers who responded to this survey describe themselves as 'reasonably confident' or better about how to teach RE and what to teach. Bearing in mind that around 75% of our respondents are subject leaders one might expect this. In contrast, the respondents report that only just under 5% of their colleagues feels very confident about how to teach RE and 8.5% about what to teach.

### 2. How well supported are subject leaders of RE?

- a. Subject leaders only hold the post for 2 years or fewer. This group represents 41% of our sample but 30.4% have held the post of 5 years or more. This would suggest that in order to improve leadership in the subject, new subject leaders would be well advised to draw upon the resource of experienced local colleagues. They can do this by being in touch with the 200+ NATRE affiliated local groups (see: [www.natre.org.uk/about-natre/local-groups/](http://www.natre.org.uk/about-natre/local-groups/))

### 3. What issues are causing teachers of RE concern?

- a. Funding is an issue for all schools in the current climate of austerity. However, questions should be asked about why the teaching of RE is less well funded than foundation subjects in 30% of schools. The most common budget is less than 50p per pupil per year, this is insufficient to ensure resources are up to date and appropriate to modern teaching methods.
- b. It is pleasing that the right of withdrawal is not used frequently; 83% of respondents had no children withdrawn at all. However, there is a worrying trend in the use of the right of a parent to withdraw a child from all or part of RE. In the past, a limited number of specific groups of parents have withdrawn their children from RE for religious reasons. This survey shows that the right is now being used to withdraw children from lessons on Islam or visits to the Mosque calling into question their preparation for life in modern Britain.

### What issues help or hinder the effective delivery of RE?

- a. Most Agreed Syllabuses recommend the equivalent of approximately 60 minutes per week be spent on RE at Key Stage 1 and about 75 minutes at Key Stage 2. This data suggests that in just under 30% of schools, pupils receive the equivalent of less than 45 minutes per week teaching of RE.
- b. In total almost 88% of schools reported that timetable time had either remained the same or increased. Two reasons were the most commonly given (1) changes to the senior management (35%) and the British Values/Prevent Agenda (21%). Where there had been a decrease in time (10%), the reasons most commonly given were other subjects taking priority (37%) and New National Curriculum (23%).

## Detailed breakdown of NATRE survey questions

### 1. Types of school

Table 1 – 255 schools identified their school type. Approximately 55% of those that responded to the question identified their school as an LA maintained school and 45% as an academy.

Type of school	No.
Primary	177
Middle School	6
First or lower school	5
Infant School	20
Junior School	25
Other: included all-through, PRU, special primary	22

### 2. How long is it since you achieved qualified teacher status?

Table 2 – Almost two-thirds of respondents had taught for 11 or more years

Time	Currently in training	Less than 1	1-4	5-10	11 or more
	1.6%	3%	14.5%	18.5%	62.4%

### 3. Are you the subject leader for RE?

Table 3 – The overwhelming majority of respondents were current or former subject leaders.

84.5%	Yes
4%	Yes and I am the subject leader for more than one school
14.8%	No
6.7%	No – but I have been in the past

#### 4. The main role of respondents

**Table 4 – around 60% of respondents were class teachers and 20% were senior leaders**

59.1%	class teachers
21%	senior leaders
5.4%	teaching assistant or higher level teaching assistant
10.8%	PPA cover teacher
0.7%	other

#### 5. How long do subject leaders for RE hold this post on average?

**Table 5 – The most commonly reported period was over 5 years representing 30.4% of those who responded to the question. However over 40% of subject leaders hold the post for less than two years. 17% of current subject leaders achieved qualified teacher status between 1 and 4 years ago.**

Less than one year	23.7%
1-2 years	17.5%
3-5 years	28.5%
Over 5 years	30.4%

## 6. Budget

### (a) What is the budget allocation for RE in your school?

Table 7 – The money available for supporting the teaching of RE is minimal. This data supports the findings of the large scale research project; “Does RE Work”<sup>1</sup> which found that many schools spend less than £1 per pupil per year on resources for RE. Department for Education statistics<sup>2</sup> show that given the average primary school size this data suggests that the most common budget is less than 50p per pupil per year and almost 30% have no set budget at all.

Answer Choices	Responses
£0	5.17%
£1-£50	3.16%
£51-£200	18.10%
£201-£300	7.47%
£301-£500	9.48%
£501-£1000	4.89%
£1001-£2000	1.72%
£2000+	1.44%
No set budget	29.02%
Prefer not to say	1.44% 5
Don't know	18.10%

### (b) How would you compare the allocation of resources for RE in your school with those for Foundation subjects?

Table 8: 30% of respondents say Religious Education receives a less favourable budget allocation than other foundation subjects

Answer	Responses
More favourable than foundation subjects	11.49%
The same as foundation subjects	58.91%

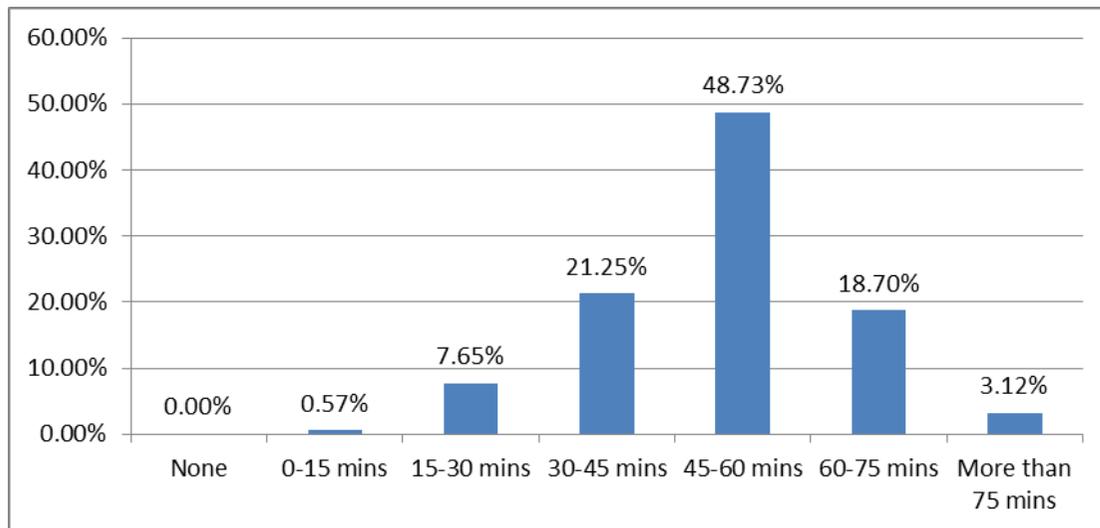
<sup>1</sup> <http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=28230>

<sup>2</sup> <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015>

## 7. Time for Religious Education

### (a) How much time is allocated to the teaching of RE?

Table 9 – Most Agreed Syllabuses recommend the equivalent of approximately 60 minutes per week be spent on RE at Key Stage 1 and about 75% at Key Stage 2. This data suggests that in just under 30% of schools, insufficient time is being spent on the teaching of RE to ensure that pupils make good progress.



### (b) To what extent have there been changes to time allocated to the teaching of RE?

Whilst around 70% of respondents stated that there had been no change in timetable time for RE in the last academic year, almost 18% said that time had been increased. The most significant reasons given for the increase were:

- Change in senior management/subject leader 35%
- The British Values/SMSC/Prevent Agenda 21%

Where there had been a decrease in timetable time for RE (10% of schools), the most significant reasons given were:

- Other subjects taking priority 37%

## 8. Withdrawal from Religious Education

**Table 10:** Almost 83% of schools reported that there had been no withdrawal from RE in the last academic year but around 17% reported some withdrawal. Whereas withdrawal by groups such as Jehovah’s Witnesses has been common for many years, withdrawal from lessons on Islam is a relatively new phenomenon and is of great concern, not just amongst teachers of RE but also senior leaders. A motion to commit the National Association of Headteachers to negotiate with the government to revoke the right of withdrawal was passed at conference in May 2016.<sup>3</sup>

The most often reported reasons/types of withdrawal included:

Membership of a particular religious or non-religious tradition; Jehovah’s witnesses, Muslim, Humanist, Plymouth Brethren
Withdrawal from learning about any non-Christian elements as they don't want them to learn about other faiths
Withdrawal from a trip to a Mosque
Withdrawn from lessons on Islam

## 9. What proportion of the RE provision in your school is delivered by non-teaching staff e.g. HLTAs

Over recent years NATRE has become increasingly concerned that the practice of delegating the teaching of RE in primary schools to teaching assistants has become more widespread. Ofsted reported that pupils’ achievement in RE was very inconsistent in 2013<sup>4</sup> Shortly after an All Party Parliamentary Group on RE enquiry found that one of the contributing factors to this was the excessive use of teaching assistants to deliver RE. <sup>5</sup> The 2013 report found that in 24% of schools RE was taught to some children by higher level teaching assistants. This survey found that this figure has risen to 50% of schools. In 1 in 10 schools between 25 and 50% of RE is delivered in this way.

- 50% of schools say this does not happen in their school
- 50% allow some RE to be taught by non-teaching staff. In almost 1 in 10 schools between 25% and 50% of RE is delivered in this way.

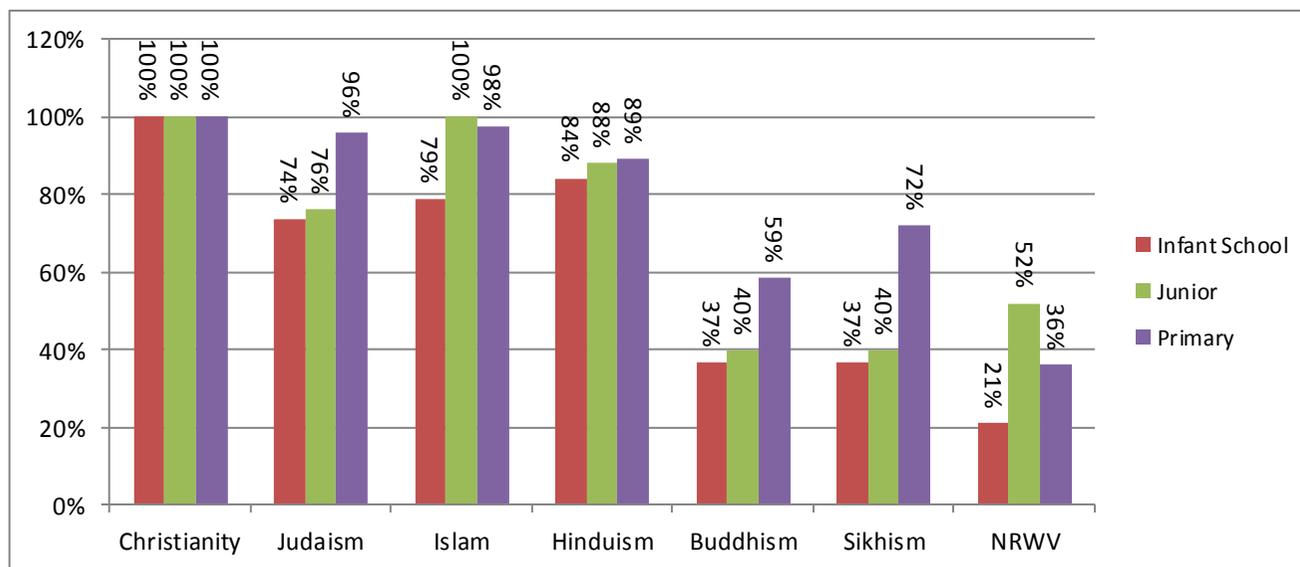
<sup>3</sup> <http://www.telegraph.co.uk/education/2016/05/01/head-teachers-to-argue-parents-should-be-stripped-of-right-to-ta/>

<sup>4</sup> <https://www.gov.uk/government/publications/religious-education-realising-the-potential>

<sup>5</sup> [http://religionseducationcouncil.org.uk/media/file/APPG\\_RE\\_-\\_The\\_Truth\\_Unmasked.pdf](http://religionseducationcouncil.org.uk/media/file/APPG_RE_-_The_Truth_Unmasked.pdf)

## 10. Which religions, beliefs and worldviews are taught at your school?

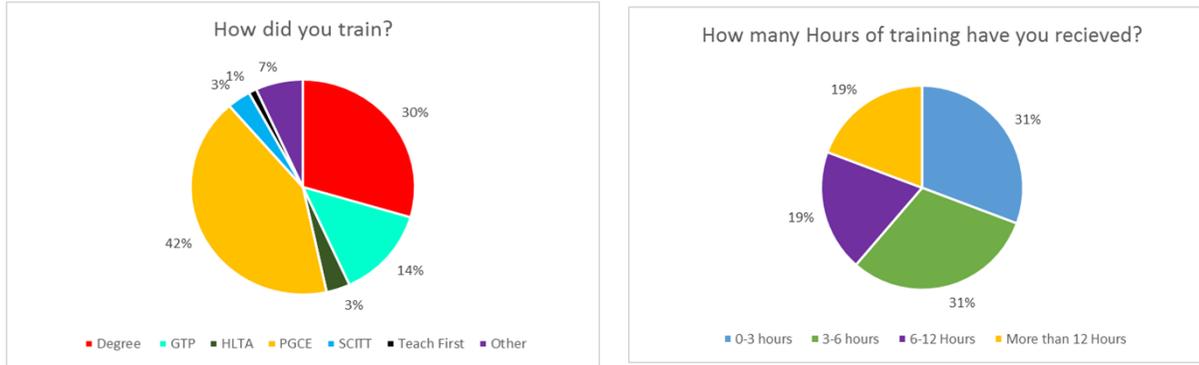
**Table 11: It was unsurprising to find that Christianity is taught in all schools that responded to the survey and that Judaism and Islam are taught fairly universally in primary schools (the largest group of respondents). Hinduism features clearly and Sikhism too in almost three-quarters of primaries. It is pleasing to see that non-religious world views are now specifically taught in more than a third of primaries but more needs to be done to raise teachers' subject knowledge and confidence in this area and in the teaching of Buddhism.**



## 11. Training for RE in initial teacher education

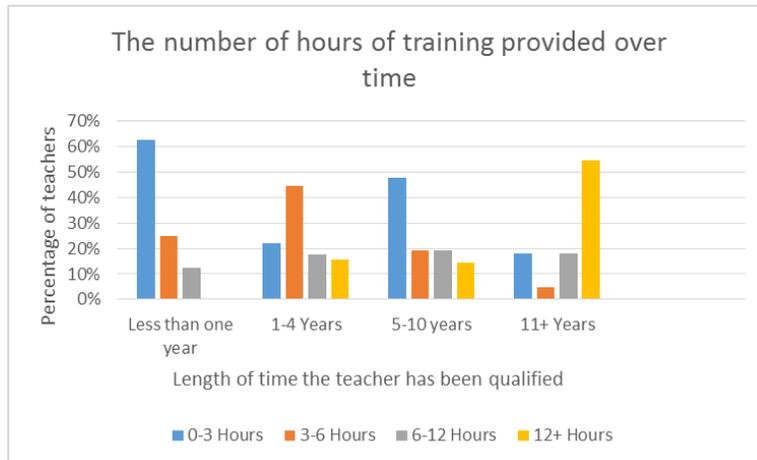
Predictably, those who trained to teach through a three or four year teaching degree programme received more training in RE than those who followed post-graduate routes. These represent 30% of respondents.

Table 12



Overall, there has been a significant decline over the past 11 years in the amount of training primary teachers receive to teach RE. Table 13 shows that the most common preparation for teaching RE (60% of teachers) was between 0 and 3 hours. Those that trained 11 or more years ago were more likely to have received 12 or more hours of RE training yet none of those that have just qualified had this sort of preparation for teaching the subject. Even though the percentage of teachers receiving 6-12 hours has remained steady, there is only an average of 10% of teachers receiving this amount of training. The majority of teachers that completed the survey had been teaching for 1-4 years and around 45% of these had only received 3-6 hours of training.

Table 13



## 12. Levels of confidence in RE

Table 14 Shows that 36% of the primary teachers who responded to this survey describe themselves as very confident about how to teach RE and 36% about what to teach. Bearing in mind that around 75% of our respondents are subject leaders one might expect this figure to be higher especially as they would be the individuals in schools who would typically be responsible for training others. More than half of respondents said they felt ‘reasonably confident’ about how to teach RE and what to teach.

In contrast, the respondents report that only just under 5% of their colleagues feels very confident about how to teach RE and 8.5% about what to teach.

This means that just over three-quarters of these primary teachers feel reasonably confident or better about how to teach and what to teach in RE.

	A variety of levels amongst my colleagues	Not confident at all	Slightly less confident than I would like	Reasonably confident	Very confident
My level of confidence about how to teach RE		0.8%	7.9%	54.3%	37%
My level of confidence about what to teach in RE		1.1%	9.8%	53%	36.1%
My colleague’s level of confidence about how to teach RE	13.4%	4.1%	21.9%	55.7%	4.9%
My colleague’s level of confidence about what to teach in RE	12.3%	3.6%	21.3%	54.4%	8.5%

**Here are some typical responses made by those who felt less confident:**

<ul style="list-style-type: none"> <li>• Because our curriculum is enquiry based and, as such, consists of big questions, but not the resources, lesson plans, etc. to aid teaching. It is very much up to the teacher to interpret the question and then devise the unit.</li> </ul>
<ul style="list-style-type: none"> <li>• There are detailed plans on the diocese scheme of work but not split into lessons and with no suggestions for delivery. I would like to move children on from a superficial understanding but it is hard to always achieve this.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't want to teach something wrong. I also find my own knowledge of religion is pretty poor so most of the time I have to research prior to the lesson.</li> </ul>
<ul style="list-style-type: none"> <li>• I am not always sure that I am teaching exactly what is needed and can't always easily relate to their lives.</li> </ul>
<ul style="list-style-type: none"> <li>• Compared with other subject areas for which I received initial training, I am aware that this was not the case with RE. The only practical knowledge which I have gained re' delivering RE lessons has been through the RE Today training courses which have been invaluable.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't have enough specialist knowledge of other world faiths, however I am happy to conduct personal research in order to strengthen my own knowledge.</li> </ul>

**Here are some descriptions of our respondents' colleagues' confidence about teaching RE**

<ul style="list-style-type: none"> <li>• They worry that they don't have the subject knowledge and may say the wrong thing about people's beliefs</li> </ul>
<ul style="list-style-type: none"> <li>• A lot of RE is covered by HLTA's and they lack experience and confidence in their knowledge of different religions.</li> </ul>
<ul style="list-style-type: none"> <li>• New members of staff have had very little opportunity to teach or learn how to teach RE while training. This has been a big issue for us as they lack confidence and know very little about the subject, particularly Christianity.</li> </ul>
<ul style="list-style-type: none"> <li>• Some teachers don't have a depth of subject knowledge particularly outside of Christianity. Some are also conscious of parents' disapproval of teaching about other religions, especially Islam.</li> </ul>
<ul style="list-style-type: none"> <li>• Some have a tendency to make up something which fits in with their general class topic and to use google to build their subject knowledge, thereby teaching something very superficial and sometimes even erroneous. Others follow my planning closely. None has any specific subject knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>• RE is mostly covered by PPA teachers who do feel mostly confident about teaching RE. When class teachers are asked to do it they seem to feel daunted by it. There are a few class teachers who do the RE for their class and they do feel mostly confident about teaching RE. I am approached when people need help with RE.</li> </ul>
<ul style="list-style-type: none"> <li>• Sometimes, they lack sufficient subject knowledge to feel confident answering pupil questions and exploring in detail the way different religions impact on people's lives</li> </ul>

### 13. Teacher qualifications in Religious Education

#### What is your highest qualification in RE?

Table 15 - More than 44% of those teaching RE in primary schools do not even have a GCSE or O level in RS and 75% of those are subject leaders. This might be surprising to many, given that a GCSE short course has been the minimum legal requirement for Agreed Syllabus followed in most schools in this country for more than a decade so, we might have expected those who have been teaching for 5 years or less (20% of our respondents) to have studied at least a short course in RE. However, even in this group, more than one in three has no qualification in RE at all.

None	44.3%
Post degree	6%
Degree	13%
A level	9.5%
AS	2.5%
GCSE/O level	24.7%

### 14. Are the legal requirements with regard to RE provision for all being met in your school?

Almost 90% of respondents answered 'Yes' to this question, however that means that in just over 1 in 10 schools pupils are not all receiving their proper entitlement to RE.

## 15. Training

### (a) How many days of subject specific training did the respondent receive during 2015/16

Table 16: More than 26% no training in last year and 60% less than 1 day in last year

Answer Choices	Responses
0	26.57%
0.25	3.71%
0.5	6.00%
1	24.57%
1.5	8.00%
2	14.29%
3	8.86%
More than 3	8.00%

### (b) How many days of subject specific training did others who teach RE in your school receive during 2015-16?

Table 17: 40% of them reported no training (not even staff meeting) for staff on RE. 87% one day or less

Answer Choices	Responses
0	39.71%
0.25	20.86%
0.5	14.00%
1	13.14%
1.5	2.29%
2	6.29%
3	1.43%
More than 3	2.29%

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**THE RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP  
E-NEWSLETTER**

**From the Doncaster SACRE  
(Standing Advisory Council for Religious Education)**

**Autumn 2016**

Welcome to this term's edition of the Doncaster SACRE e-newsletter. Doncaster SACRE aims to support RE and Collective Worship in all schools by providing local and national updates, advice about best practice, and information about new resources.

Back copies of all the e newsletters are to be found on the SACRE section of the council website (under Downloads and Resources). Go to:  
<http://www.doncaster.gov.uk/services/schools/standing-advisory-council-for-religious-education-sacre>

**You may have to copy and paste the web links into your web browser.**

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### **NATIONAL UPDATES:**

#### **ANALYSIS OF THE PROVISION OF RE IN PRIMARY SCHOOLS**

This is an analysis of the data gathered from a questionnaire on primary religious education and the provision for RE in Primary Schools conducted by the National Association of Teachers of RE (NATRE) in the Autumn Term of 2016. To read the recent findings go to the NATRE website at:

<http://www.natre.org.uk/news/latest-news/an-analysis-of-the-provision-for-re-in-primary-schools/>

#### **RE QUALITY MARK (REQM)**

The RE Quality Mark scheme continues to attract applications from schools in all sectors and phases. Over 300 schools now hold the award. It is a wonderful way to recognise the great RE that is going on in schools.

For more information visit the REQM website <http://www.reqm.org/> and follow the scheme on Twitter at @REQualityMark.

### **LOCAL UPDATES:**

#### **JUDAISM: LOCAL SUPPORT**

If any teacher requires advice with producing and delivering learning materials in Judaism, then Penny Kay from the Sheffield Reform Congregation may be able to help. You can contact Penny by emailing [enquiries@shef-ref.co.uk](mailto:enquiries@shef-ref.co.uk)"

#### **VISITS TO THE LOCAL MOSQUE AND GURDWARA**

If you want to plan a school visit to the local Gurdwara please contact Hardev Singh (Secretary) of Sri Guru Kalgidhar Gurdwara on College Road. E mail [hardav@hotmail.co.uk](mailto:hardav@hotmail.co.uk) or tel: 07765077501.

If you want to plan a school visit to the local Mosque then please contact Shaheed Syed (Muslim representative on the SACRE) on 01302 833441, or by e mail at [is.doncaster@gmail.com](mailto:is.doncaster@gmail.com)

#### **LOCAL FAITH CONTACTS DIRECTORY**

Doncaster CVS Voluntary Sector Directory has a comprehensive list of local faith contacts – a useful tool for schools wishing to extend their educational links with local faith groups. Go to:

<http://www.doncastercvs.org.uk/directory/service/faith-religion>.

The full CVS map is at <http://www.doncastercvs.org.uk/directory>

Please let me know how useful you found these links by e mailing me at:

[patricia.cassidy@doncaster.gov.uk](mailto:patricia.cassidy@doncaster.gov.uk)

### **GENERAL:**

#### **RE and WORLD WAR 1**

Two years ago Lat Blaylock worked with the Diocese of West Yorkshire and the Dales on 3 planned units of work which connect to the Great War 1914-

18. They are for 6-8s, 9-11s, and 11-14s trying to do RE not History in ways useful to schools thinking of remembrance. It is all free, including worksheets, resource sheets, stories and learning ideas. Help yourself at:

<http://www.westyorkshiredales.anglican.org/ww1REresourcesforschools>

### **CHRISTIANITY: BARNABAS IN SCHOOLS**

The new theme for 2016-17 is Creating Character, and is all about developing strong personal values such as courage, wisdom, thankfulness, humility, endurance, service and compassion. There is free support material on the website at <http://www.barnabasinschools.org.uk/creating-character/>

### **SPIRITED ARTS**

The annual competition starts at the beginning of every school year and runs through to 31<sup>st</sup> July in order to enable teachers to incorporate the art competition into their RE lessons. Many schools have an “Art in Heaven” unit of work, or a special learning RE/arts week. For more information go to:

<http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2017/>

### **INTERACT WITH JUDAISM**

This is a new digital resource about Judaism and is the result of a collaboration between Jewish Interactive and RE:ONLINE. To see their interactive games, please visit the Jewish Interactive website at:

<http://jewishinteractive.org/interact-with-judaism-reonline/>

### **UNDERSTANDING HUMANISM: RESOURCES FOR RE**

From September teachers can find new lesson plans, activities, and humanist perspectives on a wide variety of themes, topics and debates. You can also book a free visit from a humanist school speaker. To keep up to date with all the latest resources, and other news relating to Humanism, teachers can follow Understanding Humanism on Twitter on @HumanismEdu.

For more information e mail [education@humanism.org.uk](mailto:education@humanism.org.uk)

### **NEW MUSLIM RESOURCE ON TRUETUBE**

Check out this website if you haven't already done so. There are plenty of lively and colourful resources for RE. One new resource this term features a short drama about the differences between Shia and Sunni Islam. When Fatima (a Shia Muslim) stops to help Abubakr (a Sunni Muslim) recover from an asthma attack, they get talking. Then the argument begins.

<https://www.truetube.co.uk/film/shia-sunni>

### **NEWS FROM THE INSTITUTE OF JAINOLOGY**

Learn more about Jainism from the online Jain encyclopedia suitable for beginners and scholars. Go to: <http://www.jainpedia.org/>

### **DATES FOR YOUR DIARY: RELIGIOUS FESTIVALS 2016**

If you wish to track the main religious festivals being celebrated in 2016 then go to the RE:Online website at:

<http://www.reonline.org.uk/supporting/festivals-calendar>

Remember that Truetube also has an events calendar, so not only can you see the important events/issues relevant to each month, but you can then click on those links to access a film/resource that ties in with them  
Go to <https://www.truetube.co.uk/calendar-node-field-event-date/month>

## **CPD OPPORTUNITIES**

### **FARMINGTON FELLOWSHIPS 2017/18**

This year's Farmington Fellowships are now open for applicants. It surely must be one of the very best offers to serving teachers of RE. This is a funded study opportunity, on a project of your design, to improve RE in your school. The link to the information on the Farmington Institute website is:  
<http://www.farmington.ac.uk/>

### **SINCE 9/11 CONFERENCE 27<sup>th</sup> JAN 2017**

This conference offers a unique opportunity for school leaders across the country to come together to discuss how to promote tolerance, and respect for all faiths and religions. It provides opportunities to access free classroom resources, network with other school leaders and hear from inspiring speakers on: whole school approaches to meeting the Prevent duty and promoting fundamental British values; how to tackle controversial and socially sensitive topics in the classroom and beyond; the role of schools in bringing together communities  
To register for the conference, and access the education programme online, visit [www.SINCE911.com](http://www.SINCE911.com)

### **RE TODAY COURSES**

The latest CPD opportunities are now on the website. This term's courses cover an array of RE related topics suitable for teachers of all key stages. Primary: Teaching 3 Religions, Creative Primary RE, Understanding Christianity. Secondary: GCSE RS renewed, Understanding Christianity. Visit the RE Today website [www.retoday.org.uk/courses](http://www.retoday.org.uk/courses) to find out more.

### **STRICTLY RE CONFERENCE (NATRE) 28<sup>TH</sup> JAN 2017**

Another engaging and inspiring day organised by the National Association of Teachers of RE. Enjoy a day full of thought-provoking keynotes and practical seminars filled with classroom-ready ideas. Visit the NATRE website for more details <http://www.natre.org.uk/courses-events/upcoming-courses-events/strictly-re-2017/>

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The information in this newsletter is for teachers and schools to use at their professional discretion. It in no way represents Doncaster LA's endorsement of organisations or materials. With thanks to AREIAC, NASACRE, the REC, NATRE, REToday Services, the BHA and Truetube where there is information and links from their websites.