Agenda

Standing Advisory Council on Religious Education

Date: Wednesday 9th October 2019
Time: 7.00 p.m.
Venue: Council Chamber, Old Town Hall, Stratford, E15 4BQ - Old Town Hall, Stratford
Contact: Antonella Burgio Committees and Partnerships Officer
<table>
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<th>MEMBERSHIP</th>
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<tr>
<td>Marie Hardie (Chair)</td>
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<td><strong>LEA Panel (6)</strong></td>
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<td>Councillor James Beckles (Vice Chair)</td>
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<td>Councillor Joshua Garfield</td>
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<td>Councillor Aisha Siddiqah</td>
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<td>Councillor Rev Ann Easter</td>
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<td>Saquat Ali (Governor)</td>
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<td><strong>Church of England Panel (6)</strong></td>
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<td>Rev Rob Ryan</td>
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<td>Rev Susan Lucas</td>
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<td>Ruth Everett</td>
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<td>Rev Christiana Asinugo</td>
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<td>Ellen Kemp</td>
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<td><strong>Student SACRE Members:</strong></td>
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<td>Marilyam Ahmed (Chair)</td>
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<td>Fatima Khatun</td>
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<th>Other Faiths' Panel</th>
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<tr>
<td>Yael Callaghan (Jewish)</td>
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<td>Surinder Jandu (Sikh)</td>
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<td>Kishor Varsani (Shree Kutch Satsang Swam)</td>
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<td>Venerable Manala Mangala (Buddhist)</td>
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<td>Imam Khalil Laher (Muslim)</td>
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<td>Akher Raouf (Muslim)</td>
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<td>Rafiq Patel Minhaj Ul Qur'an (Muslim)</td>
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<td>Asma Hussain (Shia Muslim)</td>
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<td>Gillian Striesow (Methodist Church)</td>
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<td>Ed Hoyle (Humanist)</td>
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<td>Mark Janes (Free Church)</td>
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<td>Funke Oham (Free Church)</td>
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<th>Teachers Panel</th>
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<td>Aisha Sheikh</td>
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<td>Chetna Gandhi</td>
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<td>Marie Hardie</td>
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<td>Stephen Madigan</td>
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<td>Pat McFarlene</td>
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<td>Jo Matthias</td>
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<th>Lead Officers</th>
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<tr>
<td>Claire Clinton</td>
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<td>Mathew Portal</td>
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<td>Shah Muhmud</td>
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<td>Ross Patton</td>
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Rokhsana Fiaz OBE
Mayor of Newham

Althea Loderick
Chief Executive
Agenda

6:30-7:00pm Arrivals and refreshments

Welcome, Introductions and Appointment of New Members

1. Apologies for Absence

2. Declarations of Interest (Pages 1 - 2)

   Members of SACRE are required to declare any interests in relation to any business on the agenda. Advice for Members is attached.

3. Minutes and Matters Arising (Pages 3 - 12)

   The Minutes of the meeting held on 19 June 2019.

4. Student RE Report (Pages 13 - 14)

5. Selling Our Agreed Syllabus to Other Authorities Update

6. Our New Agreed Syllabus Plan of Work (Pages 15 - 18)

7. Place of Worship Competition and Prize Giving Feedback

8. RSE and Newham Schools Update with Dr Jo Sell

9. NASACRE Development Plan (Pages 19 - 20)

10. SACRE Funding - Letter from Gavin Williamson (Pages 21 - 22)

11. Primary 1,000 (Pages 23 - 24)

12. RE Quality Mark (Pages 25 - 26)

13. LAN Pilot

14. 2019 SACRE priorities: Update and Actions

15. SACRE Member Visits into School Report and School Update

16. Meetings for the Next Year and Venues

17. Items for Information (Pages 27 - 54)

   - NATRE Ofsted Framework Article
   - Koran Encyclopaedia Hopes to Promote Peace
   - Hansard Questions and Answers on RE
   - What Makes An Effective SACRE Article
   - NASACRE Newsletter
18. Any Other Business
Members' Declarations of Interest

Matters for Consideration
Revised Guidance – October 2012

The following is offered as a guide to Members. Further details are set out in the Members' Code of Conduct, attached as Part 5.1 of the Council’s Constitution.

1. Disclosable Pecuniary Interests

Disclosable Pecuniary Interests (DPI) are covered in detail in the Localism Act 2011. Breaches of the law relating to these may be a criminal offence.

1.1 If you have a DPI in any matter on the agenda you must not participate in any discussion or vote on that matter. If you do so without a prior Dispensation (see below) you may be committing a criminal offence, as well as a Breach of the Code of Conduct. The Council's Constitution requires any Member declaring a DPI to leave the meeting (including any public seating area) during consideration of the matter.

1.2 Members will be asked at the start of the meeting if they have any declarations of interest. The Council's Code of Conduct requires you to make a verbal declaration of the fact and nature of any DPI. You are also required to declare any DPIs before the consideration of the matter, or as soon as the interest becomes apparent, if you were not aware of it at the start of the meeting.

2. Non-Disclosable Pecuniary Interest or Non-Pecuniary Interest

2.1 The Council's Code of Conduct requires you to make a verbal declaration of the existence and nature of any "Non-Disclosable Pecuniary Interest or Non-Pecuniary Interest". Any Member who does not declare these interests in any matter when they apply may be in breach of the Code of Conduct.

2.2 You may have a "Non-Disclosable Pecuniary Interest or Non-Pecuniary Interest" in an item of business where:

2.2.1 A decision in relation to that business might reasonably be regarded as affecting your well-being or financial standing, or a member of your family, or a person with whom you have a close association with to a greater extent than it would affect the majority of the Council taxpayers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the authority's administrative area, or

2.2.2 It relates to interests which would be a DPI, but in relation to a member of your family or a person with whom you have a close association and that interest is not a DPI. If the matter concerns your spouse, your civil partner or someone you live with in a similar capacity, it is covered by the provisions relating to DPIs.

2.2.3 It could also cover membership of organisations which you have listed on your Register of Interests (including appointments to outside bodies), where there is no well-being or financial benefit accruing to you but where your membership might be said to be relevant to your view of the public interest.

2.3 A person with whom you have a close association is someone who is more than an acquaintance, and is someone you are in contact with over a period of time, whether regularly or not. It is someone that a reasonable member of the public might think you would be prepared to favour or disadvantage when discussing a matter which affects them and so covers friends, colleagues, business associates, or someone you know through social contact.
2.4 Family should be given a wide meaning. In relation to the family of both you and your partner, it would include the parents, parents-in-law, children and step children, brothers and sisters, grandparents, grandchildren, uncles and aunts, nephews or nieces, together with the partners of any of these persons.

2.5 You should make a verbal declaration of any such interest in a matter to be considered at the meeting at the start of the meeting, or before the consideration of the item of business, or as soon as the interest becomes apparent if you are not aware at the start of the meeting of the interest.

3. Register of Members interests

Members are required to complete the Register of Interests and to keep this register up to date by informing the Monitoring Officer in writing within 28 days of becoming aware of any change in respect of their DPIs.

4. Dispensations

In certain circumstances the Monitoring Officer is able to grant a dispensation to you which will enable you either to participate in the discussion on a matter, to vote on the matter, or both. Dispensations can only be granted in limited circumstances. If you believe that you are able to claim a dispensation you must seek advice as soon as possible from the Monitoring Officer, who will consider your request. In some circumstances they may grant this request themselves, in other circumstances they may need to refer your request to the Council's Standards Advisory Committee.

The Monitoring Officer has delegated authority to grant dispensations under Section 33 of the Act. The Monitoring Officer has granted the following general dispensations to all Members until the end of the current administration in May/June 2014 on the grounds that the dispensation is in the interests of the inhabitants of Newham and/or it is appropriate to grant the dispensation to maintain a similar position as applied under the previous code of conduct. This means Members do not need to leave the meeting if their Disclosable Pecuniary Interest arises and is:

- An interest common to the majority of inhabitants in their ward.
- An interest so remote that it is not likely to prejudice their judgement of the public interest.
- Council housing unless related to their own particular tenancy.
- School meals and/or transport unless relating to their own child’s school.
- Statutory sick pay for members.
- Members allowances.
- Setting Council Tax or precept.
- Agreeing any Local Council Tax Benefit Scheme.
- Interests arising from membership of an outside body to which the authority has appointed or proposes to appoint them.
- The Local Government Pension Scheme unless relating specifically to their own circumstances.

5. Bias and Predetermination

If in relation to any decision, your outside connections may make it appear to a reasonable person that there is a real danger of bias, or predetermination you should seek advice as to whether it is appropriate for you to participate in any discussion about the matter and in the decision, regardless of whether or not you consider that you should declare an interest as defined above.

For further advice about these matters please contact the Monitoring Officer, Helen Sidwell on 020 3373 9231.
SACRE

Meeting held on 19th June 2019
at Green Street Mosque, 88 Green Street, Forest Gate, London, E7 8JG

Present:
Teachers Panel: Aisha Sheikh, Chetna Ghandi, Jo Mathias, Marie Hardie, Taranum Afshan
Other Faiths Panel: Akher Raouf, Asma Hussain, Edward Hoyle, Gillian Striesow, Funke Oham, Puja Roudh, Rafiq Patel,
LA Panel: Councillor Aisha Siddiqah, Saquat Ali
Church of England Panel: Ellen Kemp, Rev Susan Lucas,
Student SACRE: Maryam Ahmed (new Chair)

Also Present:
Claire Clinton (LBN Religious Education Advisor)
Frances Winter (LBN Senior Policy Officer)
Ross Paton (LBN Community Resilience Officer)
Shah Muhmud (LBN Community Engagement Co-Ordinator)
Sarah Heath (Deputy Head of Plashet School)
Pauline Egan (Committee Clerk)
Mr Abdul Karim Sheikh (Chair of the Mosque)

The meeting commenced at 7.18 p.m. and closed at 9.15 p.m.

1. Election of Chair

Mr Sheikh (Newham North Islamic Association) addressed the meeting with housekeeping information and shared with attendees the current work of the mosque. It was the first mosque in Newham and was set up in 1964, from being a converted banana warehouse.

The Committee Clerk then called for nominations for the Election of Chair. Akher Raouf nominated Marie Hardie and that nomination was seconded by several attendees. There were no other nominations.

MARIE HARDIE was elected unopposed as Chair of SACRE.

2. Election of Vice-Chair

The Chair called for nominations for the position of Vice-Chair.

Two names were considered, Ed Hoyle (Humanist rep) and Rev Sue Lucas (Church of England rep). The meeting voted by secret ballot paper.

Ed Hoyle was elected as Vice-Chair of SACRE

3. Welcome and Introductions

The Chair invited all present to introduce themselves.
4. Management of Business

The following apologies for absence were received:
Kishor Vasani (Other Faiths Panel)
Pat McFarlane, Stephen Madigan (Teachers Panel)
Rev Christina Asinugo, Rev Jeremy Fraser, Ruth Everett (Church of England Panel)
Imaan Sheikh (Student SACRE Member)
Cathryn Adams (LBN)

The Chair welcomed to the meeting the following new member appointed to the other faiths panel:
Funke Oham (Free Church rep)

5. Declarations of Interest

An interest was declared by Saquat Ali (LA Panel) in respect of item 8 – Determination for Plashet School by virtue of being a Governor at Plashet School.

There were no other declarations of interest.

6. Minutes and Matters Arising

The meeting noted a typo under item 2 of the previous minutes. (Hosing replaced by hosting)

SACRE RESOLVED that the minutes of the last meeting held on 19 June 2019 be approved as a correct record.

Matters arising
(1) Minute No 7 Hate Crime. Ross Paton (LBN Community Resilience Officer) had been invited to this meeting to get to know Members of SACRE and to share the nature of his work which links in to this topic.
(2) Minute No 8 Code of Conduct. This action point was on the agenda
(3) Minute No 9 Out of School Setting. Claire Clinton had circulated the answers from Cathryn Adam prior to the meeting. The project had been time extended. Cathryn had difficulties getting input from the faith groups out of hours learning on this issue.
(4) Minute No 10. Core update. A response to the Secretary of State had been sent as requested.
(5) Minute 12. GCSE results letter. The Clerk had written to the schools as requested to congratulate schools who performed well.
(6) Minute No 14. NASACRE Grant Application. An application had been made as requested.
7. Student RE Matters Report for SACRE May 2019

This report had been compiled by the previous Student SACRE Chair Fatima Khatun who was not present but the new Chair Maryam Ahmed had taken part in all the meetings and was able to answer questions on the report.

Maryam also advised that her group had met with the priest of St John’s Church Stratford last week and learnt about his church. Frances Winter had attended from the Youth Safety Board along with a police-woman. The group had shared which places in Newham they liked and why they liked it and where they had felt safe and unsafe. They had also thought about how to make the borough safer for young people.

Overall the group had met with 18 different faith leaders and worldview representatives over the course of the last 12 months. Maryam advised that for most meetings it was the first time she had met people of a different faith.

The clearest feedback from students in respect of their learning was that to know more about different faiths it was better to ask an adult than rely on social media which had a lot of misinformation.

8. Determination for Plashet School

Sarah Heath, Deputy Head Teacher of Plashet School gave a presentation to support her request that SACRE allow the school to continue their current programme of Collective Worship under a determination. The demographics of the school meant that a predominantly Christian form of worship had not been appropriate. Sarah explained that pupils had a choice of worship options on some days of the week, including Mindfulness, Muslim, Christian, Hindu, Sikh and Multi-Faith to students within the school which had allowed students to pick their preferred assembly.

SACRE member broke into working groups of their respective panels to vote on the determination.

The results were as follows:
OTHER FAITH PANELS – Agreed
CHURCH OF ENGLAND PANEL – Agreed
LA PANEL – Agreed
TEACHERS PANEL – Agreed

SACRE RESOLVED to agree the determination for Plashet School for the next five years.
9. Mayor of Newham’s Youth Safety Board

Frances Winter, Senior Policy Officer at Newham Council, explained to SACRE the membership of the Youth Safety Board which is co-chaired by the Mayor of Newham Rokhsana Fiaz OBE and Duncan Bew Trauma Surgeon at Kings College Hospital.

The board had been working with the Newham Civil Society Youth Commission to receive their findings on youth safety.

The board will have had a series of meetings and youth engagement until November identifying who is vulnerable and why, after which their report would be launched.

Frances had seen the board as a chance for the public sector to extend its reach into the voluntary sector, community and faith organisations within the borough to bring about a collective effort on youth safety.

Frances asked SACRE members for their ideas to improve co-working. SACRE convened into their panels and reported back.

The TEACHERS PANEL reported that they had planned a Maths drop down day (Maths all day) with a theme of London Underground. Students would attend in relevant fancy dress and there would be a discussion on the different underground lines and how they connect and how to use the underground safely. This would build up students’ resilience to get around London safely.

There had also been a visit to different places of worship to help students become familiar with different areas. It was discussed that maybe school could involve students in planning their routes to visit places within the curriculum which would help them understand public transport along with map reading skills.

One school had encouraged a “bring your bike/scooter” to school day. This helped identify students who used this form of transport and allowed them to share safe cycle routes in the borough.

The OTHER FAITHS PANEL commented that their community groups had worked independently for some time with young people including former gang members but their work was not well known and they did not get much support. It was mentioned there had been a gap for some years between the council and local groups and that a rebuilding of trust with the council would be required. The panel suggested that they wrote up their findings of the community work done in order to showcase it and share it with a wider audience and with the Local Authority (LA). The LA should map what different places of worship are doing within their communities.

The CHURCH OF ENGLAND PANEL reiterated there was a lot of work done in their community but the activities were not always co-ordinated and
would benefit from mapping. They also said that maybe their model of Street Pastors could be adopted to a wider context so other volunteers could be included within this model as a recognised safe person to talk to on the streets if young people needed help.

The LA PANEL clarified that funding cuts meant that community police officers presence was depleted. They supported the idea of a visible safe person on the streets that young people could approach and would report back to the Mayor who was looking to support youth safety projects. The Mayor had announced a recruitment programme for 33 Detached Youth Workers in Newham some of whom would be allocated to Stratford, which was well received by SACRE members.

SACRE members also commented on the need for young people to be hopeful for the future and cited an example of a school outside the borough that had a programme of community engagement inviting speakers including the governor of the Bank of England to address their students. This was instrumental in building hope within their students’ lives.

**ACTION: SACRE AGREED** to invite Frances Winter back at a later date to update them on the work of the Youth Safety Board.

10. **Newham SACRE Code of Conduct**

The revised code of conduct had been streamlined since the last meeting. There was a typo in line 5, “tale” should be “take”. Subject to this amendment **SACRE RESOLVED** to agree the new code of conduct.

**ACTION:** Claire Clinton would share this document with NASACRE.

11. **Out of School Setting - Safeguarding Protect**

Claire Clinton reported in Cathryn Adams absence that Cathryn was having difficulty getting faith groups fully engaged with this programme. The programme covered five boroughs, Newham, Redbridge, Tower Hamlets, Waltham Forest and Barking and Dagenham. SACRE members were asked to use their influence to encourage community contacts to engage with the programme.

The pilot had been extended to March 2020.

Ross Paton (LBN) clarified his role in the Council was to help stop young people being drawn to extremism. His role included visiting schools and speaking to teachers and parents about what they can do to help fulfil those safeguarding roles. He said there was also a schools visit programme called BRAVE where ex-gang members spoke to students about gangs and how to avoid being drawn into them. The Council had recently lost its Education Officer and he was trying to cover this role in the short term.
Ellen Kemp invited Ross to address governors in the borough about his role.

A SACRE member commented that the programme being closely linked to PREVENT and the latter’s PR had been a barrier to engagement.

Shah Muhmud (LBN Community Engagement Co-ordinator) had identified three to four mosques who now understood the programme was not an enforcement issue but about finding ways for mosques to do their safeguarding better and who had agreed to engage in a focus group to improve the programme. It was suggested that a report of the mosques engagement be summarised at the end of the programme to be shared with other mosques so community concerns would be demystified.

**ACTION:** Revisit this agenda item at a later meeting of SACRE, and invite Cathryn Adams to attend.

12. **CoRE update**

Claire Clinton reported that CoRE were still putting pressure on the government. RE had been mentioned for the first time in twelve years in the Ofsted handbook as something that must be taught in every school.

CoRE asked government that if a school was not statutorily meeting its requirements, was that a limiting factor? But no answer had been received.

CoRE sought to persuade the government that if a school had not met its RE obligations then it could not be rated as outstanding or good.

Claire referred to the letter from the Department for Education (DfE) to the chair of NASACRE (page 41) which advised that if schools were not RE syllabus compliant despite interventions then the DfE should be informed. Claire advised that to do this SACRE needed schools to complete their monitoring forms and that Newham had this in place.

13. **Westhill Grant plans with Waltham Forest SACRE**

Jo Mathias (Teachers Panel) reported that the London Borough of Waltham Forest (LBWF) SACRE gave glowing feedback following their visit to St Stephen’s School and read out their email with their comments.

Claire Clinton ran three Junior RE conferences in Waltham Forest which went really well. Jo had two of these teachers come and visit St Stephen’s School and they gave excellent feedback. Claire was waiting to see if LBWF wish to buy in our Newham Infant and Junior RE Conferences for future co-working. LBWF was the Borough of Culture for 2019 and there was some funding to support this potentially. Claire was waiting for LBWF to come back to her to advise if this was possible.
14. **Place of Worship Competition and Prize Giving**

Claire Clinton reported that Ed Hoyle (Humanist), Gillian Striesow (Methodist) and Chetna Gandhi (Teacher and Hindu) had reviewed the entries and decided on who will win in the competition.

Ed reported that the entries that were easiest to judge were those that had clarified their learning objectives behind the artwork submitted so the learning journey was clear.

Prizes would be awarded at an event on Wednesday July 10th from 4.30pm to 6pm. The venue would be either Vicarage or Ranelagh School. Claire would advise and send SACRE members invitations. SACRE members would be required to award the prizes on the night, Claire asked for members to let her know if they would be available.

Claire also thanked SACRE members for their donated prizes.

15. **DRAFT SACRE Priorities for 2019**

These were noted for information.

16. **SACRE Member - Visits into School Report & School Update**

Since having the Holocaust training as SACRE, one school had invited in the Holocaust Education Trust. Jo talked about this visit. There had been two workshops for year 6 pupils and a holocaust survivor spoke to year 6 children.

A SACRE member asked if these testimonies could be recorded so they could be heard by others. Claire Clinton advised that there was a project that created a 3-D interactive record of survivors. Details here: [https://www.heritagefund.org.uk/news/national-holocaust-centre-and-museum-launches-interactive-holocaust-survivor-testimony](https://www.heritagefund.org.uk/news/national-holocaust-centre-and-museum-launches-interactive-holocaust-survivor-testimony)

**ACTION:** Claire would advertise St Stephen’s experience with other schools in Newham.

17. **NASACRE AGM and Conference**

This item was noted but there was no time left to discuss it.

18. **Items for Information**

This item was noted but there was no time left to discuss it.
19. **Any Other Business**

There was no time for Any Other Business.

20. **Date of next meeting**

The date of the next meeting was 9 October 2019. Claire asked the clerk to check if the venue was the old Town Hall Stratford as the venue had been East Ham town hall the year before.

**ACTION**: The Clerk would check which venue was booked.
Since our last report, we have met twice and we completed our project on thinking about who to trust, and have started work on our new project around climate change and ecology.

Our meetings:

We met on 12th June 2019 at St John’s Church Stratford. We met with Rev Dave Richards and got to work on the Mayors strategy around keeping young people safe in the Borough. We reviewed our year, voted on our new executive and voted on our next project.

We then held the election of our executive (one rep from each school): The following students were elected as their school representative:

- Quwwat: Yusra Vahora & Safaa Jamil
- St Bon’s: Lukoa Aimee & Jacob Sebastian (reserve Joshua Marques)
- Azhar: Sabiha Rahman
- Plashet: Maheen

We then had the election of chair, vice-chair and secretary. The following students were elected:

- Chair: Maryam (Azhar)
- Vice chair: Nabeeha (Plashet)
- Secretary: Adia (Plashet)

We then did an evaluation of ‘Who do you listen to?’ Who we have spoken to this year and where we have visited, what we have liked best and what we have learnt from our project? We met over 18 different religious and world-view leaders across the project. Top tips written for schools the following points were made:

- Talk to real people, rather than listening just to the media about other religions and worldviews from your own
- Talk with official religious and worldviews leaders who have wisdom and done more study then you have
- Ask questions about things you are not sure about
- Don’t listen to stereotypes
- Don’t listen to narrow-minded people.
• Always question things that you are hearing or learning about
• People go through a journey with their faith and that is interesting to know about
• Don’t just stop at knowing things about religions, go deeper into the concepts behind it all
• It was interesting in this project to discover who the different faith leaders/representatives listen to themselves and why
• When you learnt in depth about religions and views different from your own you actually learn more about your faith – it causes you to think and reflect on what you believe and why
• Remember information on the internet could be mythical or false – look at substance rather than looks of information
• Listen to people who can name their sources and references
• Look for positive people and listen to them
• I have learnt a lot more about religion and life from talking with the 18 different faith leaders/representatives we have met this year
• I have learnt what we are attached to really affects our lives and our motivations

We then had a tour of the church and questions to Rev Dave Richards
We then had Frances Winter from the youth safety board along with PC Dani and Andy Lewis from St Bon’s join us for a discussion about youth safety.
We then discussed in pairs and our class groups possible projects for next year: presentation of ideas and voting for what we do next and decided we would do a project around ecology.

We met as an executive and Mrs Clinton had just found out that we had won £4000 towards an arts based project on ecology. Our meeting was on looking at what we do in each of our meetings across next year.

Our new chair Maryam attended the Newham united faith leaders event with Mrs Clinton and spoke to the council and faith leaders about the importance to getting to meet with new people outside of our own religious or worldview. This is how we learn.

We then met on 2nd October at St Bonaventure’s school to start our new project on climate change (as I write this we haven’t done this meeting yet!), but we are planning to meet seven different faith leaders, make some films of faith leaders talking about their views on ecology and doing some filmed starter activities for teachers to use.

Fatima Khatun - chair
Newham Agreed Syllabus projected costs version 2

Legally we need to start the process of reviewing our present agreed syllabus in 2020, as our last agreed syllabus was adopted by the LA in December 2016. We need to publish a new agreed syllabus within two years of this start date. We should be ready to publish in 2021 (we last published in 2016).

I would suggest that we start the process from September 2019 with seeking to recruit teachers who might like to be part of the review group and members of SACRE to start their work from January 2020. We would look to do any rewriting in the spring, summer and autumn terms of that year, so that it new syllabus could be passed by SACRE and adopted by the LA in spring term 2021. Training to schools would then be given in the summer term 2021, ready for the new syllabus to be used by schools from September 2021. This would meet all our legal responsibilities.

We are in a strong position with our present agreed syllabus, and so my advice to the LA and SACRE is that a light review would be in order to improve and update the support units that help teachers to teach our Newham syllabus. Presently nothing legally has changed in substance around RE, and our present AS is strong and is working well.

Once published, the LA has a legal responsibility to ensure all schools in Newham using the Agreed Syllabus have access to training. Last time we offered schools 1 day of training on the new syllabus. I would suggest the same pattern again (3 x 1 day training sessions for primary schools, 20-25 schools on each day; 1 secondary day’s training; one EYFS days training)

In order to do this light review funding will need to be planned for and obtained from the LA.

I would suggest we publish the new agreed syllabus through creating a PDF document which would be put on CD ROM’s for sending out to schools (2 per school) or on a USB that we can send to schools, as well as put upon LA website for all schools to access in the long term. This would keep costs down.

We need to get into the forward plans of the communications team, so that the design work is in their schedule of work. There will also need to be work with the equalities team and legal team to check our documents as they are the LA’s and that always has to be planned for in their work timelines.

In 2015-16 we spent £27,000 on the development of our new syllabus. I have looked back at the costs of the previous syllabus and would project the following costs:

1. **Minimum funding**

   Design of AS and production of CD Roms/USB’s for schools (estimate based on 5 years ago costs) £2,500.00
   Room bookings for 5 days of school training £1250.00
   Advisor time for 5 days training and preparation £3000.00
   Advisor time to edit the support units and the text of the AS, work with teachers and SACRE group (20 days) £11,000.00
   Editing costs for LA person (maybe Matthew Portal) 7 days £3500

   **Total = £21,250.00**

2. **With 25% more money**

   Design of AS and production of CD Roms for schools (estimate) £2500.00
   Room bookings for 5 days of school training £1250.00
Advisor time for 5 days training and preparation £3000.00
Advisor time to edit the support units and the text of the AS, small amount of work with teachers and SACRE group to review and write new materials (25 days) £13,750.00
Launch event: small £900.00
Faith leaders training day room booking and advisor time £800.00
Editing costs for LA person (maybe Matthew Portal) 10 days £5000
**Total = £27,200**

### 3. With 25% more money

Design of AS and production of CD Roms for schools, SACRE members and local faith leaders (estimate) £3,700.00
Room bookings for 5 days of school training £1250.00
Advisor time for 5 days training and preparation £3000.00
Advisor time to edit the support units and the text of the AS, small amount of work with teacher and SACRE group to review and write new materials (25 days) £13,750.00
Launch event:
Faith leaders training day, room booking and advisor time to prepare training £800.00
Consultation with schools about strengths and weaknesses of what we have – 5 days of advisor time £2750.00
Editing costs for LA person (maybe Matthew Portal) 12 days £6000
**Total = £32,650**

### 4. With 25% more money

Design of AS and production of CD Roms for schools, SACRE members and faith leaders (estimate) £3,700.00
Room bookings for 5 days of school training £1250.00
Advisor time for 5 days training and preparation £3000.00
Advisor time to edit the support units and the text of the AS, small amount of work with teacher and SACRE group (30 days) £16,500.00
Launch event:
Faith leaders training day, room booking and advisor time to prepare training £800.00
Consultation with schools about strengths and weaknesses of what we have – 5 days of advisor time £2750.00
Consultation with faith groups in Newham around RE – 3 days advisors time £1650.00
Editing costs for LA person (maybe Matthew Portal) 15 days £7000
**Total = £38,050**

### 5. With 25% more money

Design of AS and production of CD Roms (estimate) £3,700.00
Room bookings for 5 days of school training £1250.00
Advisor time for 5 days training and preparation £3000.00
Advisor time to edit the support units and the text of the AS, small amount of work with teacher and SACRE group (30 days) £16,500.00
Launch event:
Faith leaders training day, room booking and advisor time to prepare training £800.00
Consultation with schools about strengths and weaknesses of what we have – 5 days of advisor time £2750.00
Consultation with faith groups in Newham around RE – 3 days advisors time £1650.00
Advisor time to research and create new resources for teaching RE at primary, EYFS and secondary that fit in with £4950.00
We need to provide the AS free to all schools in Newham, but we could charge for coming on the training to academies @ £150 a day. At present we have 28 primaries; 3 all age through schools; 9 secondary’s that are academies in our area, so this could generate £6000. OR we could charge them for the medium term plans and then the training would be part of that package if we charged them £500 a school it would generate £21,500.

We also have the option to advertise our Agreed Syllabus and sell to other LA’s – we charged £5000 to Southwark and Barking & Dagenham, and could do that again and this could bring in £10,000 towards our costs. This would bring down the LA investment.

So we have the potential to generate £31,000 which could go towards the costs.

I would like us to go for option 4 or 5 really if possible as I know that would provide the best document for everyone.

With CSSB funding: DfE have said that any LA asking about how much of CSSB funds should be allocated to SACRE they will refer them to NASACRE (National SACRE organisation) who say it should be 2% annually. If this was true of Newham’s CSSB fund then we would get £37,740 towards SACREs work in 2019. If we got this year's money and next years it would more than cover my normal SACRE cost as well as AS development.

Claire Clinton
June 2019

Hello Claire,
Thank you for the paper on the Agreed Syllabus. My thoughts are that I would like to go for option 5 with the costs offset by the 31K income from schools and hopefully selling the Syllabus to other LAs such as B&D and Southwark.

Donna/Reema – please can you budget 43k for SACRE for the Agreed Syllabus from my school improvement budget – cost code G11610 641440.
Thank you!!!

Best wishes
Dani

Dani Wade I Head of Learning & Achievement I CYPS

London Borough of Newham

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NASACRE Development Plan Overview

NASACRE Development Plan
A 3-step strategy was used to steer NASACRE towards a vision that meets our 5 Aims in serving both SACREs and RE:

1. Systematic **review**
2. Devise a **vision** to address gaps and progress opportunities across the 5 aims
3. Draft a **Development Plan** of specific, timed, measurable projects to achieve the vision

The Development Team reviewed NASACRE’s internal systems and effectiveness in supporting SACREs by reviewing annual reports, SACRE Survey responses, historical and potential collaboration opportunities with other RE Organisations.

The review suggested that our website, *SACRE Briefing* and the AGM & Conference are all very well regarded by SACRE members as meeting their ongoing needs for expert support. The future focus of the plan is in NASACRE’s untapped collaboration/promotion opportunities with other organisations and in facilitating the SACRE network developing into a more responsive online community, allowing SACREs to share region-based resourcing, expertise and good practice thereby evolving more national coherence.

### Overview of the 5 Development Areas Related to the Aims of NASACRE

| 1. **Assist SACREs to fulfil their responsibilities:**
| **Action points**
| **Develop/ update** the ‘Frequently Asked Questions’ (FAQ) section of the website to provide advice and support to SACREs with, eg:
| - How to function without an advisor
| - How to find faith representatives
| - How to deal with a non-compliant school
| **Develop** template letters eg:
| - communicating with the LA
| - advice for schools
| - compliance
| **Encourage** members to make more website visits eg:
| - including a regular *Briefing* item featuring a useful website link or FAQs

| 2. **Represent their common concerns to other bodies**
| **Action Points:**
| **Develop** NASACRE’s partnerships with:
| - **REC**: how to represent the statutory responsibilities of SACREs
| - **IFN**: Collaboration on faith-rep gaps project
| - **NATRE**: Collaboration on non-compliant schools; scope the problem issues and provide advice and support for SACREs on non-compliance
| - **Other RE Orgs**: Reciprocal invite for specified exec meetings
NASACRE Development Plan Overview

- **Other RE Orgs**: Interaction at conferences
- **Set up Mechanism** to Publish Standardised Analysis of Annual Reports
- **Share** outcomes with DfE, other RE groups
- **Maintain links** with APPGs/Ofsted/DfE
- **Develop links** with new National RE Ambassador

### 3. Assist in the training and mutual consultation of SACRE members

**Action points:**

- **Develop** Induction Pack for new SACRE Members template (customisable)
- **Signpost** SACRE Tools & resource templates (customisable)
- **Share** Membership Benefits:
  - **Include**: Regular briefing item featuring a ‘success story’, good practice or resource offer: submitted by SACREs
  - **Develop**: members-only inter-SACRE collaboration areas on **website**: expertise offered/required (‘swap shop’)

### 4. Encourage the development of SACREs

**Action points:**

- **Introduce** new streamlined, standardised, analysable appendix of Annual Reports, including collaboration potential & revised submission date (March) to include latest exam results
- **Project Website**: New development page, facilitating links to templates, sharable resource packs, websites & ideas from other SACREs
- **Project Twitter**: Get SACREs on Twitter! Dioceses do it, Schools and RE Organisations do it. We need SACREs tweeting their news, events they are organising, etc.

### 5. Undertake such other activities appropriate to SACREs as may benefit RE and Collective Worship

**Action points:**

- **Identify** issues diagnosed by National Reports (eg. REforREAL, CoRE, New Settlement) that NASACRE/SACREs could address and engage with
- **Identify** possible ways to progress this through AGM/Conference
  Eg ‘National Entitlement’ Compliance/Audit Exercise

NASACRE Development Team July 2019
Thank you for your letter of 31 July, congratulating me on my appointment and regarding the role of Standing Advisory Councils on Religious Education (SACREs).

It is a real honour to have been appointed as Secretary of State for Education. From the time I first became a School Governor, to serving on the Education Committee as a County Councillor, education has always been close to my heart. It is a privilege to be able to work with our brilliant teachers, college staff, lecturers and social workers who are making such a difference to people’s lives. Working together, I believe that we can build a truly outward looking and global Britain.

My priority is to drive up standards and ensure that our children can have the best start in life, making the most of their time and opportunities in education and going on to lead successful lives, wherever they are from. To be in this role and to be able to be part of delivering this agenda is something that really excites me.

We have no plans to specify the proportion of Central School Services Block (CSSB) funding that local authorities (LAs) must attribute to each of their statutory functions. If we did this, or ring-fenced any particular one, we would remove the flexibilities they need to be able to take account of local circumstances.
However, I agree that it is important that SACREs should be resourced sufficiently to be able to fulfil their statutory functions. While my department cannot direct the proportion of the CSSB that individual LAs allocate to supporting a SACRE, it would investigate any complaint that statutory responsibilities were not being delivered to ensure that the LA took any necessary remedial action.

As you say, my department has no specific plans regarding Relationships and Sex Education (RSE) and health education and SACREs. However, officials have been asked to explore the current role SACREs play in supporting the delivery of RSE and health education locally and how they could support future implementation.

Thank you for your kind invitation to meet. My office is aware of your request and will be in touch if I am able to do so in the near future.

Rt Hon Gavin Williamson CBE MP
Secretary of State for Education
What is ‘Primary RE 1000’?

The National Association of Teachers of RE (NATRE) has a new project to help schools who recognise the need to improve their RE provision. NATRE is the subject teacher association for RE professionals. It works to support those who teach and lead in all schools and institutions and at all stages of their career.

The Primary RE 1000 project will enable 1000 primary schools to offer ‘Better RE’ which means: RE for thinking, creativity, standards and challenge.

How can ‘Primary RE 1000’ help your school?

The project gives you access to:

- an online RE resource pack – a plethora of high-quality resources including the best online materials, great practical lesson ideas, planning guidance and support with subject knowledge.
- a sample RE policy statement
- an audit tool for RE and numerous ready to use learning ideas
- guides to all the BBC video for RE including lesson ideas and learning plans
- exemplar RE plans and classroom learning ideas, plus networking opportunities and local support
- contact with a local teacher group for RE, which provides a personal way for a subject leader in RE to gain confidence
- Bronze NATRE membership for two years, which includes a termly mailing of REToday magazine and a primary curriculum book which is packed full of lesson planning ideas and activities. Access to over 1000 online teaching resources to download, discounts on CPD, REToday publications a monthly newsletter with a free downloadable resource and much more.

How much does it cost?

For a single payment of £55 you get all of the above which includes two years of a Bronze NATRE membership!

Saving you £95 and giving you a benefits value of over £600. This is all possible through generous trust funding of the project.

What do we mean by ‘Better RE’?

- We want all pupils to have access to good RE.
- Pupils to be thoughtful in RE – for example, using thinking skills to explore big ideas from different religions and beliefs.
- Teachers to have high standards in RE and rise to them – for example, enabling pupils to write really well about religion and belief, or to use their speaking and listening skills in exciting ways.
- Pupils to respond to RE challenges – for example, learning key lessons from visits to different places of worship or enabling older primary pupils to work with younger ones on RE learning.
- Teachers and pupils to be creative in RE – for example by using art, music, drama or poetry to explore spiritual ideas and questions.

All invited primary schools are welcome to apply to join the project, via a named RE subject leader, with the support of senior leadership in the school:

Please apply via: https://www.natre.org.uk/membership/primary-re-1000/
Teachers learning: good CPD for effective RE - the role of the RE Quality Mark

Compiled by Linda Rudge (REQM Project Manager); contributors: Finoa Jackson (Shocklach Quizz VC CE Primary School, Shocklach, near Malpas, Cheshire), and Sophie Mcnee and Alice Hampson (both Neuman RC College, Oldham, Greater Manchester).

In this article three teachers from two very contrasting schools reflect on the effectiveness of their professional and school development through the Religious Education Quality Mark (REQM) process.

Introduction

What is effective continuing professional development (or CPD)? How can we ensure that the investment of time and money our professional knowledge have an impact on the subject and the school? How do we know what is ‘good’ RE, and how it might make an impact on an under learning in the school?

The Department for Education published implementing evidence on effective CPD in 2016 and advised schools in England that the best CPD should include collaboration and expert challenges, and that it should be underpinned by robust evidence and expertise and have a focus on improving and evaluating pupil outcomes.

Much CPD today takes place in school, led by senior teams or subject co-ordinators, as well as engaging with external consultants or advisors. For many it is a challenge to access CPD as budgets are often very limited. It is also sometimes difficult to make sure that good practice in our subject is recognised in other parts of the school, and that pupil progress in RE is celebrated across the school’s wider community. Any resources that more schools are effective in the professional development of their teachers, and the provision of RE for their pupils, are vital.

This article focuses on one – the REQM, managed by the RE Council of England and Wales.

Celebrating good RE

Schools that are inspected under Section 48 arrangements for those with a religious character or foundation might be seen to be at an advantage to community schools in this respect – although celebration through inspection might seem to be a daunting prospect. The teachers in the two schools represented in this article are in this situation, and chose to use the REQM materials alongside their usual departmental and subject planning to make sure they could benchmark their RE and their professional practice against the published REQM criteria, as well as the expectations of the inspectors and other professional standards. For example, the effectiveness of RE forms an important strand of the new framework for SIAMS inspections.

The REQM is not an inspection tool – it is a mark of celebration or an award, achieved by schools that meet the criteria on Learners and Learning, Teachers and Teaching, Curriculum, Subject Leadership and CPD. It is open to all schools in England, Wales and Northern Ireland. As you might expect, the criteria emphasis an inclusive, broad but challenging curriculum; engaged learners who make good progress; subject connections with other curriculum areas; staff and pupil connections with other schools and the wider community; and reflective subject leadership supported by the senior team.

The teachers, their schools and their Quality Mark experiences

These three colleagues shared space together leading a workshop, and on the REQM stand, at the 20:20 RE conference organised by four subject associations to review in the autumn term of 2018. Their experiences form the main part of this article.

Finoa Jackson

Finoa is the RE subject lead and a member of the SLT in a small rural Church of England primary school with 45 pupils. It is a voluntary controlled school, so although the subject is not inspected separately, the quality of the RE is a key contributor to the overall outcomes for the school. According to Finoa, ‘The size of your school is no barrier whatsoever to going for gold.’ The school had to think creatively how to [meet certain aspects, including the cost of the award itself], but it secured a grant from its local diocese. It was crucial to secure support from the governors too. Finoa said, ‘They believed in our determination to enhance children’s learning experiences in RE and explore how this rich and important subject could make a significant contribution to whole school improvement.’

The school made changes to ensure that RE underpinned the entire school curriculum – it is now taught more creatively through artefacts, drama, art, poetry, music and even forest schools. It books more visitors, workshops and trips. Children are also given the opportunity to unlock religious texts and discover that these often do not have simple meanings, and that there are many possible interpretations. All these activities are enhanced through strong relationships with parents, governors and the local church. RE innovations now drive the whole school curriculum.

Finoa explained, ‘Our enquiry-based approach using “big questions” isn’t just confined to RE, and assessment and feedback [are] delivered across a range of different subjects. We are fortunate at Shocklach as the teachers do a great deal to support one another by sharing good practice, top tips and resources for example. Both our local RE hub and high school were more than willing to lend artefacts boxes and offer advice on a range of areas, including hosting an interfaith week.

While at a World Religion conference at Chester Diocese, Finoa was given a recommendation for the Pushpaanjali Dance Company to enhance the study of Hindu philosophy, beliefs and rituals and help children understand the world around them. The experience prompted the children to consider a variety of big questions, including what Hinduism believe happens after death. One of the dances taught by the Company’s Pragjyoti Madhusudana was subsequently incorporated, at the children’s request, into the school’s end-of-year theatre production.

Finoa believes the purposes of the REQM are twofold: ‘It recognises good practice in RE and is part of overall RE and ongoing development. I am passionate about teaching and leading RE. The subject makes a unique and powerful contribution to children’s learning. It provides them with the opportunity to explore the big ideas around religion and belief and to think about what matters in their own lives.

Children’s work and RE experiences are regularly shared on social media platforms, such as the school Facebook page. Twitter and other social media pages. Finoa added, ‘it was exciting to raise the profile of RE in school and encourage positive comments from supportive parents and members of the local community. This evidence was shared with the Quality Mark assessor too. The assessor’s visit was an overwhelmingly positive experience and a wonderful celebration of RE. The children spoke enthusiastically about their RE experiences, particularly about using social media to trace their images and their appreciation of being given time to do some “tricky thinking”.

Shocklach celebrated its award and issued a press release. The school benefited from positive press coverage and wider recognition, which included a direct quote from the assessor: ‘The subject teacher is very passionate and proactive and that is clearly why the subject is so well taught and embedded across school. It is great that Finoa Jackson’s passion is shared with other schools to benefit children.’

Finoa said,

‘Achieving the REQM Gold has given the whole Shocklach community a huge boost and we are building on our success now as we work towards gaining Christian Aid’s Global Neighbours accreditation.’

She ended her presentation at the Crewe conference with the voice of a child: ‘RE is an incredible experience which helps me to understand life,’ said Izabella of Year 4.

Sophie Mcnee and Alice Hampson

Sophie and Alice lead RE at a Catholic secondary college in Oldham. RE is a main focus for any inspection under Section 48. The school’s conference presentation showed the benefits of the REQM for a large RE department in a Catholic school, and how it allows opportunities to build on good RE. Being in a Catholic school means that RE is core subject. However, Sophie and Alice were keen to raise the profile of the subject even more as the students’ response to RE in the school is fantastic, and they wanted this to be shared by everyone.

The REQM application process and the self-evaluation meant that Sophie and Alice as leaders, as well as all the rest of the department, were given an opportunity to reflect on their RE curriculum and the experiences the pupils received. It also allowed many opportunities to celebrate subject knowledge, curriculum, assessment and leadership within the department.

The REQM process includes the views of the pupils through pupil voice questionnaires, and through interviews on the day. This meant that the department could receive this useful feedback on what the pupils loved about the subject, but also what changes could be made for the future. Planning the day for the REQM visit meant Sophie and Alice had further opportunities to develop as middle leaders, as this required uniting a process to the headteacher, planning a successful day alongside the SLT. The visit’s interview process was also an opportunity to really showcase their department. Once a Gold Award had been received it gave the whole department the credit they deserved and the drive to be even better, and to spread great RE across the community of Oldham.

Hearing the award now means that Sophie and Alice have the confidence to contact even more schools, in particular feeder primary schools, in order to share good RE. This has already taken place through the planning of a six-week Introduction to RE session, and it is due to go ahead in one of their feeder primaries. Not only does this allow the sharing of good practice, but it also smooths the transition between key stages 2 and 3.

Overall, the REQM allowed the department to successfully self-evaluate and to reflect on strengths and further areas to develop. It also allowed Sophie and Alice to further develop as leaders through the process itself and its planning at the 20:20 event in Crewe, and to raise the profile of RE across Oldham.

The REQM materials are freely available for your local school, to support your subject planning and your own professional development, at reqm.org/

Some reflections on the implications of the new Ofsted Framework and Handbook for inspection on Religious Education

Introduction

The new education inspection framework from Ofsted was published 14th May 2019 along with the inspection handbook. Much has been written elsewhere about the implications for schools more widely, for example in Schools Week. This document simply aims to highlight those areas where the handbook might support our campaign for more school accountability in relation to Religious Education (RE). NATRE believes that schools providing their students with outstanding RE should be properly recognized for their work and those denying pupils their entitlement should be held to account, whether they be local authority maintained or academy schools.

The current framework has offered a degree of accountability to schools, for example with references in Ofsted reports to schools achieving the RE Quality Mark. A small number of schools have been criticized for failure to provide RE at all. You can read more about these reports of primary schools here and to secondary here. The current framework does not lend itself to a thorough examination of the curriculum, especially because inspections can last only one day. One of the effects of this is that schools that are non-compliant with their Agreed Syllabus or in the case of academies, their funding agreements, appear to be inspected and not challenged about these failings at all.

The new framework reverses this trend. Inspections will last two days and there will be a much greater emphasis on the curriculum. It is likely that a small number of subjects, possibly four, will be chosen as a focus for examining the curriculum and this could just as easily be RE as any other subject. A bonus from this approach is that over time, the information collected about each individual subject could (and should) be collated to create subject reports that identify national trends.

Commentary

Here are some sections of the handbook which we found interesting:

1. Paragraph 14 “in a risk assessment, we analyse: school workforce census data”

Regular readers of NATRE articles will know that this data set has been very useful in our lobbying of government. It contains each secondary school’s report on the number of hours of teaching provided in each school year for each subject. NATRE will be encouraging Ofsted to flag any school reporting minimal or no hours of Religious Education using its algorithm so that this can be followed up during an inspection.

2. Paragraph 22

In addition, exempt schools may be inspected between risk assessments if:

- We have received a qualifying complaint that, taken alongside other available evidence, suggests that we should inspect the school
- Concerns are identified about the curriculum (including if the statutory requirement to publish information to parents is not met)

SACREs, parents and others are beginning to use the formal complaints process when schools fail to provide the appropriate level of provision for RE. We will be seeking clarification from Ofsted about how complaints, especially those that reach the Secretary of State, can be made available to Ofsted inspectors.
3. Paragraph 44

OFSTED will:
- report on any failure to comply with statutory requirements when they form part of the inspection framework and evaluation schedule, including those relating to the workforce

*It is not clear if or how this might identify schools failing to meet statutory requirements in relation to RE.*

4. Paragraph 166

“Before making a final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, ...

*Attention to spiritual, moral, social and cultural development in the current framework for inspection has often led to mention of good practice in relation to RE in inspection reports. The new framework specifically mentions religious education in this section which should clarify expectations.* (paragraph 216 and 219)

5. Paragraph 172

“All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationship and sex education. Academies are expected to offer all pupils a broad curriculum that should be similar in breadth and ambition.”

Footnote 68 “… academies must include English, mathematics, science and religious education in their curriculum.”

*In our opinion, this paragraph has the potential to have the greatest impact on the issue of accountability in RE. It is perhaps unsurprising to see a clear statement of the law in relation to the curriculum in this context. However, in relation to standards, the expectation is that even given academy freedoms, (see 173 below), the curriculum should be similar in breadth and ambition as the curriculum offered in maintained schools.*

*NATRE intends to seek clarification of the meaning of this paragraph. The implication is that just as the national curriculum is to be used as a benchmark for ‘breadth and ambition’ for the core and foundation subjects, so the curriculum for RE must be as broad and ambitious as that required of LA maintained schools.*

6. Paragraph 173

“We will judge schools taking radically different approaches to the curriculum fairly. We recognise the importance of schools’ autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school’s curriculum favourably.”

*Some teachers have expressed concern about this paragraph because they believe it might provide a means of explaining away the lack of a rigorous and comprehensive RE curriculum. Time will tell if this concern is justified. It is difficult to see however, how a curriculum could be said to have ‘appropriate coverage and content’ if a subject which is so unequivocally listed as a requirement for inclusion were missing or covered in a tokenistic manner. We also note that the recent letter to NASACRE from the DFE clearly states that RE must be taught in all year groups. This is further emphasised in paragraph 177 below.*

7. Paragraph 177
Sources of evidence specific to curriculum intent
Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:
- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breath and ambition

8. Paragraph 180 -181

Implementation
180. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.
181. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:
- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching

*Inspection reports based on the current Ofsted Framework frequently mention the detrimental impact of teachers' poor subject knowledge on the quality of RE. This is more frequently mentioned in reports on primary schools. The text in this paragraph of the new handbook is much clearer about expectations on schools.*

9. Paragraph 216 and 219

216. Provision for the spiritual development of pupils includes developing their:
- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people’s faiths, feelings and values

219. Provision for the cultural development of pupils includes developing their:
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

*We are pleased that Ofsted has supported our recommendations that the descriptors of spiritual and cultural development should include a recognition that knowledge and understanding underpins tolerance and respect.*

10. Paragraph 222

Sources of evidence specific to personal development
Inspectors will use a range of evidence to evaluate personal development, including:
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils’ personal development

Access the following documents below:
School inspection handbook
Inspecting the curriculum
The education inspection framework
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Koran encyclopaedia hopes to promote peace

6.8.19 from the Times on-line

Extremists who take passages from the Koran out of context to justify violence will be challenged by an encyclopaedia published in the UK at the weekend — the first to re-order Koranic verses into themed chapters focusing on peace and women’s rights.

The work is written in English and has been described as a remarkable achievement, designed to show why Islam is described as a peaceful religion.

The Koran is written as it was “revealed” to the Prophet Muhammad in the early 7th century. Its 114 chapters and more than 6,000 verses are not in thematic order. Readers wishing to understand Islam’s teaching on a topic may have to find references scattered throughout the Koran.

This creates the risk that verses mentioning violence can be taken out of context to claim that Islam encourages violence against non-Muslims. Scholars have said such verses issued calls to arms for Muslims to defend themselves in wars waged against them 1,400 years ago but were not meant to justify violence generally and often appear with verses urging restraint.

Muhammad Tahir-ul-Qadri is a Pakistani-Canadian politician and scholar who founded Minhaj-ul-Quran, an NGO that has provided counter-extremism training in the UK. He spent three years working on a new English translation of the Koran and has collated its verses under thousands of headings, arranged by topic. The eight-volume 7,000-page work costs £69.

“Under the chapter of ‘peace’, I have taken all the Koranic verses that cover the subject of non-violence, love, tolerance, the relationship between Muslims and non-Muslims, human dignity and the prohibition of killing,” he said.

Another chapter will gather Koranic verses enshrining the “equal rights of women” in Islam.

Verses that mention violence are listed with the battles they refer to and appear with surrounding verses to provide context. One verse refers to “disbelievers” who should be killed “wherever you find them”. It was revealed during a defensive battle in the 7th century. It will be included with the verse before, which reads that one must only fight against “those who impose war on you” and must “not exceed limits”.

Page 31
Dr Tahir-ul-Qadri said: “It will prevent hate preachers from being able to twist or use such scriptures out of context to brainwash young innocent minds towards radicalisation and extremism.”

Qari Asim, a prominent imam from Leeds, said: “It’s a remarkable achievement. It’s easily accessible and when one reads all the passages relating to peace, a reader will see a very different image of Islam’s teachings on peace.”

**Chapter and verse**

- In the new Koranic encyclopaedia, one chapter is entitled “Peace and reconciliation” and has a sub-section entitled “Islam does not permit mischief, anarchy and aggression”.

- It includes a Koranic verse stating that one should only fight “against those who impose war on you” and should not “exceed limits”. Another sub-section includes verses under the title: “The prohibition of fighting if the enemy inclines to peace.”

- One chapter is headed “Women’s rights”. One sub-section contains verses on a woman’s “right to earn and keep her earnings”.

Mike Kane  Shadow Minister (Education) (Schools)

To ask the Secretary of State for Education, what steps his Department is taking to ensure that all schools provide pupils with opportunities to develop specific and age-appropriate knowledge and understanding of religions as part of promoting mutual respect and tolerance of people with different faiths and beliefs; and if he will make a statement.

Mike Kane  Shadow Minister (Education) (Schools)

To ask the Secretary of State for Education, what assessment his Department has made of the effect of the EBacc on the opportunity pupils have to study religious education.

Mike Kane  Shadow Minister (Education) (Schools)

To ask the Secretary of State for Education, what steps he is taking to ensure that all state-funded schools are providing an adequate provision of religious education; and if he will make a statement.

Nick Gibb  Minister of State (Education)

All state funded schools are required by legislation or by their funding agreements to teach religious education (RE) to all registered pupils aged 5 to 18 years. Teaching RE is also part of schools’ activity to meet their legal duty to promote young people’s spiritual, moral and cultural development.

Each area is required to have a locally agreed syllabus for RE that maintained schools without a religious designation must follow. This is monitored by each area’s Standing Advisory Council for RE (SACRE). As part of school inspections from September 2019, as set out in Ofsted’s published School Inspection
Handbook, inspectors will take account of the religious education taught as part of assessing the quality of education provided by the school. It is not Ofsted’s role to inspect denominational religious education in faith schools as part of its inspections. This provision is inspected separately under section 48 of the Education Act 2005.

The requirement for state funded schools to teach RE did not change with the introduction of the English Baccalaureate (EBacc).

Many schools choose to teach RE in key stage 4 through offering Religious Studies GCSEs, which are not included in the EBacc. Information on entries to the RE GCSE can be found at: www.gov.uk/government/statistics/key-stage-4-and-multi-academy-trust-performance-2018-revised.
What makes an effective SACRE? Or, why SACREs are important

Claire Clinton

In some recent discussions the place of SACREs in RE has often featured, with opinions ranging from 'abolish them' to 'give them more powers'. Here a vastly experienced RE adviser and SACRE member shares her wisdom with us about what makes SACREs work well.

Introduction

SACREs have been part of the legal landscape of education for the last 30 years. I became a teacher 29 years ago, so I am almost as old as SACREs! Anyone I know has been part of three SACREs and they have been part of my growth and learning.

SACREs, although a feature of only the last 30 years, were made compulsory with the new Education Reform Act of 1988 to help each local education authority (LEA) create a local syllabus for religious education in their community schools that brought more than just one religion. They were, importantly, made up of teachers, faith representatives, and councillors, all being selected as volunteers to help the LEA create a suitable syllabus for students in their area. I am one of the many people who have experienced seven SACREs throughout my career - they have been places that have helped me learn more about different religions and worldviews, as well as giving me as a young teacher the experience of writing schemes of work for RE with more experienced teachers.

SACREs and current reports on RE

We have seen important reports published recently, notably by the Commission on RE, FORRE (the Friends of Religious Education) and others. These are producing thoughtful consideration within the RE community but more importantly at Parliament and government and within the Department for Education (DfE). The current state of RE is, as we all know, challenging. It is clear from the evidence we have, and change is needed to provide supportive structures to ensure high-quality RE in our schools. The map of education has changed a lot since Baha'is and Reform is needed to make SACREs fit for purpose in the twenty-first century.

Over the last few years it has been argued that because some SACREs do not use inclusive or equalities terminology, they are inadequate, they should be disposed of. This is a weak and poorly thought-out argument. I agree with Claire and Woodhead (2019) when they say the time is ripe for reform of SACREs. Much has changed in education since the last 30 years and SACREs must change to be fit for purpose. Their strengths should be celebrated and their good work shared by government.

What makes a SACRE work well?

The reports published in the last six months both have a number of recommendations and some of these impact the system of SACREs, which has made me reflect on what is important about the current system and what we need to protect in any new system. Recently, I led a workshop on getting the most out of your SACRE at the 2020 conference in Oxford. Putting the workshop together, along with co-organizing and discussing these reports has shown me what makes an effective SACRE.

Checks and balances

Ensure that the right checks and balances are in place. SACREs are unique and the makeup of different committees so that plans or ideas are filtered through different lenses, to ensure the best outcome. This includes members as well as members of education and schools and this is a strength - if the local authority networks that SACREs form are to be robust and improve what we already have, they need to be able to include stakeholders. At present this is suggested in the CORE Report. For example, just imagine - a list of all the groups it expects to go into in the future. At present this is suggested in the CORE Report. For example, just imagine - a list of all the groups it expects to go into in the future. At present this is suggested in the CORE Report. For example, just imagine - a list of all the groups it expects to go into in the future.
Managing diverse views
SACREs must balance the need to respect diversity with the need to ensure that all views are heard. This can be a challenging task, as different communities may have different levels of comfort with sharing their views. It is important that SACREs work to create a safe space for all views to be heard, and that they are mindful of the potential for conflict and division.

Funding
SACREs rely heavily on funding from different sources, including government grants, local authority funding, and donations from community groups. It is important that SACREs are able to secure the necessary funding to support their work, and that they are able to effectively manage and allocate this funding.

Newham SACRE also asks all its members to visit a school (at least once annually), and we write letters after visits to thank schools for hosting us. This helps SACRE members to become gradually more knowledgeable about RE and CW in schools, but also brings the work of schools to the centre of all that the SACRE discusses and does.

One voice that can’t be spoken off in any of the reports is that of pupils themselves. I saw the best that can come from 25 years Newham has had to place a student SACRE that meets regularly, and its chair and other chairs attend the adult SACRE meetings. I think hearing young people attending an adult SACRE makes the meeting less formal and Mary Ward is truly one of the best models all sites present. Again, good SACRE will ensure that the classroom is always at the centre of what it discusses and does. In Newham, hoping pupils and teachers present at our meetings really helps this to be the main focus.

Celebrating what is good in schools
It is important that SACREs recognise, in as many ways as possible, what is good in RE and CW in schools. This can be done through events, such as the annual SACRE awards, which celebrate excellence in RE and CW. It is also important to share best practice and to learn from the successes of other schools.

Openness to learning
SACREs should always be open to learning, and be open to the possibility of new ideas and approaches. It is important that SACRE members are able to listen to different viewpoints and to reflect on their own practices.

Reference


Commission on Religious Education (2014), Final Report, Religion and World view, the way forward: a national plan for RE.
Welcome from the Chair

I hope that your summer has been as good as mine! We certainly needed it after a busy summer term. Of course, the AGM and conference was a major part of our work at NASACRE, and we are pleased to share in this Briefing some of the excellent work that was discussed by various people at the conference. We also have a longer-term development plan, which again there are details of below.

Politically (at the time of writing!) we have a new Prime Minister, and a new Education Secretary,
Gavin Williamson. We understand that he has shown interest in RE in the past (for example by asking questions in Parliament about RE) and his wife was a primary school teacher, so we are hoping for positive things from him. I wrote to congratulate him on his appointment and he replied.

Nick Gibb continues as Schools’ Minister and has continued to make statements in the House about the need for schools to provide RE in line with statutory requirements, and about SACREs, like this one in early September:

_all state funded schools are required by legislation or by their funding agreements to teach religious education (RE) to all registered pupils aged 5 to 18 years. Teaching RE is also part of schools’ activity to meet their legal duty to promote young people’s spiritual, moral and cultural development._

Each area is required to have a locally agreed syllabus for RE that maintained schools without a religious designation must follow. This is monitored by each area’s Standing Advisory Council for RE (SACRE). As part of school inspections from September 2019, as set out in Ofsted’s published School Inspection Handbook, inspectors will take account of the religious education taught as part of assessing the quality of education provided by the school. It is not Ofsted’s role to inspect denominational religious education in faith schools as part of its inspections. This provision is inspected separately under section 48 of the Education Act 2005.

You may also have noticed that there was a further mention of SACREs in parliament in June from Stephen Timms (MP for East Ham) who suggested that SACREs might be able to play a role in the implementation of RSE (Relationships and Sex Education- compulsory for all schools from 2020) in schools. Nick Gibb was suggesting that schools might well want to consult with parents and the wider community (including faith communities) as the plan to implement the new curriculum, and Stephen Timms stated:

_I recognise that in some areas there may well be a question about the capacity of the [SACREs] to undertake such a consultation. In other areas, however, they are certainly well up for doing it. The SACRE is in most areas, I think, quite a wide and representative body that is currently focused purely on religious education. The suggestion that emerged [from a meeting he had with faith groups] was that its remit might be extended to take in local plans for implementing the relationships and sex education statutory instrument._

Nick Gibb stated that he would consider the suggestion. (Full debate here)

This was followed by a joint meeting in July of the All Party Parliamentary Groups for Faith and Society and Religious Education, which members of the NASACRE Executive attended, and again highlighted the potential of SACREs to be a safe-space for bringing together religious communities, educators and the authority to discuss issues such as SRE. Stephen is particularly interested in this, as he has seen the good work that his local SACRE, Newham has done in this area.

This sort of broadening of SACREs remit appears to be what SACREs have been seeking to do: in our survey of Member SACREs in 2017, Over 4/5 of SACREs said that would like to play a wider
role in relation to community cohesion and inter-faith and faith/society relations more generally, with 7/8ths of SACREs already having a role beyond school religious education and collective worship. The Commission on RE’s Final Report *The Way Forward* has in its recommendations (8e) that SACREs might:

v. provide advice to schools and school providers on matters of religion and belief in schools

viii. promote good community relations within and outside schools.

I have spoken to Stephen Timms and have made it clear that such additional work would only be possible in many places with significant investments in resourcing SACREs. There are risks that need to be considered: not all SACREs currently have sufficient professional advice from an advisor with expertise in RSE and not all SACREs have the correct balance of people on them to represent the broad spectrum of religious views (in particular) about RSE.

The DfE currently have no particular plans in this area, but I think it is an idea well worth pursuing with the DfE, the Schools Minister and other politicians. In my opinion, a SACRE seems a sensible place for consultation about RSE within an LA as a safe space for local faith communities to be part of that. But I would be wary at the moment of asking SACREs to take anything additional on or produce definitive advice; I think it could be a place for others leading on RSE to go and be accountable maybe or to talk through plans.

Please let me know your SACREs thoughts and any examples of practice in this area.

It is now a year since the publication of the Commission on RE’s final Report. The RE Council has produced a strategic plan to move forward with the implementation of the recommendations in *The Way Forward*, and are hoping to convince the new Education Secretary to implement a national plan for RE. Central to this is the vision that:

“The subject should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.” (John Hall in the Foreward to *The Way Forward*)

One of the key recommendations was that there should be a ‘National Entitlement’, something that the NASACRE Executive has always supported. What I would recommend SACREs to do is to compare the Commission’s National Entitlement statement with your Agreed Syllabus. You might ask: is the CoRE RE ‘right’? Is there anything missing? Are there things included which shouldn’t be? Or are there things which your agreed syllabus might benefit from including next time it is reviewed? I would be really interested in hearing the thoughts from a number of SACREs around the country. It is important for NASACRE to know which parts of the CoRE recommendations that we can all get behind.
Part of the plan includes funding to work with NASACRE to pilot a number of SACREs working in the way envisioned by Recommendation 8 (LANs), whilst still carrying out all the statutory duties of a SACRE. I am excited by this and will be fascinated to see how the pilot works out. If your SACRE is interested in being in the pilot, do please get in touch. The pilot will work best with a variety of large and small, effective and struggling SACREs.

This term will see the first schools inspected by Ofsted under the new inspection framework. Inspectors will usually conduct a ‘deep dive’ into 3-6 areas of the curriculum. This could include RE. Challenging questions will be asked of senior and curricular leaders about the intent, implementation and impact (3Is) of the curriculum. SACREs may well want (and may already have started) to support schools in clarifying these in relation to the Agreed Syllabus. I have prepared an exemplar letter to schools which SACREs may find useful as a first step, and there is further advice below.

Your Autumn Term meeting looks like a busy one! Have a great term, and do stay in touch.

Paul

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**Meet the NASACRE Executive**

It was great to meet so many SACRE representatives at our conference in Manchester. If you don’t know who we all are, please look [here](#).

We are delighted to welcome Alex Klein from Salford SACRE to the Exec, who will serve a three-year term. Find out more about Alex via the above link.

A huge thank you to Sushma Sahajpal and Nasr Moussa Emam, whose terms have come to an end, for their enormous contribution to the work of NASACRE. We are extremely grateful for all they have given to support the work of SACREs around the country. Elizabeth Jenkerson’s term has also ended, but she will be co-opted for the next year, in order to facilitate the smooth organisation of next year’s conference.

**NASACRE Development Plan**

The Development Team of the Executive, ably led by Sushma Sahajpal, has been analysing and reviewing NASACRE’s work within our five aims, to ensure that we are best serving our SACRE members.

A workshop group at the NASACRE conference engaged with this document and provided feedback, which will inform the ongoing monitoring of the Development Plan.
Here is an overview of the plan, and also see the article below about the advantages of membership. If you have any feedback or suggestions, do please let us know, as this helps our ongoing evaluation process.

Feedback from NASACRE Conference & AGM - 22 May 2019

Cohesive Communities and Effective Partnerships; RE near and far (local, national, global)

Thank you to all who completed the Delegate Feedback form at the annual conference; we really do look at them very carefully.

As some of you may know we considered a few northern locations for our “non-London” year, but we decided on Manchester as an act of solidarity with the city after the awful attacks there in 2017. Some greatly appreciated the selection of Manchester and a large number remarked on how close the hotel was to Manchester Piccadilly station - only about a two-minute walk! The narrow meeting room, common to many hotels in the area, presented its difficulties, not helped by many late bookings!

The two keynote speakers, Peter Bull and Professor Julian Stern, were inspiring, challenging and thought-provoking, but, as usual, it was the workshops, table discussions and networking that delegates thought would be most beneficial to their SACREs. Some said that they were new to their SACRE - new to RE really - and were impressed by the involvement of SACREs in schools and communities. As usual, most wanted more time together, more time to discuss, to ask questions, to consult together. We’re already planning for the 2020 conference and AGM, and hoping to find a way that we can spend more time sharing and discussing the future of RE in our schools.

Why subscribe to NASACRE?

The need to consider the future of Religious Education (RE) is paramount in the current political and educational climate, where uncertainty and implementation of reform are in place. You know that your SACRE exists to uphold the law, which states that RE must be taught in all schools and it is a SACRE’s
responsibility to advise the local authority on what needs to be done to improve RE and Collective Worship (CW) for local schools. Through your SACRE, local communities and teachers can influence directly what pupils learn in the subject for which we care so much.

SACREs need to be supported; the future of the subject is at stake and direction and guidance are required for RE to thrive. This is where NASACRE can help. The Executive Committee has close links with the Association of RE Inspectors, Advisers and Consultants (AREIAC) and the National Association of Teachers of Religious Education (NATRE) and has an active voice, that represents your SACRE. NASACRE holds membership of the RE Council of England and Wales (REC) and the Inter-Faith Network UK (IFN) and NASACRE represent the interests of your SACREs at meetings with the DfE and the REC, thereby representing your interests at a national level.

We exist to help you promote and sustain the subject we care for. We seek to promote inter-faith understanding and sensitivity, to promote professional development in RE and to campaign passionately for adequate and satisfactory levels of resourcing RE to achieve these aims.

NASACRE does not stand still. We have just published a new five-year development plan. Our vision is that NASACRE will:

- assist SACREs to fulfil your responsibilities
- represent your common concerns to other bodies
- assist in the training and mutual consultation with members
- encourage the development of SACREs in, for example, becoming an online community and
- undertake other activities appropriate to SACREs, as may benefit RE and CW.

We want you on board, and hope that you will join or re-join us next year!

**SACRE Buddy Systems**

Is your SACRE particularly strong? Or are you struggling? Some SACREs are joining up with other local SACREs to strengthen their capacity. If you are interested in this, perhaps contact SACREs that are doing this, to find out how they make it work:

- Hampshire works together with Portsmouth and Isle of Wight
- Coventry and Warwickshire
- Hull and East Riding
- The North-North-West SACRE Hub meets termly for mutual support, with a flexible and open membership. It often brings together people from Cumbria, Lancashire, Blackpool, Bury, Wigan, Halton, Warrington, Bolton and Rochdale SACREs. If your SACRE is in the ‘North-North-West’, contact advisory.support@lancashire.gov.uk for further details and an invite to the next meeting.
Looking for new Faith Representatives

If you are looking for faith representatives, here are some ideas about how to find suitable reps:

For Jewish representatives, contact Sara Perlmutter at the Board of Deputies of British Jews

For Church of England and Roman Catholic representatives, contact your local dioceses

For other Christian representatives, contact the Free Churches Group.

For other faith representatives in your area, contact or visit your local Inter Faith Network group.

Ofsted advice

Some SACREs have been providing NATRE’s advice on the new Ofsted framework for 2019 to schools in their areas. There appears to be an increased focus on Religious Education in this framework, with its statutory nature highlighted and the potential of RE becoming a curriculum focus area during an inspection. NASACRE joins other RE bodies in welcoming this change.

This provides both an opportunity for SACREs to reassert their support for RE in their schools, and greater weight for insisting on compliance.

Compliance in RE

Many delegates at the NASACRE conference were keen to learn about the SACRE’s role in ensuring compliance to legislation around RE. Many SACREs have found the letter from Neil Lawson of the Curriculum Unit of the Department for Education useful it set our DfE expectations around:

- The requirement to teach RE (including what is expected from academies and free schools)
- Advice about the application of the agreed syllabus, and whether qualifications can be stipulated as part of that
- How to handle reports of a school not meeting its duty to teach RE

It is extremely useful to have this advice set out in writing, and we hope that this will help SACREs to be proactive in challenging schools of all types to provide the very best RE. To help SACREs to be proactive with all schools in alerting them to the expectations of the DfE and Ofsted, we have prepared a template letter, which SACREs might like to amend and send out to schools at the start of this term. Do let us know
National Recommendation on SACRE Funding

We were shocked at the results of our recent survey about how little of the Central Services School Block (CSSB) is being used by Local Authorities on SACRE business. Many SACREs are allocated far less than 1%. We have discussed these figures with the DfE and are now setting out a national recommendation.

The government’s guidance is clear:

An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their functions.

(Religious Education in English schools: Non-statutory guidance 2010, page 11)

The following can reasonably be expected to be funded from the CSSB:

- a clerk
- a professional officer who has expertise in RE curriculum design;
- a publicly accessible place to meet;
- the reasonable expenses of members;
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website.
- NASACRE subscription and AGM attendance

The national recommendation is that an LA should allocate at least 2% of the CSSB to SACRE in order that SACREs can carry out their statutory duties.

We advise each SACRE to look up your LA’s CSSB [here](#). Work out whether your LA is allocating 2% to SACRE. If it is not, write to the LA, explaining what the national recommendation is and asking when the LA is likely to fund SACRE adequately. Note that, in a year in which an Agreed Syllabus review is needed, it is likely to require much more than 2% of the CSSB, if the review is to be done properly.

Collective Worship

At the AGM and Conference, a noticeboard task encouraged delegates to record their thoughts about how far the Collective act of Worship is a live issue for their SACREs, and how any support they offer has impacted on schools. It clearly is a live issue and the Exec Committee is keen to take this matter further during the coming year. NASACRE supports SACREs in all aspects of their work, including Collective Worship.
National RE Ambassadors - update

Led by the National Ambassador for RE networks, Naomi Ansticce, the 10 Regional Ambassadors are now two terms into their two-year project to connect grass root teachers to RE networks, support and research opportunities. Here Naomi gives us a taster of some of their objectives:

• One of the Ambassadors’ roles is to facilitate a local leaders’ regional conference, where there is currently nothing on offer. The Ambassadors are meeting together in July to discuss their ideas for conferences during the next academic year. If your SACRE would like to get involved, do contact your Ambassador. If you are already working with other local SACREs to provide training for network leaders then let us know how we can assist you.
• All regions now have Facebook groups to promote news and events from the local area. SACREs are welcome to publish their own news on these pages so do get in touch in order to reach more teachers.
• All Regional Ambassadors are supporting the creation of new local groups and are looking for new local leaders. Do you have a teacher involved with your SACRE who is looking to extend their professional development and lead a group for local teachers to share good practice? We would be happy to support them with ideas and practical tips, alongside NATRE’s Local Group Officer. Perhaps there is a Gold REQM school you have worked alongside, where you know there is a proactive teacher whom we could get in contact with. We are also looking for Specialist Leaders in RE; do you know of one in your area?
• Many of the Regional Ambassadors have been invited to and attended local SACREs to talk about the Regional Project. Whilst distance (and time) may prohibit them attending all SACREs, you could email them to ask if they would like to send you an update about any local opportunities.
• We are also building links with local universities and providers of Initial Teacher Training, to connect those who are looking for a career in RE with local groups ready to support them in the classroom. Our thanks to TRS-UK (the umbrella organisation for University Theology and Religious studies departments) who have provided many introductions over the last few months. If you have any associate teachers, do ask them to get in contact with their Regional Ambassador.

Finally, my thanks for inviting me to lead a session at NASACRE AGM in Manchester. It was great to have an opportunity to network with everyone and to receive NASACRE’s support for the project.

You can find your Regional Ambassadors here or email naomi@natre.org.uk

Living out Shared Space

At the NASACRE AGM in May, I was struck by the huge range of experience and expertise in the room. NASACRE is probably unique in bringing people together from such diverse backgrounds and communities with a shared purpose of improving religious education in our schools. Having ‘shared purpose or common goals’ is one of the conditions that Allport (1954) claims can lead to successful
intergroup contact. I was privileged to be able to share something of the Contact Theory hypothesis and Religious Education at the AGM. The project I talked about was a joint collaboration between NATRE and the University of Bristol. Put simply, as well as common goals, there are 3 other conditions which Allport claims are required for successful intergroup contact to take place:

- members of the group having equal status
- undertaking tasks through genuine cooperation
- the importance of social or institutional support from a figure with authority or the wider community.

Continue reading

Dr Kathryn Wright, CEO, Culham St Gabriel’s Trust

**Subsidised NATRE membership for struggling primary schools - nominate a school near you for Primary RE 1000 and kick-start better RE in their school!**

Are there any primary schools in your area who rarely engage with SACRE or with RE events? NATRE has received generous funding to offer subsidised membership to eligible primary schools. Designed to increase access to RE resources to schools across the UK, primary schools with little or no exposure to NATRE and require additional support are eligible.

The **Primary RE 1000** project provides bronze membership for two years instead of the usual one-year at a highly subsidised rate. The schools accepted to join the project will receive:

- A digital starter pack to kick start better RE in their schools
- Over 1000 free-to-use classroom resources
- Links with a local group of RE teachers to share best practice
- NATRE membership at a subsidised price (£55 instead of £150!)
- Opportunities to attend high quality training
- And much more…

This is only possible due to generous funding and is offered on a first-come first-served basis until the quota is filled.

Submit your recommendations:

If you have schools that you would like to recommend for eligibility, please email [mandeep@natre.org.uk](mailto:mandeep@natre.org.uk) with the school name and postcode. There is no limit on the number of recommendations, but schools must pass the eligibility criteria determined for the project to receive the subsidised membership.

If you have any questions or queries, please contact the Communications Executive Mandeep or
Research for RE

Following the NASACRE conference, workshop leader Kevin O’Grady from Culham St Gabriel’s writes:

“It was a real pleasure to attend your Manchester conference on May 22. Whilst I’m particularly grateful to those of you who came to my session, and provided such a good discussion on how a SACRE might make use of the Research for RE website, I also came away encouraged by the energy and commitment of the conference in general. I hope you’ll find interest in the presentation we’re now circulating to you, which is my conference session edited to include different SACRE members’ ideas about using Research for RE. I was delighted that those in my session felt that the website would indeed be a useful resource for a SACRE. Do please pursue this further, initially by registering as a user at http://researchforre.reonline.org.uk/ and having a first look at the materials. You might then like to go through the presentation, and perhaps talking through it at a SACRE meeting. If at any stage you’d like to have a conversation with me about the site and ways in which to make use of it, do please email me on Kevin@cstg.org.uk”

Agreed Syllabi

In each briefing we have been alerting you to Agreed Syllabi which you might like to look at, adapt or adopt, if you are in the process of reviewing your own syllabus. We would like to remind SACREs that it is for each individual SACRE/ Agreed Syllabus Conference to make its own decisions about what is best for their particular context. By naming local authorities, we are providing you with a range of different approaches and syllabi from which you can make an informed choice. NASACRE as a body does not endorse (or recommend) any particular syllabi.

The following SACREs have recently reviewed and published their agreed syllabi:

Leeds, Calderdale and Kirklees

We have been alerted to the new 2019 local agreed syllabus for Leeds, Calderdale and Kirklees Believing and Belonging which may be downloaded from https://penninelearning.com

It is supported by a large bank of resources available on subscription, including over 70 units of work now available online in the West Yorkshire RE Resources Hub. There are sample resources for Years 1, 2, 4, 6, 8 and 9 to download from the homepage.

Lewisham
The new Lewisham Agreed Syllabus for Religious Education *Learning together through Faith and Beliefs* was formally adopted by Lewisham Council last summer and includes requirements for RE in EYFS through to and including Key Stage 5. Lewisham SACRE welcomes expressions of interest from other SACREs who might wish to adopt or adapt their syllabus or any of its Key Stage requirements. Costs will be negotiated, dependent on how much of the syllabus you are interested in; Lewisham would also wish for recognition of their original work, forming the basis for any final published work. You can find the syllabus on the Lewisham Council website by searching for Religious Education. Please contact Denise Chaplin to discuss any section/s which interest you.

**Big Ideas for RE**

Agreed Syllabus Conferences who are constructing a new Agreed Syllabus may wish to look at the work of Barbara Wintersgill and the *Big Ideas for RE* project.

**REQM/SACRE links**

Is your SACRE aware of the [Religious Education Quality Mark (REQM)](http://www.requalitymark.org.uk) (REQM) established in 2012?

The REQM is now managed by the [RE Council of England and Wales](http://www.requalitymark.org.uk), based in London, and it is managed by NASACRE Exec member Linda Rudge. Schools are awarded the REQM by an accredited assessor, at one of three levels – Bronze, Silver or Gold. The award is valid for three years. The cost of the award is £475 each time the school applies. Some local SACREs have supported schools in their applications, either through advice or through subsidising the costs. Other SACREs find the scheme helpful in monitoring local RE, or in helping schools to plan their subject and professional development. REQM schools have reported back to SACREs, and some teachers have been asked to join their SACRE through this networking. The REQM criteria are designed to promote school improvement across the curriculum, as well as in the subject of RE.

This year, schools have been sharing their experiences again through national conferences and through regional events. Quotes from their presentations show the validity and value of the award in terms of teacher confidence, improved local contacts and the enhancement of local networks.

Please contact Linda for further details, or to ask for a visit to your local SACRE from a member of the team.

**Liverpool SACRE: Alsop High School**

At the NASACRE conference, Peter Bull from [Alsop High School](http://www.alsophighschool.org.uk) spoke about the SACRE as a ‘beacon
of hope’.

_Students at Alsop High School have launched their new promotional film “Alsop Is More Than A School” in the presence of the Lord Mayor of Liverpool, Councillor Peter Brennan. The short film celebrates that Alsop is #MoreThanASchool._

This year Alsop celebrates its centenary. The Centenary Working Group worked alongside the School Council and consulted extensively with the students to develop a strategy to engage and reach out to the North Liverpool community.

The students wanted to communicate a shared vision that Alsop is more than just a school and that togetherness is at the heart of the school community. They wanted to inspire young people to achieve and promote a culture that challenges low aspirations, builds self-esteem and promotes the “Yes, I can do it” mentality.

Mr Wilson, Headteacher comments:

_“We are thrilled with the film. It reinforces ‘the Alsop way.’ It demonstrates that through teamwork, our students journey along a pathway to academic excellence. The words are the thoughts expressed by Alsop students and they demonstrate our school goes the extra mile to support and nurture all members of the school community.”_

The film launch took place during a special assembly, to welcome Mr Chris Wilson as Headteacher of Alsop. The assembly included readings and musical items with the theme of working together for the common good.

During the assembly, the Lord Mayor of Liverpool formally welcomed Mr Wilson to Liverpool. He told the assembled students that he hoped, “Mr Wilson will receive a warm welcome and that soon he will feel at home in our city.”

_The promotional film can be viewed [here](#)._
disaffected young people who may otherwise be drawn, lured or forced to join criminal gangs, who often exploit them. This Officer supports safeguarding processes and has an in-depth and current knowledge of local gangs. In response, the officer co-ordinates commissioned services to schools, offers bespoke training sessions for staff and workshops for children and young people. There is also a liaison with police and cross-borough working.

The team also works with the following organizations: St Giles Trust SOS Project, Youth Offending Service programmes, Non-Violent Resistance Programme (NVR), Safeguarding / Social Care which can offer re-housing gang members, their families or victims and providing opportunities into education, employment or training 1-2-1 support and assessment.

Royal Borough of Greenwich believes it is worthwhile sharing the valuable work of the Safer Communities Team and therefore help to disseminate the information to faith-based members. There are reported desires in political circles to treat knife crime as a medical concern - as if it were a disease - but if faith communities can help in any way, by liaising with its young members, it can be part of a solution.

**Milton Keynes Youth SACRE**

We were delighted to hear from Milton Keynes SACRE at the NASACRE conference about their Youth SACRE project. This may prove very useful for other SACREs considering a Youth SACRE, or give new ideas to existing ones.

**MKIAC Art Exhibition on Faith and Nature**

- During interfaith week, our Eco schools leader Mrs. Chrisman and Mrs Rahman attended the Milton Keynes Islamic Arts and Culture interfaith event with four students, Jessica Nuttall, Nicholas Day, Hope Brown, and Tomasz Sierko, spoke eloquently and passionately on the theme of Faith and its interaction with the environment and nature at the College. Annuar Kassim MBE and Countess Elizabeth Howe, the Patron of the Milton Keynes Islamic Arts and Culture Organisation praised the students on their talks.

- Several people from the public including the High Sheriff of Buckinghamshire, Deputy Mayor Cllr Sam Crooks, Dr. Julie Mills CEO and Principal of MK College, Annuar Kassim MBE and Countess Elizabeth Howe, the Patron of the Milton Keynes Islamic Arts and Culture Organisation praised the students on their talks.

- Students engagement with the audience was moving, each individual captured the essence of the subject, their words and delivery were uplifting and were very well received by the audience.

Click [here](#) for video clip.

The Youth SACRE was also involved in suggesting ways forward with the locally agreed syllabus and guidance booklet. The students were very much involved in the revising of the syllabus as they gave their thoughts on the previous one and the SACRE adapted it to meet their needs, as well as the aims of RE. This year, they are getting other secondary schools in Milton Keynes to hold the meetings, to attract new
schools in different catchment areas. The aims are always to support teachers, whether specialists or non-specialists, and make sure the students learn something new, in working collaboratively. These meetings are held 5/6 times a year and open to Year 5 pupils all the way through to Year 13 students.

**Hampshire SACRE: Religious Literacy Project**

Hampshire LA has been working with Brunel University on a research project around Religious Literacy within RE. The outcomes of the work can be found [here](#).

**Westhill Award Winners 2019**

The following SACREs were successful in bidding for a Westhill Award for their projects:

- **Bromley** - production of a SACRE Calendar: religious, secular, multi-faith events, using artwork from a borough-wide competition for all KS1 and KS2 pupils.

- **Cambridgeshire** - pioneering research programme, developing resources and processes to enable and enhance pupil encounters with religious diversity.

- **Lambeth** - developing the use of Faith Trails, drawing on local faith communities for resources for a KS2 RE Unit of Work: *Understanding Faith and Belief in Lambeth*.

- **South Gloucestershire** - extending the WIRE (Widening Inclusion in RE) Award project to schools with little diversity, and to secondary schools with little RE.

- **Warwickshire** - videoing RE teacher network meetings, to strengthen teachers’ subject knowledge across principal religions and world views.

- **Wokingham / Pan-Berkshire Hub** - extending the Pan-Berkshire Hub initiative to Wokingham, developing *Real People, Real Faith* recordings of interviews with faith members.

Perhaps your SACRE can start thinking about applying for a grant next year, to support an exciting project. Details of the scheme are [here](#).

**2019-20 NASACRE Membership**
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 2019-20 and if necessary arrange or chase up payment of the membership fee.

**Items for your Autumn Term SACRE Meeting**

- Discuss how to support schools in preparing for the new Ofsted Framework, using the template letter.
- Give space for individuals who attended the AGM and Conference to report back from it.
- Discuss your SACREs opinion on being a ‘safe space’ to discuss RSE, or if you would like to/feel able to do so. Feed this back to us along with any examples of work you have done in this area.
- Discuss if your SACRE would like to be part of the LAN pilot and let us know if you would.
- Look at the Overview of the NASACRE development plan and send feedback.
- Undertake a comparison of the CoRE National Entitlement and your Agreed Syllabus (or set up a sub group to do so). Again, send feedback!
- Ensure that your NASACRE subscription for 2019-20 has been paid.
- Consider how you might work together with other SACREs locally/regionally.
- Continue to challenge schools and academies in your area who appear to not be compliant with the requirement to provide RE for all pupils in all schools in all years. Let NASACRE know about your struggles and successes.
- If you have not done so, consider how well your SACRE is funded, and if less than 2%CSSB, take this up with the LA, informing them of the National Recommendation on SACRE funding.
- If you have not done so, contact your new Regional Ambassador to see how you can best work together.
- If you have not already done so, consider if there are any primary schools in your area who might benefit from the Primary 1000 scheme.
- If you have any good practice to share, please let us know so we can include it in the next briefing!
- Consider inviting Kevin O’Grady to your SACRE to talk about Research for RE.
- Consider inviting one of the REQM team to a future SACRE meeting.
- Start thinking about if your SACRE would like to apply for a Westhill/NASACRE grant next year for a new project.
- Let us know if you are holding any events or launching your new Agreed Syllabus
- Ensure that your annual report has been sent to the DfE and to NASACRE
- Please check your SACRE contact details are correct on the NASACRE website and let us know if any need updating
- Do make use of the training resources on the NASACRE website for any new SACRE members,
and contact the relevant authority if you need representatives on a group.