



Lancashire Standing Advisory Council on Religious Education (SACRE)

Monday, 24th April, 2023 at 10.00 am in Committee Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Agenda

No. Item

Part I (Open to Press and Public)

- 1. Apologies**
- 2. Minutes of the Meeting held on 6 February 2023** (Pages 1 - 4)
- 3. Presentations by RE Subject Leaders - Sharing Aspects of Best Practice Linked to the Lancashire Agreed Syllabus** (Pages 5 - 22)

Rachel Mort, Cobbs Brow Primary School, Skelmersdale; Michelle Smith, Westhead Lathom St James CofE Primary School, Ormskirk; and Natasha Finch, Mount Pleasant Primary School, Clayton-le-Moors will attend and make presentations.

Attached, for information, is a presentation from St Stephen's CofE Primary School, Preston, representatives of which were unable to attend the meeting.

4. Exclusion of Press and Public

The SACRE is asked to consider whether, under the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994 it considers that the public should be excluded from the meeting during consideration of the following items of business on the grounds that the documents are draft and/or for consultation and/or consideration by the members of SACRE prior to the final document being published.

Part II (Not Open to Press and Public)

- 5. Key Stage 3 and Key Stage 4 Survey Analysis**

Part I (Open to Press and Public)

6. **Key Stage 5 Survey Results** (Pages 23 - 28)
7. **Building Bridges Burnley Update** (Pages 29 - 30)
8. **SACRE Attendance**
9. **SACRE Member Profiles**
10. **Members' News (including Feedback from Training and Development Undertaken)**
11. **Observers' Contributions**
12. **Correspondence** (Pages 31 - 32)
13. **Date of Next Meeting**
The next scheduled meeting of the SACRE will be held at 10.00am on Monday 10 July 2023 in Committee Room 'D', County Hall, Preston.

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, 6th February, 2023 at 10.00 am in Committee Room 'D' - The Henry Bolingbroke Room, County Hall, Preston

Attendees

Peter Martin (Chair) (Representing the Teacher Associations)

Kathleen Cooper, (Representing the LASGB)

Peter Lumsden, (Representing Building Bridges Burnley)

Joan O'Rourke, (Representing the Church of England)

John Wilson, (Representing the Church of England)

Lancashire County Council

County Councillor Anne Cheetham

Observers

Malcolm Craig, (Representing the Bahá'í Faith)

Keith Pennington, (Representing Humanists)

Officers

Mrs Alison Lloyd, School Improvement Service

Dave Gorman, Legal and Democratic Services

1. Apologies

Apologies were received from Lisa Fenton, Julie Gordon, Ben McMullen, County Councillor Yousuf Motala, Helen Sage and Francis Williams.

It was noted that the meeting was inquorate with no representative from Group 1 (Christian and other religious denominations which appropriately reflect the principal religious traditions in the area).

2. Minutes of the Meeting held on 28 November 2022

Resolved: - That the minutes of the meeting held on 28 November 2022 be agreed as a true and accurate record.

3. Religion and Belief Quality Mark

Afrasiab Anwar MBE, Community Team Leader, Lancashire County Council Education Improvement - Equality & Diversity Team, attended and gave a presentation on the work and remit of the team.

Specific reference was made to:

- The four strands of the work of the team, namely English as an Additional Language; Gypsy Roma Traveller; Community; and Support for Equalities in Schools.
- Work around community cohesion.
- The work of Ellie@Burnley Campus (Faith Centre).
- The Equality Act and Protected Characteristics.
- Reality – Equality – Equity – Justice.
- The Lancashire Equality Mark, and the six badges, for which over 50 schools are now registered.
- Inclusive Curriculum.
- School Admissions.
- The Pyramid of Hate.
- The impact of COVID-19.

Following the presentation, Members made a number of comments:

- How people of no religion can be incorporated.
- The common themes and values across all faiths.
- Links with other local authorities and sharing of good practice - Burnley is held up as an example of good practice.
- The challenges faced by Schools of Sanctuary, e.g., resources and the impact of refugees and visitors, some of whom have funding attached.
- The potential for including teaching and learning in the Equality Mark.
- That RE and faith and values cuts across all subjects and stays with the individual for life.
- Engagement with Governing Bodies.
- Those schools with the Equality Mark were, in the main, primary but there was an increasing interest from special schools and secondary schools with a special schools' network recently established.

Members thanked Afrasiab for his interesting and thought-provoking presentation and for the important work being undertaken by his team.

A copy of the presentation was subsequently circulated to Members.

4. Report of the SACRE Officer

Alison Lloyd, Special Support Adviser, School Improvement Service, presented the Report of the SACRE Officer making particular reference to the following:

- The Annual Report of the Lancashire SACRE for 2021/22 had been submitted to NASACRE and the Department for Education and an acknowledgement had been received from the Department for Education.
- A Freedom of Information request was being dealt with on the subject of funding for the Lancashire SACRE.
- The Spring edition of the SACRE Newsletter was included in the agenda pack.

- RE Subject Leaders from three schools (community and voluntary controlled) would attend the next meeting on 24 April to share their practice.
- Joanne Harris had agreed to host a Key Stage 3 RE pupil debate at County Hall in June. The date is still to be confirmed.
- SACRE Members who had not yet reviewed the websites of those secondary schools which had not responded to the RE annual survey would do so as soon as possible. A reminder about completion of the survey would be sent direct to headteachers and the survey, together with a message from Peter Martin, had been posted on the Schools' Portal.
- Further discussions would take place with special schools following the training led by Lat Blaylock.

5. 2021 Census Data

Alison Lloyd introduced the census data which had been circulated as part of the agenda pack and which included national data and data by local authority area in England and Wales.

John Wilson commented that more localised detail was available online and that there might be an opportunity for RE Units of Work. Alison referred to some detailed snapshots of the data which had been included in the SACRE Newsletter (page 13 of the agenda pack) for the Lancashire districts of Preston, Burnley, Lancaster and Ribble Valley. It was felt that the balance was still right in terms of the RE syllabus and that the census data would be something the SACRE would return to again in the future.

6. 2021 Schools Bill Update

Alison Lloyd reported that Paul Smalley, NASACRE Executive Assistant, had drafted a paper on the implications of the removal of the School's Bill 2021. It was agreed that this be discussed at the next meeting on 24 April. It was noted that, whilst there was now no legal framework for academisation of all schools by 2030, it remained the Government's preference that schools would continue to move towards academisation. Faith schools, in particular, would be likely to carry on the process of academisation with, possibly, less of an appetite amongst community schools.

7. Building Bridges Burnley Update

Peter Lumsden, Building Bridges Burnley, provided an update the main points of which were as follows:

- It would be interesting to look at any correlation between those schools which have, or are in the process of aiming for, the Lancashire Equality Mark and those engaging with Building Bridges Burnley.
- A school in Thornton-Cleveleys had been in touch to express in interest in the work of the project.
- In terms of the offer to schools, 45 schools had now signed an SLA with an average of one or two each week making an enquiry.

- Interest from high schools was increasing.
- More faith visitors were being recruited and Peter had met with the Buddhist Centre in Burnley and was looking to make links with a mosque in Blackpool and a synagogue in Bury.

John Wilson referred to the University Chaplaincy at Lancaster being multi-faith and Peter confirmed that he had links to it.

8. SACRE Member Profiles

A number of SACRE Members had submitted profiles to Ben McMullen, but several remained outstanding. It was agreed that this would be a worthwhile exercise and that schools, in particular, would benefit from an increased visibility of SACRE and its membership. It was suggested that contributions should be no more than 100 words and the Clerk was asked to re-circulate Ben's profile by way of a reminder to Members.

9. Correspondence

Members noted that, since the publication of the agenda, one item of correspondence (NASACRE Briefing 34) had been received and circulated.

10. Members' News (Including Feedback from Training and Development Undertaken)

County Councillor Cheetham referred to the recent Holocaust Memorial Day commemoration in Burnley which she had attended and which is always attended by a Rabbi from Manchester who had been involved now for several years. Councillor Cheetham also referred to the students in uniform who attended from Holy Trinity School and laid a wreath.

11. Observers' Contributions

Keith Pennington referred to the speech for Holocaust Memorial Day which was recently given to a meeting of the Lancashire Humanists. If any Member was interested in the text of the speech, Keith could be contacted via the e-mail address in the SACRE Newsletter (page 15 of the agenda pack).

12. Date of Next Meeting

It was noted that the next meeting of the Lancashire SACRE would be held at 10.00am on Monday 24 April 2023 in Committee Room 'C', County Hall, Preston

Paul Bond
Clerk to the SACRE

County Hall, Preston



Aspire to Greatness

R.E. in st Stephen's School!



Context of the School

- 12 classes including nursery
- 30% FSM and serves 2 of the most deprived wards in Preston
- 49% EAL
- Faith based context – church, new mosque, Sikh Gurdwara, Hindu temple and Buddhist community in the area. Faith communities supportive of one another.
- Controlled C of E school with a distinctively Christian character
- 322 pupils – 1 and half form entry





R.E. Curriculum



The school teaches Christianity units from the Diocesan Syllabus and units from the Lancashire Agreed Syllabus so that the children receive teaching about faiths within the area as well as learn more of Christian beliefs and traditions.

There are 3 enrichment days (around Festival times) within the year which enable the school's predominant faith communities to deepen the children's understanding of Christianity, Hinduism and Islam. Around these days the school invites members of the community to lead workshops and there are enriching activities for the children.

Visits to places of faith take place throughout the year and we organise a visiting speaker or visit for each unit of work in R.E.



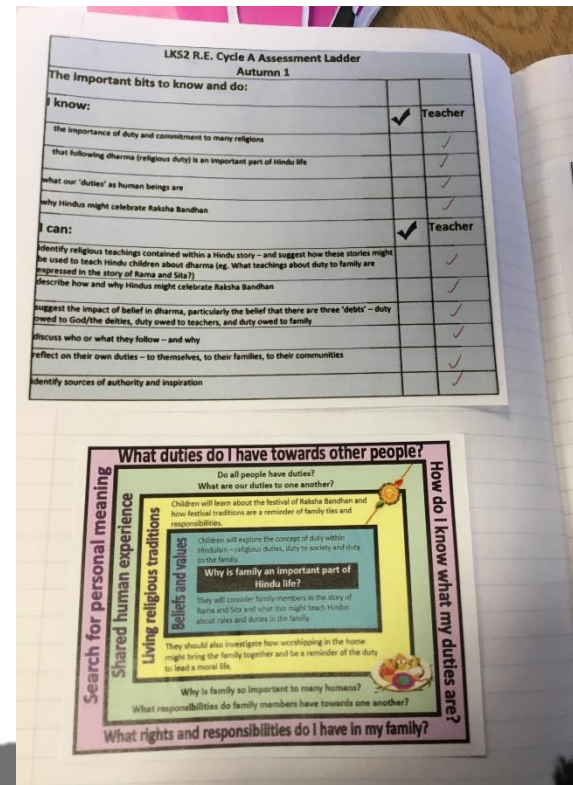
Lower Junior work on Hinduism

Autumn Term Enrichment Day for the whole school – Diwali. The Hinduism units are explored amidst the whole school celebrations where children experience the awe and wonder within communities. In Lower Juniors, they learned more about the meaning of dharma, the Raksha Bandhan festival and faith in families.



Why is family an important part of Hindu Life?

The specific knowledge and skills from this unit are shared with pupils at the start of the unit so that they know what they will learn. Over the course of the several weeks, children develop greater understanding of key concepts and learn new vocabulary.




Knowledge Organisers are good reference tools for the language and key knowledge children are taught within the unit

Year 3 and 4 Knowledge Organiser for Hindu dharma

Why is family an important part of Hindu Life?

Truth Is Eternal	Dharma	Reincarnation	Moksha
Hindus are encouraged to learn.	Dharma means to do the right thing with good behaviour.	Hindus believe a soul cannot be destroyed, so when a Hindu dies, their soul enters a new living being.	Moksha is the ultimate goal. It happens when a soul stops being reincarnated and is reunited with Brahman.




The Story of Rama and Sita


In the story King Dasharatha keeps his promise to his wife.

Rama obeys his father, Sita goes into exile with her husband, Lakshman is the loyal brother - Hanuman is not a family member, but represents the idea of devotion to God.

The Hindu's learn from the story that as humans our duties change during the course of our lives.



The Hindu festival of Raksha Bandhan, or Rakhi, celebrates the bond between brothers and sisters. It is celebrated on the day of the full moon, usually in the middle of August.



Most Hindus follow the path of love. This takes the form of devotion or worship at a shrine. The home acts as a centre for Hindu family life and so in almost every Hindu home there will be a small shrine with pictures or statues of one or more gods or goddesses to which the family will offer puja (worship).

Key vocabulary

Duty - A moral obligation dharma - underlying right behaviour and social order.

Rama - Rama is an incarnation of Vishnu, God of Protection

Sita - She is the consort of the god Rama. Raksha Bandhan- Hindu festival

Retrieval and responses to key questions

What examples of Dharma can you see in the story of Rama & Sita?

Rama's dharma was to: protect Sita, save his wife ✓
Sita's dharma was to: Be a helpful person, be kind. ✓
the Monkey army's dharma was to: fight good over evil ✓
Hanuman: to help Rama ✓

The Ramayana (the story of Rama and Sita) is popular with all ages – why might different Hindus take different messages from the story?

It teaches you to be helpful ✓
It teaches you to fight good over evil ✓
It teaches you to have a kind heart ✓
It teaches you to help those in need. ✓

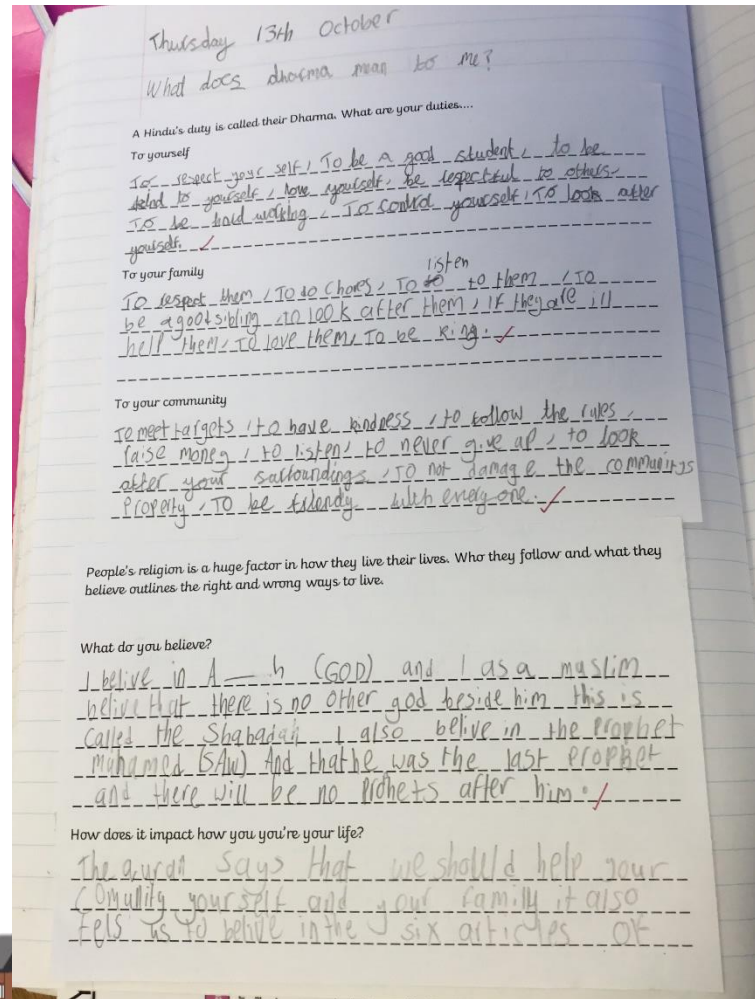
What happens if you don't follow your Dharma?

You will have bad luck ✓ bad karma ✓ and you will be unhappy. It is called Adharma. You will also have a shorter life.



Going Deeper into the values within Hinduism

Children should be exposed to the teachings of other faiths and reflect on their own beliefs – seeking connections



Long Term assessment in each phase

An end of phase assessment enables teachers to identify which pupils are meeting the expectations for R.E. This is the criteria used to assess pupils knowledge and understanding.

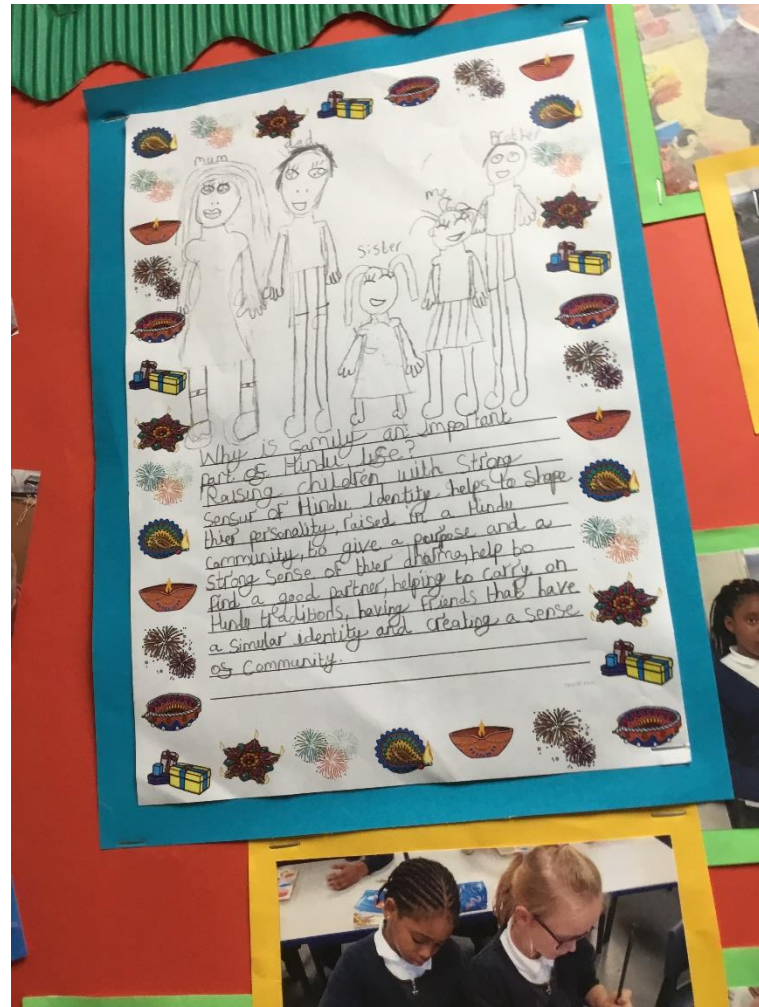
As there are 45 pupils on entry, we assess pupils over 2 years in each phase

– end of EYFS, KS1, Lower KS2 and Upper KS2

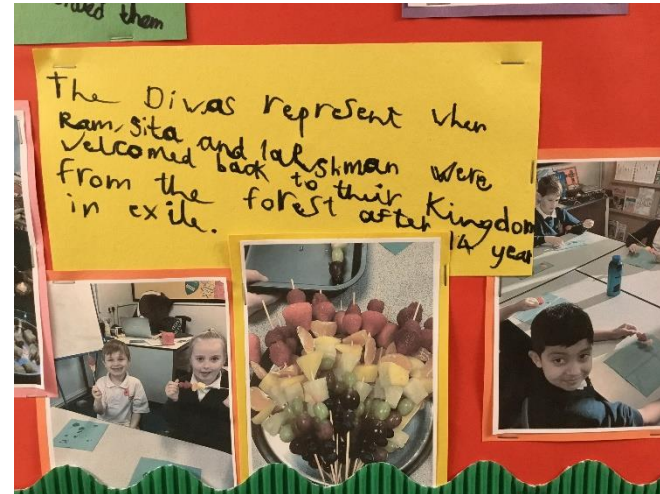
End of LKS2 Expectations		Substantive knowledge (content and concepts)	Disciplinary knowledge (methods) and personal knowledge
Beliefs and Practices	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Know that Raksha Bandan celebrates siblings and has significance to Hindus at a stage of life.	Relate Raksha Bandan to other ceremonies and asks why the ceremony is important
Sources of Wisdom	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers	Know the story of Diwali, Christmas and Easter using the names of characters and places, understanding the relevance of each character to the story.	Explore artefacts in Hinduism, Christianity, Sikhism and Islam, questioning their purpose and meaning to the believer.
Symbols and Action	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities	Know the greetings in each faith – the Lord be with you; Salamu-alaikum, namaste, shalom	Recognise forgiveness in the easter story and explain its relevance. Explore the meaning of Equality in Sikhism and relate to its importance.
Prayer Worship and Reflection	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Know that people go to the church, temple, gurdwara and mosque to pray and to worship and name key words involved in prayer and worship.	Explore prayer practice in Hinduism, Christianity and Islam explaining why prayer is important and how it connects humans to God.
Identity and Belonging	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders	Know the names – Vicar, Curate, Imam, Pujari, Rabbi and know how they lead worship and share messages of the faith.	Reflect on the value of respect in leadership and what this looks like. Know why trust in leaders is important/
Ultimate Questions	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	Know the creation, passover and Easter stories, naming characters and deepening and understanding of God in these stories.	Reflect on forgiveness in the easter story. Why are commandments and rules important in religions?
Human Responsibility and Values	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	Know that we share values of generosity, equality, duty, respect, thankfulness across faiths	Explore how we can help others and develop courageous advocacy and a sense of duty towards others.
Justice and Fairness	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	Know the words justice, equality and fairness and identify these in Christianity, Hinduism, Islamic and Sikhism traditions.	Use the word justice and ask questions about how the faiths teach what is right and what is wrong.
To know and use this vocabulary		Dharma, Salvation, Palm Sunday, Holy Week, Advent, salah, Mihrab, Messiah, Guru Granth Sahib, Guru, Imam, Vicar, Hanukkah, Rabbi, Qu'ran, Salvation, altar, pulpit, equality, advent, commandment, sacrifice.	
Working Towards		Working at (overall)	Exceeding



Reflections during Diwali after the a visiting speaker talked about the importance of Hindu tradition in families.



Celebrating Diwali Together



Whole School Celebration

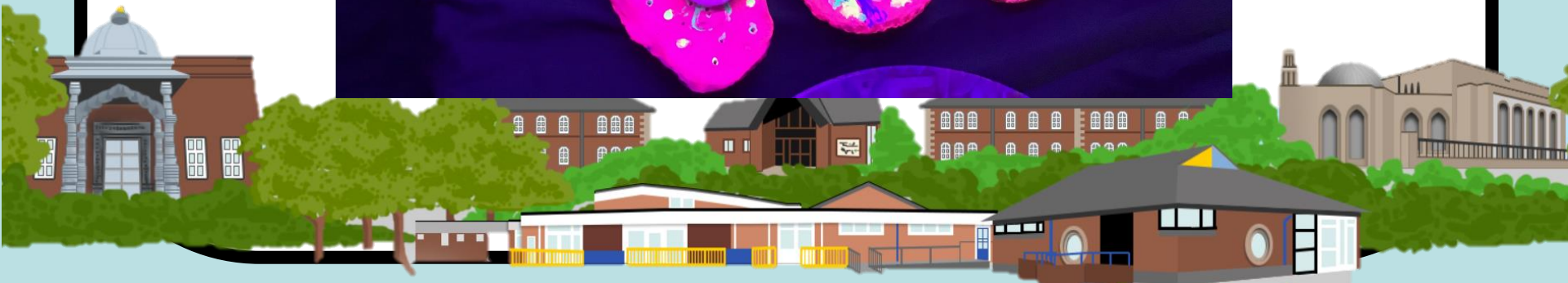
In 2022 each class made a vegetarian dish for display in the school hall. This food was made from traditional Indian recipes and was shared amongst the community at the end of the school day.

Govardhan Puja also known as Annakut or Annakoot (meaning a “mountain of food”), is a Hindu festival in which devotees worship Govardhan Hill and prepare and offer a large variety of vegetarian food to Krishna as a mark of gratitude.

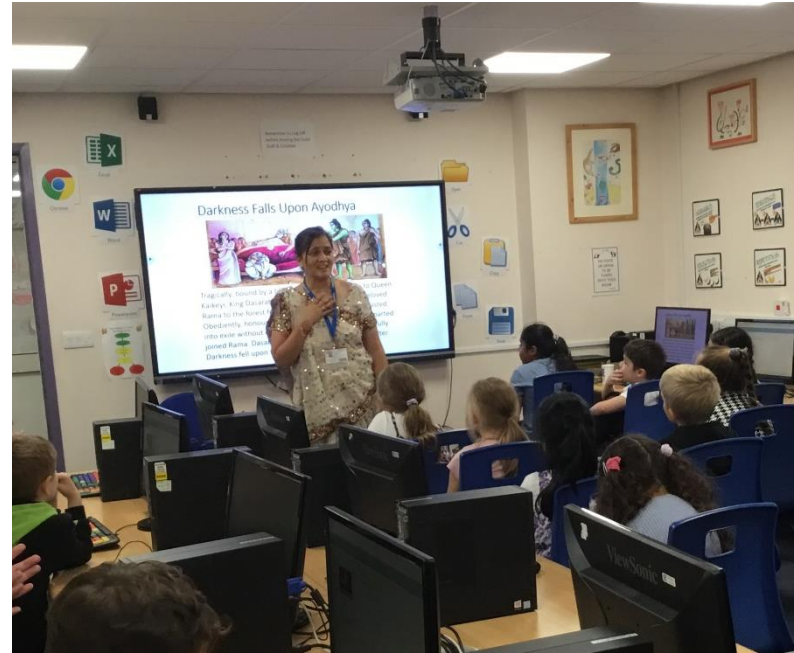




R.E. through Art and D.T.



Visitors who enrich understanding of what it means to have a faith



The use of quality texts to introduce new language and to know story structures and characters within other faiths.



Long Term Goals

- Children develop a sense of celebration and coming together of community
- They deepen their understanding of values within the faith and hear from those who live out their faith in their daily lives
- Children develop a sense of awe and wonder, they are exposed to one another's beliefs and traditions and, as a result, discriminatory language is very rare in school
- Pupils have a good understanding of faith and are able to use 3 tier language to describe the beliefs of others.
- Pupils respect difference and the faith traditions of others.



Finally...

From the mouth of babes, words from Y6 pupils:

“Our school learns about the other cultures and faiths. It helps us to understand others”.

“It doesn’t make us uncomfortable to learn about other faiths”.

“My last school taught R.E. with worksheets and slides. This school lets you meet real people to find out more.”

“Meeting people and visits are the best way to learn about faith and it is interesting”.



Attainment & progress

LA KS5 Attainment 2022

Religious Studies · 228 pupils

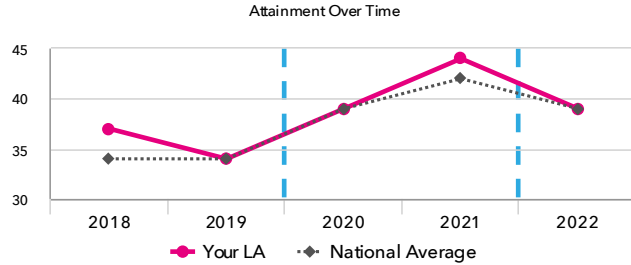
Average Point Score

39 pts

FFT Rank

100 BETTER ▶ 1

In line with the national average (39)



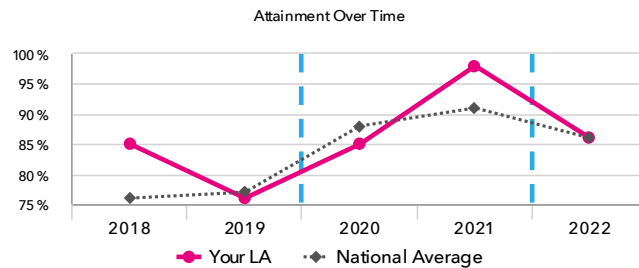
% A*-C

86%

FFT Rank

100 BETTER ▶ 1

In line with the national average (86%)



LA KS5 Progress 2022

Religious Studies · 228 matched pupils

Average Point Score

-0.7 pts

FFT Rank

100 **66** BETTER ▶ 1

In line with the national average (0)

% A*-C

-2%

FFT Rank

100 **68** BETTER ▶ 1

In line with the national average (0%)

LA KS5 performance summary Religious Studies

	Actual results			Pupil progress		
	2020	2021	2022	2020	2021	2022
Number of Pupils / % Matched	74	41	228	100%	100%	100%
Average Point Score	39 ↑	44 ↑	39	-1.1	+1.2	-0.7
Average Grade	B ↑	B+ ↑	B	-0.1	+0.1	-0.1
% A*-A	34% ↑	44%	29%	-3%	-2%	-4%
% A*-B	65% ↑	83% ↑	68%	-0%	+8%	+1%
% A*-C	85%	98%	86%	-3%	+4%	-2%
% A*-E	100%	100%	99%	0%	0%	-0%

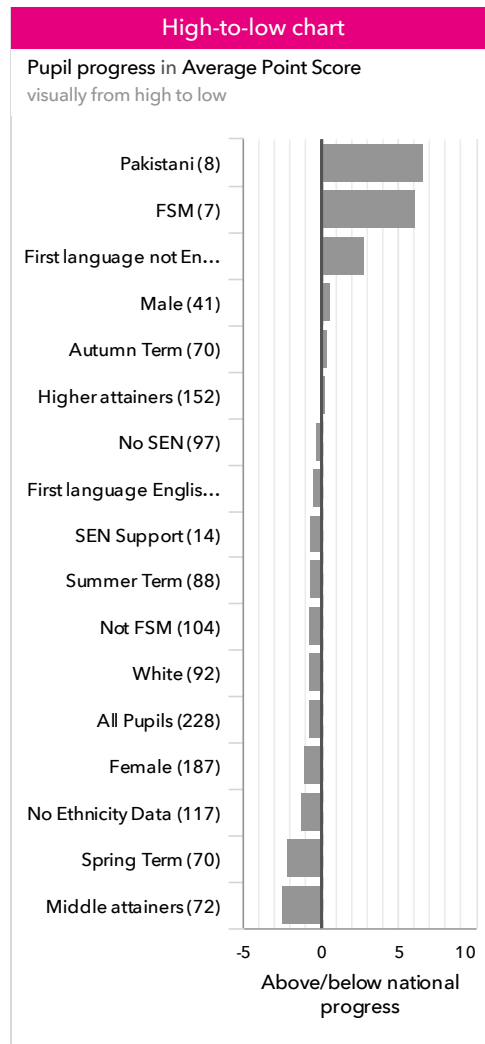
Census information

KS5's latest academic year uses the Spring 2022 DfE census – [learn more](#) · [See recent Aspire updates](#)

Pupil groups

LA **KS5 pupil groups performance 2022** Religious Studies

			Actual results		Pupil progress	
Pupils			Average Point Score	% A*-C	Average Point Score	% A*-C
Summary	All Pupils	228	39	86%	-0.7	-2%
Gender	Male	41	38	83%	+0.6	-1%
	Female	187	39	87%	-1.0	-2%
Prior Attainment	Higher attainers	152	44	99%	+0.3	+3% +
	Middle attainers	72	29	64%	-2.4	-11% -
	Lower attainers	4	15	0%	-11.1	-55%
FSM	FSM	7	46	86%	+6.1	-2%
	Not FSM	104	38	84%	-0.7	-2%
Term of Birth	Autumn Term	70	41	90%	+0.5	+1%
	Spring Term	70	36	80%	-2.0	-6%
	Summer Term	88	39	88%	-0.6	-1%
SEN Group	SEN Support	14	37	86%	-0.6	-1%
	No SEN	97	39	84%	-0.2	-2%
EAL	First language not English	6	38	67%	+2.8	-11%
	First language English	105	38	85%	-0.4	-2%
Ethnicity	White	92	38	84%	-0.7	-2%
	Black Caribbean	1	50	100%	+11.8	+9%
	Black African	1	30	100%	+4.5	+46%
	Indian	2	50	100%	+4.3	+2%
	Pakistani	8	45	100%	+6.6	+12%
	Bangladeshi	1	30	100%	-12.0	+4%
	Other Asian	2	25	50%	-5.1	-15%
	Any Other	3	37	67%	-2.8	-24%
	Unknown	1	20	0%	-13.1	-79%
	No Ethnicity Data	117	39	88%	-1.2	-2%



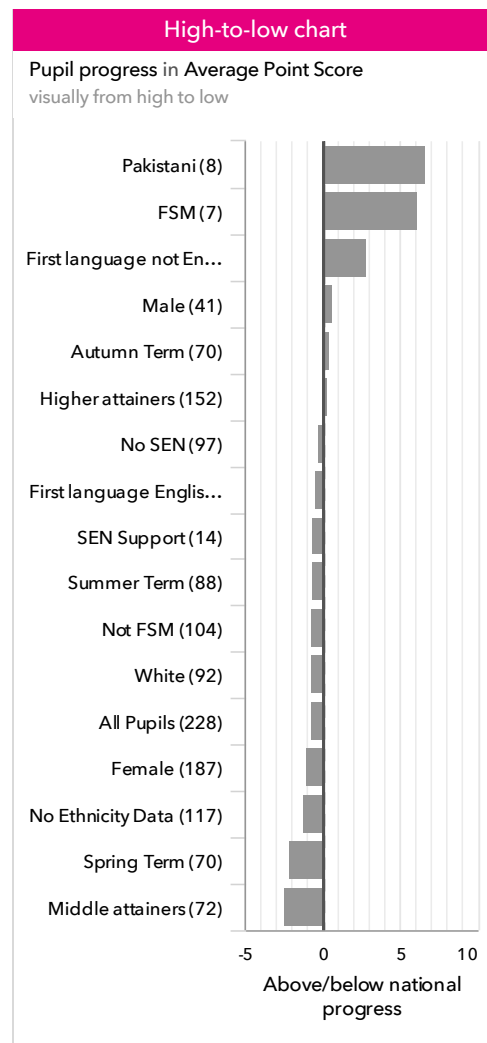
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Pupil groups

LA **KS5 pupil groups performance 2022** Religious Studies

			Actual results		Pupil progress	
	Pupils		Average Point Score	% A*-E	Average Point Score	% A*-E
Summary	All Pupils	228	39	99%	-0.7	-0%
Gender	Male	41	38	100%	+0.6	+2%
	Female	187	39	99%	-1.0	-0%
Prior Attainment	Higher attainers	152	44	100%	+0.3	+0%
	Middle attainers	72	29	97%	-2.4	-1%
	Lower attainers	4	15	100%	-11.1	+4%
FSM	FSM	7	46	100%	+6.1	+1%
	Not FSM	104	38	98%	-0.7	-1%
Term of Birth	Autumn Term	70	41	100%	+0.5	+1%
	Spring Term	70	36	97%	-2.0	-2%
	Summer Term	88	39	100%	-0.6	+1%
SEN Group	SEN Support	14	37	100%	-0.6	+1%
	No SEN	97	39	98%	-0.2	-1%
EAL	First language not English	6	38	100%	+2.8	+3%
	First language English	105	38	98%	-0.4	-1%
Ethnicity	White	92	38	98%	-0.7	-1%
	Black Caribbean	1	50	100%	+11.8	+0%
	Black African	1	30	100%	+4.5	+6%
	Indian	2	50	100%	+4.3	+0%
	Pakistani	8	45	100%	+6.6	+1%
	Bangladeshi	1	30	100%	-12.0	+0%
	Other Asian	2	25	100%	-5.1	+7%
	Any Other	3	37	100%	-2.8	+1%
	Unknown	1	20	100%	-13.1	+1%
	No Ethnicity Data	117	39	100%	-1.2	+1%



Census information

KS5's latest academic year uses the Spring 2022 DfE census – [learn more](#) · [See recent Aspire updates](#)

Building Bridges Burnley Report to SACRE - April 2023

Building Bridges Burnley is an interfaith group, which operates to promote social cohesion, encourages the exploration of the spirituality of different faiths, and works closely with public sector partners on social action.

The number of schools accessing the 'Offer to Schools' is steadily increasing. This academic year almost 50 schools have concluded a service level agreement, with a significant number of these being for the first time.

We have two admin staff, Rehana and Salma, who are working well together, to the extent that we have cleared the backlog of visits from bookings made during the pandemic, and are now contacting schools who have not renewed their SLAs for this year. We are confident that this situation will allow us to make earlier bookings in the next academic year.

The demand for the service has required us to expand our team of 'faith friends', as we refer to the volunteer school visitors. We have additional volunteers for Sikhism, Judaism and Hinduism, but are still in need of more volunteers for Islam in the central / western side of the county. We have also made arrangements with more places of worship for visits from schools. These include the new Fishergate mosque in Preston, the mosque in Blackpool, the Buddhist centre in Lancaster, and the synagogue in Bury.

Further expansion of the scheme is anticipated, both for our main users – primary schools – but also with some secondary schools who have been making enquiries. We also want to explore ways of more formally aligning the content of the visits to schools with the curriculum. Finally, a longer-term idea is to introduce virtual tours of places of worship.

Peter Lumsden
Project manager
April 2023

Agenda Item 12

The following items have been circulated by e-mail to SACRE Members since the last meeting:

- NASACRE - SACRE Briefing 34 - **Circulated on 1 February 2023**
- NASACRE - SACRE Briefing 35 - **Circulated on 17 April 2023**

