



## **Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Monday, 5th October, 2020 at 10.00 am to be held as a Virtual Zoom Meeting**

### **Agenda**

<b>No.</b>	<b>Item</b>
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|------------|--|------------------------|
| <b>1.</b>  | <b>Apologies</b>   |                        |
| <b>2.</b>  | <b>Minutes of the last meeting held on 3 February 2020</b>   | <b>(Pages 1 - 4)</b>   |
| <b>3.</b>  | <b>Agreeing Membership of the Agreed Syllabus Conference</b> |                        |
| <b>4.</b>  | <b>SACRE Update Report</b>                                   | <b>(Pages 5 - 6)</b>   |
| <b>5.</b>  | <b>School Visits Protocol</b>                                | <b>(Pages 7 - 16)</b>  |
| <b>6.</b>  | <b>Annual Report Arrangements</b>                            |                        |
| <b>7.</b>  | <b>Monitoring School Websites - NASACRE approach</b>         | <b>(Pages 17 - 18)</b> |
| <b>8.</b>  | <b>Website Evaluation Grid</b>                               |                        |
| <b>9.</b>  | <b>Burnley Building Bridges Update</b>                       |                        |
| <b>10.</b> | <b>Interfaith Week 8 - 15 November 2020</b>                  |                        |
| <b>11.</b> | <b>Lancashire Youth Voice</b>                                |                        |
| <b>12.</b> | <b>Correspondence</b>  |                        |
| <b>13.</b> | <b>Members' News</b>   |                        |
| <b>14.</b> | <b>Observers' Contributions</b>                              |                        |
| <b>15.</b> | <b>Date of Next Meeting</b>                                  |                        |

The next scheduled meeting of the SACRE will be held at 10.00am on Monday 30 November 2020 at 10.00am.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston

# Agenda Item 2

## **Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Minutes of the Meeting held on Monday, 3<sup>rd</sup> February, 2020 at 10.00 am in Committee Room 'D' - The Henry Bolingbroke Room, County Hall, Preston**

### **Attendees**

#### **Teachers Associations**

Mr P Martin (ASCL - Chair)  
K Stephens (NAHT)

#### **Church of England**

Mr J Wilson  
Mrs J O'Rourke

#### **Lancashire County Council**

County Councillor A Cheetham  
County Councillor B Dawson\*  
County Councillor A Ali  
County Councillor P Steen

#### **Higher Education Sector**

Ms C Reade

#### **Jewish**

Mr R Ash

#### **Hinduism**

Mrs H Shukla

### **Observers**

#### **The Bahá'í Faith**

Dr Malcolm Craig

#### **Buddhism**

Darren McMinn

\*County Councillor Bernard Dawson replaced County Councillor Yousuf Motala for this meeting.

### **Officers**

Mrs A Lloyd – Advisor (School Improvement), Lancashire County Council

Mrs M Mahmood – Senior Democratic Services Officer, Lancashire County Council

## **1. Apologies**

Apologies were received from Mrs K Cooper, CC Y Motala, Ms L Horobin, Mr K Pagpa, Ms J Roper, Mrs S Elton-Chalcraft, Ms H Sage and Ms Lisa Horobin.

## **2. Minutes of the last meeting held on 25 November 2019**

The minutes of the last meeting held on 25 November 2019 were agreed as a true and accurate record.

## **3. SACRE Newsletter Spring 2020**

The Chair thanked Mrs A Lloyd and all those that had contributed to the development of the latest newsletter which was presented to SACRE Members. An update report on Interfaith Week was presented by Malcolm Craig as part of the newsletter and thanks was extended for his contribution. Guidance on a parent's right to withdraw their child from R.E. was also provided as part of the newsletter and a brief introduction to the three R.E. consultants was also provided.

## **4. Annual SACRE Conference 2020**

The NASACRE Annual Conference would be held on Monday 18 May 2020 in London, the Chair and Mrs A Lloyd would attend on behalf of Lancashire SACRE. The keynote speaker will be Mathew Purves, Ofsted's Deputy Director, Schools and a number of workshops would be offered to attendees during the afternoon session. Feedback would be provided at a future SACRE meeting.

## **5. School Visits**

The school visit that had been planned for Westwood Primary School in Clayton-Le-Woods on Wednesday 22 January 2020 had been cancelled by the Head Teacher due to unforeseen circumstances.

In light of this, Mrs A Lloyd had selected a further two schools for SACRE members to consider and provided information on each. A discussion took place about which school should be visited next and following a suggestion, it was agreed that the R.E. leads could instead be invited to a meeting of SACRE in the autumn term.

In regards to inspections, Mrs A Lloyd provided clarity on the 'deep dive' inspections, it was noted there had not been any so far in Lancashire for R.E.

## **6. 10 Minute Break and Networking Opportunity**

A 10 minute break and networking opportunity was taken.

## **7. Annual Report 2018/19**

The final version of the Lancashire SACRE Annual Report for 2018/19 had been circulated at the last Lancashire SACRE QSS meeting. This had now been sent to NASACRE and the Department for Education. NASACRE had acknowledged receipt of the report.

The Chair extended thanks to Mrs A Lloyd and all those involved in preparing the report.

## **8. Recruitment for Consultants**

Mrs A Lloyd informed SACRE members that they had recently recruited two R.E. lead teachers to support Ms J Harris. This had really helped to increase capacity and all exemplifications for secondary years had now been completed, a meeting would take place next week to begin writing the exemplifications for primary years. The two new teachers were Helen Hall from Lea Community Primary School and Natalie Gould from Bradley Primary School.

## **9. Preparations for Agreed Syllabus Conference**

Mrs A Lloyd informed SACRE members that every 5 years it was necessary for the local authority to review its agreed syllabus, in order to do this an Agreed Syllabus Conference needed to be established. A new syllabus would need to be confirmed by September 2021. It was noted that significant changes would not be necessary to the syllabus.

## **10. Lancashire Youth Voice**

It was agreed that the Lancashire Youth Voice could be considered as an item at the next Lancashire SACRE QSS meeting to see if anything could be done about this. It was suggested that SACRE members could perhaps attend a school instead.

## **11. Correspondence**

An update report from Burnley Building Bridges Interfaith Schools Project was provided. There was now 39 primary, 1 secondary and 2 colleges that were signed up to SLA agreements.

Ms H Shukla shared details of a Festival of Culture 2020 event that was due to take place on the 14 March 2020, details would be circulated to Mrs M Mahmood who would circulate to all SACRE members.

## **12. Members' News**

There was nothing to report.

## **13. Observers' Contributions**

The Chair thanked Darren McMinn for attending the meeting.

## **15. Date of Next Meeting**

The next meeting of the SACRE would be held at 10:00am on Monday 27 April 2020 in Cabinet Room D – The Henry Bolingbroke Room, at County Hall, Preston.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston



## Report to Lancashire SACRE: October 2020

- The following materials were added to the website during the partial closure of schools:
  - RE policy template for primary schools.  
[http://www.lancsngfl.ac.uk/curriculum/re/index.php?category\\_id=21](http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=21)
  - EYFS exemplifications - all exemplification materials to support the syllabus are now complete for all year groups.  
[http://www.lancsngfl.ac.uk/curriculum/re/index.php?category\\_id=28](http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=28)
  - Additional guidance relating to developing spirituality across the curriculum.
  - A newsletter signposting schools to resources to support online learning.
- Planned training with LAT Blaylock on improving subject knowledge in the teaching of Hinduism and Islam was cancelled and has been moved to 21<sup>st</sup> October.
- Network meetings were cancelled. At the moment schools do not have the capacity to release our associate consultants. These might be provided online in the future.
- A monitoring report cannot be provided due to a lack of data for analysis. Outcomes from Inspections, assessments and pupil attitude questionnaires are unavailable. A draft slimmed down annual report will be written to share with members in November.
- Consultants continue to write new resources to support the statutory review of the syllabus; these will be shared with the newly formed ASC in due course.
- The LA have maintained the same level of funding for the SACRE for 2020/21.
- The NNWHub has sadly not been able to meet due to COVID restrictions and no face to face meetings are planned for the immediate future. Perhaps a virtual meeting can be arranged.
- SACRE are asked to consider:
  - A protocol for monitoring RE curriculum information on school websites.
  - A protocol for school visits in the future once restrictions are relaxed.





## SACRE VISITOR PROTOCOLS

Visiting schools should be an enjoyable and stimulating opportunity for you to see RE in action. Enfield Schools can show you some excellent practice. Try to go in with an open mind and avoid giving your own opinion particularly about controversial issues. Remember you are not an inspector and that the teacher has a job to do.

### **Purpose of Visit: (it may be one or all of these)**

- To develop a greater understanding of the way the RE Department works or how RE is taught in that particular school.
- To observe a particular aspect of RE or Act of Worship
- To be a visible link between the RE Department/school and Enfield SACRE and to build relationships between staff, students and governors.
- To look, listen and learn about RE practice
- To meet with the RE lead coordinator and Headteacher.
- To obtain information for a short report to inform Enfield SACRE and assist future planning.

### **Preparing for the visit**

- What do you know about the school? Find out as much as you can about the school, most have websites or ask Pauline Swain for help.
- Make sure you can explain what SACRE does, maybe take the most recent annual report with you
- Make sure you are clear about why you are going. This is really important. Remember you have been invited and you are not making judgements about the quality of teaching.

### **Before the Visit:**

Arrange the visit in advance with the named school contact and know where and who you are visiting.

Agree beforehand with the contact person what you want to achieve. What is the focus of the visit? Make sure you keep to what has been agreed.

- Do you wish to see a class being taught?
- Do want attend an assembly/act of worship?
- Do you want to look at the work of the Department as a whole?
- Can you speak to pupils about their views of RE

**Remember you may not have the chance to speak to individual teachers before a lesson.**

### **Possible Questions you might ask the Teacher:**

- Before the lesson can the teacher tell you what they are doing in the lesson, its purpose and the intended outcome? Or are there plans you can look at?
- What will happen next, after this lesson?
- How does the teacher check what progress students have made in the class?
- How does the teacher support students who are making slower progress?

### **Possible questions to ask pupils/students**

- Do you enjoy RE – which parts do you like and why, if not why not?
- Do you think it is important to study RE
- How well are you doing in your RE lessons
- What would you like to do more of / change?
- Do you enjoy assemblies/celebrations
- Have you visited any places of worship?

### **Possible questions to ask RE co-ordinator or Head**

- How is RE taught in this school, how often? By whom?
- Do you use the agreed syllabus and schemes of work?
- Do you have any suggestions about how it may be improved
- How can SACRE help you? (ie visit the school, organise visits to your place or other places of worship in Enfield)
- How often do you hold acts of worship, who attends (is it the whole school?)
- Who delivers them?
- How are they planned?

### **Things to look out for**

- Displays in open areas and classrooms
- Pupils enjoyment of the lesson or activity – are they listening to the teacher and each other, do they contribute and ask questions?
- Relationships between student/student, able student and less able student, student/staff, staff/staff
- Resources available – books, equipment, pictures.

### **Being a Welcome Guest: (remember you are not an inspector)**

- After greeting the teacher sit somewhere out of the way.
- Listen quietly unless asked to comment or take part.
- Don't if you can help it make notes and don't comment on the teacher's conduct or individual pupils
- Remember that it is someone's work place and you are a visitor. Be considerate.
- If you ask questions at the end make sure you sound like an interested lay person, with no note of challenge.
- Show appreciation for the hospitality you have been shown.
- Mention things which have particularly pleased or interested you.
- If something concerns you try to speak to the SLT link before you leave the school.

### **After the Visit:**

- Fill in a brief visit report (see attached) as soon as you can and share it with the school then pass to Chair of SACRE for discussion at next meeting. Do not mention pupils by name in the report.
- Evaluate the visit. Did you achieve what you set out to do?
- Send a thank you note to the member(s) of staff and, if you visited a class, to the students.

# SACRE

## Visits to schools

# SACRE : Visiting schools

Why visit schools

This includes:

- To promote positive relationships
- To promote the value of RE / Collective Worship
- To find out how helpful the Agreed Syllabus is
- To find out how SACRE can help make provision better
- To listen to the views of staff and pupils about RE

# SACRE : Visiting schools

Setting up visits to schools

- Agree the purpose
- Agree details of the visit
- Agree the follow up

# SACRE : Visiting schools

Agree the purpose of the visit with the school prior to the visit.

- Agree the arrangements with the school: time of arrival, where to report.
- Agree the length of the visit(s) / be aware of time pressures.
- Confirm who is visiting.
- Explain your role (are you going to participate actively, how do you wish to be introduced?).
- Share something of yourself

# SACRE : Visiting schools

- Have the arrangements for the visit (date, time, approximate length) agreed by the Headteacher.
- Confirm the arrangements in writing (sample letter with SACRE information).
- Send a letter of thanks to the school which also acts as an agreed note of the visit.

# SACRE : Visiting schools

In order to make visits successful the following guidance is offered:

- Be aware of body language (smile!).
- Know something about the school.
- Check ground rules re Child Protection
- Talk to the teacher first.
- Do not be judgemental.
- Do not make notes.
- Ask open questions.
- Offer constructive feedback
- Offer to discuss how SACRE does/might offer support
- Agree any points with the Headteacher / teacher before leaving the school
- Maintain confidentiality about the visit



## Code of conduct

*This generic code of conduct has been drawn together from consideration of various existing codes and provides an example for SACREs to use or adapt.*

### General principles

xxxxx SACRE encourages all its members to:

- attend all SACRE meetings and take a full and active part in its work
- participate in and review the work of SACRE for the benefit of the whole community
- listen with respect to the views of other members and where a situation of disagreement occurs, disagree respectfully
- express views and opinions openly, honestly and sensitively, always recognising others may have views different to one's own
- assume at all times that other members of SACRE are honourable and concerned with the best interests of SACRE
- seek reasoned consensus where views diverge and never disrespect the views of other SACRE members or seek to convert them to a different belief stance
- actively consult with, and report back to, the membership body which they represent so that debate is fully informed
- actively challenge and resist stereotyping

Remember that the central aim for the SACRE is to improve the quality of provision in RE and collective worship for all pupils in xxxxx.

### Visiting schools

From time to time, SACRE members may have the opportunity to visit schools.

SACRE Members should remember that it is a privilege to visit a school. They are there as invited guests, not to make judgements about the school or to “inspect” RE and collective worship.

Members should:

- only visit a school when invited
- inform the Clerk of SACRE and the SACRE's RE Professional of any invitation received and visits made
- ensure that you do not say or do anything, which could be viewed as denigrating any religion or ethical belief system

- avoid being critical of others or imposing their own views
- any confidential information disclosed should not be passed on but along with any possible concerns or confusions about what may have been seen should be discussed with the LA Officer and RE Professional before being reported back to SACRE

### Visiting schools as a representative of a faith community

Some faith community representatives may be more regular visitors to schools and invited to support RE and/or collective worship.

Visitors should be well-supported by the class teacher who should always be present, taking an active role in question and answer sessions, and ensuring visitors are well-briefed before a visit.

SACRE members visiting a school to share their beliefs, values and experiences should:

- have a clear, mutually agreed understanding of the purpose of the visit before it takes place
- appreciate that they are not there to convert or proselytise, avoiding being critical of others or imposing their own views
- be familiar with the school's aims, ethos and policies in RE and collective worship;
- have an understanding of where the lesson will fit into the unit of work from the Agreed Syllabus and what the learning objectives are
- use a variety of teaching and learning methods and approaches, but at no time touch pupils or behave favourably towards pupils of particular faiths, ethnic groups or genders
- ensure that pupils understand that the visitor is representing a particular faith view and their own personal interpretation of it and therefore that others from the same faith may not always interpret ideas in exactly the same ways
- ensure that they do not say or do anything, which could be viewed as denigrating
- communicate at an appropriate level for the age group concerned

## Guidance for teacher members on SACREs for making judgements about RE on primary school websites:

Exceptional practice	Green (good or better RE)	Amber (unclear as to the quality of RE)	Red (concerns as to whether RE is being taught)
Excellent levels of detail on RE curriculum plans, which may include additional information about what will happen in RE lessons. You may also see reference to skills being taught and how it builds on prior learning.	The level of detail published on the RE curriculum plans for each year group is at least comparable to that for foundation subjects such as History and Geography (even if the subject is called something else)	The level of detail published on the RE curriculum is not comparable to that for foundation subjects such as History and Geography	The curriculum map does not give the reader a clear indication of what will be taught. For example, A list of religions or belief is provided with no indication about the content of the study
There is a clear and detailed statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow.	The school includes a statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow	There is no reference to the syllabus followed	There is no reference to the syllabus followed
RE features regularly on the website and may include photos of learning, visits and visitors, parent views and pupil feedback.	There are regular references to RE on the website	There is a little reference to RE on the website	There is no reference to RE on the website
There is a clear and detailed explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is a clear explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is little reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is no reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.
A very clear and detailed statement of the aim, purpose or intent of RE.	A clear statement of the aim, purpose or intent of RE.	The aim, purpose or intent of RE is unclear.	There is no statement of the aim, purpose or intent of RE.
It is very easy to discover how parents or other members of the public can find out more about the RE curriculum the school is following.	It is easy to discover how parents or other members of the public can find out more about the curriculum the school is following.	It is difficult for parents to navigate the website to find out more about the curriculum the school is following.	It is impossible for parents or other members of the public to find out more about the curriculum the school is following.
There is a discrete policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website but no statement of the aims of the subject aims and/or the right to withdraw.	There is no policy for RE on the website
<b>Action: Send a congratulatory letter to the school on their excellent RE.</b>	<b>Action: Send a letter of congratulations and support for the good RE in the school.</b>	<b>Action: Send a letter of mild concern and support.</b>	<b>Action: Send a letter of serious concern. State SACRE's statutory duty and the school's need to be compliant with the law which states that all pupils in England must receive Religious Education.</b>

This work was inspired by an activity conducted by Bristol SACRE

