



Lancashire Standing Advisory Council on Religious Education (SACRE)

Monday, 21st November, 2016 at 10.00 am in Cabinet Room 'D' - The Henry Bolingbroke Room, County Hall, Preston

Agenda

No. Item

- 1. Apologies**
- 2. Minutes of the last meeting held on 26 September 2016** (Pages 1 - 6)
Attached.
- 3. Business and Membership of SACRE QSS Group**
Verbal update.
- 4. Feedback from the Conference 10 November 2016**
Verbal update.
- 5. Annual Report 2015/16** (Pages 7 - 22)
Report attached.
- 6. Feedback from NNW Hub**
Verbal report.
- 7. Monitoring Report 2015/16** (Pages 23 - 32)
Report attached.
- 8. Schools Consultation 2016** (Pages 33 - 36)
Report attached.
- 9. Community Cohesion Feedback**
Verbal update from Afrasiab Anwar.
- 10. National Update** (Pages 37 - 42)
 - Understanding Christianity materials, document attached.
 - Get recognition for your SACRE's work in National Award, document attached.

- 11. Visit to Schools** (Pages 43 - 44)
Document attached.
- 12. Lancashire Youth Voice**
Verbal update.
- 13. Members' News**
Verbal update.
- 14. Observers' Contributions**
Verbal update.
- 15. Correspondence** (Pages 45 - 46)
- Farmington Scholarships 2017/18, document attached.
- 16. Date of Next Meeting**
The next scheduled meeting of the SACRE will be held at 10.00am on Monday 30 January 2017 in The Henry Bolingbroke Room (Cabinet Room D) at 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, 26th September, 2016 at 10.00 am
in Cabinet Room 'D' - The Henry Bolingbroke Room, County Hall, Preston**

1. Apologies

Attendance

Roman Catholic Church	Ms Jo Busby
The Free Churches Group	Mr C Wills (UR) Mr P Baker (AoG)
Teacher Associations	Mr P Martin (ASCL) – Chair Mrs A Robinson (ATL)
Church of England	Mrs M Pate Mr J Wilson Mrs J O'Rourke
Lancashire County Council	Mr F Williams CC A Cheetham CC Y Motala
Teachers Union	Ms Julie Roper (NASUWT)
The Faith Centre	Mr A Anwar
The Bahá'i Faith	Dr M Craig

Officers in attendance

Mrs A Lloyd – Advisor (School Improvement), Lancashire County Council,
Children and Young People Directorate

Mrs M Mahmood – Democratic Services Officer, Lancashire County Council,
Office of the Chief Executive

Miss K Harrison – Democratic Services Officer, Lancashire County Council, Legal
and Democratic Services

Apologies

Apologies for absence were received from Ben McMullen, Harsha Shukla, Lisa Horobin, Helen Sage, County Councillor Peter Buckley, County Councillor Kevin Ellard, and Kathleen Cooper.

2. Minutes of the Meeting held on 27 June 2016

The minutes of the meeting held on the 27 June were agreed as a correct record.

3. Update on ASC Progress

The Lancashire SACRE website was presented to members who were informed that the website was currently in the process of being updated with a view of it being launched in October.

Members of SACRE were shown how to navigate through the website and various functions such as the Symbols of Religion which provided a detailed overview of each religion and would aim to provide teachers with some knowledge and examples of teaching points. Members of SACRE were asked to use their knowledge and experience to check through the documents and submit any comments/proposed changes. SACRE members noted that Islam and Hinduism had been checked.

The Faith Centre Co-ordinator informed members that the Faith Centre has its own section on the website that included information such as upcoming events in schools and communities, what was on offer to schools e.g. visits and assembly information and details of SLA's that were available along with contact details for the centre. It was mentioned that the aim for this section of the website was to keep it simple for teachers to easily access the information.

It was reported that other sections of the website included the functions of SACRE, annual report and information on British Values.

Members referred to the 'Meet the Members' section of the website and were informed at the latest QSS meeting that it was felt that the information was best placed in the SACRE Annual report which is uploaded to the website under its own tab. Members of SACRE agreed that the information was best placed in that area.

SACRE Members praised the work of Jo Crabtree and Joanne Harris who both work full time as teachers and had given so much time towards the Syllabus and launching the SACRE website. Moira Pate was also thanked for the work she has recently completed with Jo and Joanne on the individual religion documents. It was mentioned Jo and Joanne had both provided their own email addresses as contact details for the website but it was suggested that a generic email address be created such as info@ for other people to access.

Members noted that sections of the website could be downloaded separately and emailed out to members who wished to review any areas, alternatively the log in information could be provided for members to look and review the website.

Members noted the recent lack of attendance from certain religions at the SACRE meetings and proposed that a letter be sent out to those members who

had not attended in recent months ahead of the SACRE annual meeting on 21 November 2016.

The work of officers who had contributed to this project was praised including Alison and it was hoped the work could be recognised through a Pride Award nomination.

4. Draft Development Plan

Members referred to the SACRE Development Plan 2016-18 and formed into small groups to discuss the plan. It was noted that the development plan had recently been reviewed at the QSS meeting on the 12 September were amendments had been suggested.

Feedback

The following feedback was reported from the individual groups:

- Section 1.3, more focus needs to be on primary and secondary school teachers.
- Section 1.6 it was mentioned that the Lancashire SACRE website would be a good form of communication for events. A suggestion was made that a forum could be included which may take some pressure of Jo and Joanne.
- A WhatsApp group which included RE teachers was mentioned as a good form of communication.
- It was suggested that new assessment advice needed to be included.
- With reference to the advice and training, questions were asked as to how likely it would be for this to happen.
- It was mentioned that some guidance will need to be put together on how schools collect attainment information as this year data was received but not quick enough.
- A section on the website for pupils was highlighted and it was mentioned that this could come under Youth SACRE.
- Within section 4.4, questions were raised on academies buying into the service and if they would be receiving the same information available.
- Section 5 was reviewed and members highlighted that this related to the work with the Faith Centre.
- It was emphasised that it was hoped that the Faith Centre would be independent by 2017.
- More publicity needed to be done around the Faith Centre as people and schools were still unaware that it existed.

5. Annual Report and Membership of SACRE

The members of SACRE were reminded of the annual report which needed to be finalised for December and included within the report was the attendance list for the past 12 months of SACRE. Members were encouraged to check the record of

attendance was correct and if there were any problems to contact Misbah Mahmood.

It was noted that the attendance for SACRE needed to be reviewed in some areas as there had been low attendance for some faiths in recent meetings. In particular Islam had been poorly represented and a new representative for Anita Tidswell - Representing the Methodist Church would need to be sought.

6. Halton Annual Return Questionnaire

The Annual Feedback Form from Halton SACRE was presented to the members, it was mentioned that Lancashire SACRE would like to trial something similar and possibly have a sub group to look at monitoring the evidence received and linking it to the website.

It was decided that the feedback form would be discussed at a future QSS and SACRE meeting.

7. Community Cohesion Feedback

The Faith Centre Co-ordinator provided members of SACRE with an update and reported that the summer programmes were providing workshops that were linked to British Values. It was mentioned that SLA's would soon be sent out and schools would be able to buy into the service.

The Faith Centre had recently attended a school in Blackburn for an assembly and reached out to a number of pupils. It was also mentioned that Marsden Community School had recently visited the Faith Centre and provided positive feedback.

8. Agreed Syllabus Conference - 10th November 2016 Launch

Members of SACRE were informed of the agreed Syllabus launch which would take place at Woodlands Conference Centre on Thursday 10 November 2016. 10 spaces were made available for SACRE members to attend and County Councillor Anne Cheetham, Joan O'Rourke, Francis Williams, Alice Robinson (am only) John Wilson and County Councillor Yousuf Motala confirmed they would like to attend.

9. National Update

There were no updates for this agenda item.

10. Visit to Schools

There were no updates for this agenda item.

11. Lancashire Youth Voice

There were no updates for this agenda item.

12. Members' News

The Members of SACRE noted that it was National Interfaith week in November and usually Lancashire Forum of Faiths hold a celebratory event. The Faith Centre Co-ordinator confirmed that the Faith Centre would be taking part in the celebrations.

13. Observers' Contributions

There was no update for this item.

14. Correspondence

A Manchester Jewish Museum leaflet was presented to members who were encouraged to raise awareness in schools.

15. Date of Next Meeting

Members were presented with the dates scheduled for 2016/17. It was noted that some dates were difficult to avoid religious festivals/activities and were encouraged to report to Misbah Mahmood if any clashes are noticed.

The next meeting of SACRE is on 21 November, 10:00 am in the Diamond Jubilee Room.

Paul Bond
Clerk to the SACRE

County Hall
Preston

**Annual Report of the
Lancashire Standing Advisory
Council
on Religious Education
2015- 2016**



CHAIRMAN OF LANCASHIRE SACRE

SACRE Chairman's Report 2015-16



To chair the SACRE in Lancashire is a privilege because of the strength of support offered by its members, and by the Local Authority. This report is a reflection of the impact achieved by that support, and by the hard work of many individuals in our schools.

A year ago, I wrote of the great contribution made by our Officer Jonathan Hewitt. His successor Alison Lloyd has already found the best ways to harness the talent of our outstanding teachers, as she has led the review of the

Agreed Syllabus. I register here my admiration and gratitude, on behalf of all our members.

Our clerking has passed to the talented team led by Misbah Mahmood, whom I thank for coping so ably with the many procedural and date-related complications involved in running the SACRE.

Peter Martin
Chairman, Lancashire SACRE

Role of SACRE

The role of the SACRE is:

- To provide advice to the LA on all aspects of its provision for R.E. in its schools (this does not include Voluntary Aided Schools);
- To monitor the effectiveness and appropriateness of the LA's Agreed Syllabus for R.E, decide when it needs to be reviewed and require that the LA carries out such a review, at least every five years;
- To provide advice to the LA on Collective Worship in its schools (this does not include Voluntary Aided or Voluntary Controlled Schools);
- To consider any requests from Head teachers to hold Collective Worship that is not of a broadly Christian character.
- To advise on matters relating to continuing professional development (training) for teachers in R.E. and Collective Worship;
- To provide advice on methods of teaching in R.E;
- To provide advice on the choice of teaching materials for R.E;
- To monitor the effectiveness of R.E. and Collective Worship in community schools

Advice

SACRE has provided advice to the local authority on a range of matters relating to policy and provision for religious education. For example

- Providing recommendations on the variety of professional development and breadth of support provided to schools.
- Requesting ongoing evidence in order to accurately evaluate the quality of provision and standards of attainment in RE

SACRE has provided advice to schools through the officer to SACRE on a number of issues relating to the use of the Agreed Syllabus and their statutory duties in the teaching of RE. Schools have responded well to the advice provided.

SACRE has not given any advice to HM Government on RE during the past academic year.

Complaints

SACRE has a role in investigating complaints against schools in relation to RE and Collective Worship. No such complaints were received in the past year.

Support for SACRE

The Lancashire SACRE is supported the following officers of the County Council:

Mrs A Lloyd – LA Officer – Special Support Adviser
Misbah Mahmood – Senior Democratic Services Officer
Katie Harrison – Democratic Services Officer

SACRE continues to be well support by the Local Authority. Bids are generally submitted and approved on an annual basis. During the 2015/16 financial year £37692 was allocated to the SACRE budget. This money has been used to pay for the services of RE consultants and the Faith Coordinator, the time of the LA Officer, Administrative support, supply cover for teachers supporting the work of the SACRE, conference costs and the purchase of IT support for the development of a new website.

Meetings of Lancashire SACRE

Lancashire SACRE met four times over the year. Minutes of the meetings can be accessed on the SACRE web site

<http://council.lancashire.gov.uk/mgOutsideBodyDetails.aspx?ID=385>

A list of members and their attendance at these meetings can be found in **Annex A**.

Quality and Standards Sub-Committee

The QSS meets between meetings of the full SACRE to drive forward the SACRE's business. Reports of QSS meetings are considered by the full SACRE and are available on the RE web site [as above].

The main purpose of the QSS is to provide advice to the Local Authority, monitor the implementation of the development plan, consider changes to policy, respond to the work of other agencies and national reports, promote and champion religious and community harmony and evaluate attainment and the quality of provision in RE.

Quality of provision and attainment

SACRE recognises the high quality of religious education in Lancashire schools and appreciates schools' support in gathering end of key stage data.

2016 has been the final year that Lancashire SACRE has requested attainment to be measured against the 8 level scale and attainment targets 1 and 2. A statutory review of the Agreed Syllabus and accompanying assessment arrangements has now been undertaken and new guidance provided in response to the national removal of levels. For schools to become confident in the new methods of assessment, Lancashire SACRE are aware that a comprehensive training programme will need to be rolled out over the next twelve months accompanied by simple policy guidelines posted on the new website.

Good standards of attainment have been maintained.

KS1

83% of pupils met the expected standard in target 1 – Learning about Religion
81% of pupils met the expected standard in target 2 – Learning from Religion.

KS2

83% of pupils met the expected standard in target 1 – Learning about Religion
82% of pupils met the expected standard in target 2 – Learning from Religion.

Comparisons with local and national results for the core subjects are currently not reliable. Children sitting the KS2 tests in 2016 were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework has also been changed. For example, the proportion of pupils who nationally met the expected standard for their age in reading was 66%, in writing 74% and in mathematics 70%.

KS3

This stable picture of attainment is also consistent with results reported at KS3 however data has not been generated from a sizeable group of schools so must be treated with some caution.

80% of pupils reached the expected level of attainment in both attainment targets which constitutes a 6% reduction on standards reported in 2015.

Lancashire secondary schools have been quick to adapt to changes in national assessment arrangements. Most schools have developed their own assessment models for the KS3 curriculum which no longer align with the 8 level scale and attainment targets 1 and 2. It will be important for the SACRE to ensure that future monitoring requests are in a format that is accessible to all schools regardless of their individual assessment procedures.

KS4

The number of pupils entered for the full GCSE course in all Lancashire schools rose from 7755 in 2015 to 7988 in 2016. Despite changes to the assessment system, attainment in Lancashire's Schools remained significantly above the national average with 72% of pupils gaining a GCSE at grade A*-C compared with 70% nationally. Progress was also positive. The value added measure for grades A* - C was +1% which was also significantly above the national average (0%).

Once again, disadvantaged pupils (those eligible for pupil premium funding) did not perform as well as others within Lancashire.

Students of Asian heritage made the most progress when compared to other ethnic groups.

27% of pupils gained a grade A*-A in Religious Studies (30% 2015)

In May 2016 a report was presented to SACRE on the quality of provision in RE in Lancashire's community and voluntary controlled schools. This report reviewed

attainment in schools and also used OfSTED inspection reports to monitor the quality of provision. The main findings of this report were as follows:

- More than 80% of pupils reached Level 2 or above at the end of Key Stage 1 in 85% of primary schools reporting results.
- Fewer than 70% of pupils reached the expected level at the end of Key Stage 1 in 10% of primary schools reporting results.
- More than 80% of pupils reached Level 4 or above at the end of the key stage in 84% of primary schools reporting results.
- Fewer than 70% of pupils reached the expected level at the end of Key Stage in 9% of primary schools reporting results.
- Feedback from OfSTED inspections indicates that provision for pupils' personal development, including their awareness of cultural issues, is effective. It also suggests that schools place a high priority on pupils' personal (Social, Moral, Spiritual and Cultural) development.

In 2015/16 members of the SACRE undertook a number of informal visits to schools in order to celebrate exemplary practice and see teaching, learning and assessment in action. Details of visits are fed back to the full SACRE at their termly meetings.

In order to gain a greater understanding of the quality of RE provision in Lancashire, SACRE aim to:

- Consider how to broaden the methods used to monitor standards and the quality of provision, taking ideas from NASACRE and other agencies.
- Develop school to school support so that exemplary practice can be shared.
- Continue to consult with teachers and pupils in relation to:

Professional development needs

The effectiveness of support for teaching RE

The strengths and weaknesses of the Agreed Syllabus

The strengths and weaknesses of support for Collective Worship

In order to sustain and further develop the quality of RE in Lancashire SACRE aim to:

- Continue to provide a range of support for schools in the teaching of RE which respond to school needs
- Develop new approaches to assessment in RE and provide support for schools on assessing RE
- Ensure that the revision of the Agreed Syllabus for RE continues to meet the needs of schools and their pupils

Agreed Syllabus Conference

The ASC met six times over the year to undertake a review of the Lancashire Agreed Syllabus for Education. Although only minor amendments were made to the existing syllabus ("Searching for Meaning") considerable effort was made to develop new materials to support the effective delivery of the Field of Enquiry.

The new 2016 syllabus together with exemplar plans, assessment guidance and new materials to support subject knowledge was launched at a Conference of 10th November at Woodlands Conference Centre. The syllabus and new materials are accessible via a new password protected website.

Lancashire SACRE intend to relaunch the RE newsletter in 2017 so that schools are kept informed of local, national and regional developments in the subject.

Currently three local authorities, and a growing number of academies and out of county schools subscribe to the Lancashire Agreed Syllabus.

Lancashire SACRE are indebted to Joanne Harris and Jo Crabtree (locally recognised RE experts) for their tireless efforts on writing new materials and their commitment and support for RE across Lancashire Schools.

Lancashire SACRE also acknowledge the work of following teachers in Lancashire who supported the development of new assessment and planning materials.

XXXXXXXXXXXXX

Support for schools

The county continues to offer a highly regarded support programme for teachers of RE. This includes:

- Consultancy and Support
- A marketed course programme
- Support through network meetings for teachers of RE

Joanne and Jo update

All network groups are affiliated to the National Association of Teachers of RE.

RE Quality Mark

Lancashire SACRE has been pleased that the following schools in Lancashire have a current REQM.

Gold Award

Springfield Primary School, Burnley
St Christopher's High School Accrington
Clayton le Moors All Saints Primary

Silver Award

Newburgh Church of England primary School
St Matthew's C of E Primary School Preston
St Augustine of Canterbury, Burnley
St Andrews C of E Primary Accrington

Bronze Award

Green Haworth Church of England Primary School
Trumacar Community Primary School

This takes the total number of schools in Lancashire gaining the RE Quality Mark to nine. If you are interested in gaining this award, details of how to apply are available on <http://reqm.org/>

Youth Voice

Young people remain key partners to Lancashire SACRE however due to the time taken revising and launching the Lancashire Agreed Syllabus there was not the opportunity to host a Youth Conference in 2016.

The views of pupils in relation to the strengths and weaknesses of the 2011 syllabus were gathered during the 9th Conference in 2015. These views were taken into account when the revision took place.

Although there was not the capacity to host a youth conference a number of

Afrasiab, Joanne and Jo anything to add here?

Through the use of the 'Pupil Attitude Questionnaire' Lancashire SACRE is able to evaluate pupils' attitudes to other cultures and racist behaviour. An evaluation of data for 2015/16 indicates that:

Around 96% of Y6 pupils say that their school helps them understand and care about other people. This has been consistent over the past 3 years.

Around 96% of pupils are positive about racist behaviour in school. This has been consistent over the past 3 years.

Around 84% of Y9 pupils say that their school helps them understand and learn about other cultures. This has improved by around 2% over the past 3 years.

Around 86% of Y9 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

Around 78% of Y11 pupils say that their school helps them understand and learn about other cultures. This has improved by 5% over the past three years.

Around 88% of Y11 pupils are positive about racist behaviour in school. This has improved by 6% over the past 3 years.

Around 84% of Y11 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

Collective worship

Collective Worship has continued to be an area of importance for Lancashire SACRE.

The Lancashire guidance of Collective Worship,, Mirrors and Doors 2, gives support as well as guidance to Lancashire schools, providing proformas and ideas to create meaningful acts of collective worship. This is available on line to eligible schools www.lancsngfl.ac.uk/curriculum/re/ and is password protected.

Determinations

Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. No such requests have been received by SACRE during the past year.

Contribution to the Wider Diversity Agendas

Lancashire SACRE reflects the religious and ethnic diversity of the local/regional community. Time has been spent by the full SACRE and its QSS sub -committee to ensure that membership serves the needs of Lancashire Schools and supports the Lancashire Agreed RE Syllabus. Attendance is regularly reviewed and reported upon (see appendix). Faith representatives are fully involved in the work of the SACRE and attend conferences, courses and network groups. For example our Hindu representative is the Chair of 'Community Together' and has forged positive links with local universities and colleges in order to engage students with diversity of the local community

Lancashire SACRE aim to plan at least one meeting at a place of worship each year.

Community Cohesion

Afrasiab report

Links with Other Agencies

Lancashire SACRE continue to maintain positive links with a number of agencies namely:

The Lancashire Association of School Governing Bodies.

The Chair of the SACRE delivered a presentation to LASGB in Autumn 2015 to raise awareness of the importance of RE and the revision of the syllabus.

The National Association of SACREs (NASACRE)

The LA officer and Chair of the SACRE attended the NASACRE conference in London in May 2015. Pertinent points from the key- note speeches of Baroness Elizabeth Butler-Sloss and Professor Adam Dinham were shared with the full SACRE.

Diocesan Groups

Lancashire SACRE maintains positive links with Diocesan groups e.g. the Blackburn and Liverpool Anglican Diocese and the RC Lancaster Diocese.

NATRE and RE Today

A number of SACRE members have strong links with NATRE and RE Today. This ensures that all members are continually updated with new national developments in the teaching and assessment of RE.

Consultants from RE Today have strong links with Lancashire and were the key note speakers at the syllabus launch conference in November 2016.

Universities

It is the intention of Lancashire SACRE to re build positive links with local universities as part of the 2016/2017 development plan. This would involve using the expertise of university lecturers and raising the profile of RE with students.

North, North West Hub

During the year Lancashire SACRE continued to host a network meeting consisting of a number of SACREs in the northern part of the North West region to raise issues of common concern and share good practice and ways of working together. The meeting was attended by representatives of SACREs in Blackpool, Bolton, Bury, Cumbria, Lancashire, Warrington and Wigan and was well received.

Areas discussed included:

- Responses to national issues
- Assessment in RE
- Reviewing the Locally Agreed Syllabus
- Determinations
- Monitoring of standards and provision
- The Young Ambassadors for RE scheme
- Constitution of SACREs
- Strategies to support one another in developing professional development in RE

This initiative will be taken forward in the coming year.

National Reports

The following national reports were considered by Lancashire SACRE over the year:

- The High Court Ruling on RE Nov 2015
- The House of Commons Briefing paper on Religious Education Jan 2016
- Living with Difference – community, diversity and the common good Dec 2015

Future targets for Improvement

Lancashire SACRE undertake an annual self-evaluation exercise. Progress in implementing the development plan is evaluated and future priorities for improvement agreed. Annual use is made of the NASACRE RE Tool.

As a result of this annual exercise the following areas for improvement were agreed:

To raise standards by improving the quality of teaching, learning and assessment in Religious Education.

Measures of Success

- The 2016 Agreed Syllabus is successfully launched and implemented across Lancashire schools.
- Teachers across Lancashire are confident in planning a Field of Enquiry and have access to an ongoing programme of high quality training and CPD
- Effective RE subject leadership is promoted so that schools can independently sustain their own improvement.
- A system of school to school support is established so that good practice can be shared.
- A new assessment system is implemented which results in reliable judgements about pupil achievement.
- An increasing proportion of schools in Lancashire are awarded an RE quality mark.
- Better systems of communication are established with Lancashire schools so that updates, ideas and resources are more easily disseminated.

The SACRE works in effective partnership with the LA to monitor and evaluate standards and the quality of provision for RE in Lancashire schools

Measures of Success

- Appropriate systems are established to monitor pupil achievement based on reliable assessment.
- New methods to monitor the quality of provision in RE are trialled.

To improve the provision of Collective Worship

Measures of Success

- All Lancashire schools are aware of the 'Mirrors and Doors' support materials and guidance.
- The SACRE has a clear procedure established to ensure an efficient response to requests for disapplication.

To ensure that the SACRE is effectively managed and works in close cooperation with the LA and other key stakeholders.

Measures of Success

- SACRE meetings are purposeful and well represented.

- Effective induction procedures ensure that new members are clear of expectations and know how to contribute.
- All Lancashire schools are clear of the role of the SACRE.
- Consideration is given to how SACRE can build a positive relationship with academies across Lancashire.
- The SACRE works positively in partnership with key local and national stakeholders.

To develop the contribution of RE to Community Cohesion

Measures of Success

- Teachers are well supported through training and resources on how to tackle controversial issues.
- The SACRE actively supports schools in promoting British Values and developing spiritual, moral, social and cultural development.
- Positive links are developed with people of different faiths, beliefs and traditions.

APPENDIX 1

SACRE Dates of Meetings and Record of Attendance for 2015/16

During the academic year 2015/2016, the Lancashire SACRE met on four occasions. The dates and frequency of the meetings are determined by the SACRE itself in relation to what has become a customary pattern. The dates of the meetings during the year and numbers attending according to records are detailed below. Members are encouraged to check that the records present a true record for accuracy purposes:

Name	29/09/15	23/11/15	22/02/16	27/06/16	Total
Officers					
Alison Lloyd	N/A	√	√	√	3
Representing the Roman Catholic Church					
Ms Jo Busby	Apologies	√	√	√	3
Mr Ben McMullen	Apologies	√	Apologies	Apologies	1
Mr Steve Jones	Apologies	Absent	Absent	Absent	0
Representing the United Reformed Church					
Mr Colin Wills	Absent	√	√	√	3
Representing the Methodist Church					
Mrs Anita Corinne Tidswell	Absent	√	Absent	√	2
Representing Assemblies of God					
Mr Pete Baker	Apologies	√	Apologies	√	2
Representing Islam					
Mr Nasrullah Anwar	Absent	Absent	Absent	Absent	0
Miss Iffat Hussain	Absent	Absent	Absent	Absent	0
Mr Salim Jogi	Absent	Apologies	Absent	Absent	0
Mr Hussain Mulla	Absent	Absent	Absent	Absent	0
Mr Z Anwar	Absent	Absent	Apologies	Absent	0
Representing Hinduism					
Mrs Harsha Y Shukla	√	√	Apologies	√	3
Vijayanti Chauhan	Absent	N/A	N/A	N/A	0
Mr Ishwer Tailor	N/A	√	√	√	3
Representing Judaism					
Mr Ephraim Guttentag	Apologies	Absent	Apologies	Absent	0
Representing Buddhism					
Kelsang Pagpa	Apologies	√	Absent	Absent	1
Representing the ASC					
Mr Peter Martin (Chair)	√	√	√	√	4
Representing the NUT					
Ms Jo Crabtree	√	Apologies	√	Absent	2
Representing the NAHT					
Mr David Fann	Apologies	N/A	√	Absent	1
Representing the ATL					
Mrs Alice Robinson	Apologies	√	√	√	3
Representing the Church of England					
Mrs J E O'Rourke	√	Apologies	Apologies	Apologies	1
Mrs Helen Sage	√	√	Apologies	Apologies	2

Mr John Wilson	√	√	√	√	4
Representing the Blackburn Diocesan Board of Education					
Ms Lisa Horobin	Apologies	√	√	√	3
Mrs Moira Pate	√	√	√	√	4
Representing Lancashire County Council					
Mr Francis Williams	√	√	√	√	4
County Councillor Peter Buckley	Apologies	√	√	√	3
CC A Cheetham	√	√	Absent	√	3
CC K Ellard	√	√	Apologies	Apologies	2
CC Y Motala (Vice-Chair)	√	√	√	√	4
Teachers in the Secondary Sector					
Ms Joanne Harris	Apologies	Apologies	Apologies	Absent	0
Representing the LASGB					
Mrs Kathleen Cooper	Apologies	√	√	√	3
Representing NATRE					
Ms Jacquie Clarke	Apologies	Apologies	Absent	√	1
Representing Higher Education Sector					
Mr Francis Farrell	Absent	Absent	Absent	Absent	0
The Faith Centre					
Mr Afrasiab Anwar	N/A	N/A	Apologies	√	1
Representing the Bahá'í Faith					
Dr Malcolm Craig	Apologies	√	√	Apologies	2
Representing the BHA					
Ms Jackie Jarvis	Absent	Absent	Absent	Absent	0
Representing Pagan Federation					
Mr Andrew Brennand	Apologies	√	Apologies	Apologies	1
Representing the NASUWT					
Ms Julie Roper	N/A	Absent	Absent	√	1

APPENDIX 2

Mission Statement of the Lancashire SACRE

To offer Lancashire Local Authority high quality, informed advice in relation to the provision of both Religious Education and Collective Worship in schools.

Values

In undertaking its statutory functions, the Lancashire SACRE will

- Value and promote religious and community harmony and the establishment of positive partnerships
- Recognise, respect and value the individual beliefs, perspectives and talents of its members
- Recognise itself as a valuable resource to support the development of both Religious Education and Collective Worship in Lancashire schools.

Aims

The Lancashire SACRE has agreed the following statement of aims

1. To promote a positive image of Religious Education and the valuable contribution that it can make to young people's education and personal development.
2. To maintain and develop further the status of Religious Education in Lancashire schools encouraging schools to see it as an effective, important and relevant part of the education that children receive.
3. To recognise and celebrate high quality provision of both Religious Education and Collective Worship in Lancashire schools and to disseminate good practice.
4. To promote processes of learning, discussion and reflective thinking which enable pupils to 'Learn from Religion' and to apply their learning, experience and thoughts to aid their understanding of the communities and world in which they live.
5. To promote learning which enables pupils to explore what religious belief involves and to develop positive values and beliefs by which to live their lives.
6. To encourage schools to develop an explicit and planned approach which enables both Religious Education and Collective Worship to make an effective contribution to pupils' spiritual, moral, social, cultural and physical development.
7. To promote high quality advice and training based on 'Best Value' principles to secure high standards of teaching and learning, high teacher expectations and the raising of pupils' achievement.
8. To ensure that SACRE members are well informed and aware of current thinking in both Religious Education and Collective Worship.
9. To monitor and evaluate
 - The advice, support and training provided to schools
 - Standards of both Religious Education and Collective Worship provision to schools
 - The implementation of the Lancashire Agreed Syllabus, and
 - The effectiveness of the Lancashire SACRE.

LANCASHIRE SACRE

Monitoring report

2015/16

Achievement (2016)

SACRE recognises the high quality of religious education in Lancashire schools and appreciates schools' support in gathering end of key stage data.

60% of primary schools, 20% of secondary schools and 20% of special schools submitted data in 2016.

This represents a 10% reduction on the number of primary schools who submitted attainment data in 2015. The number of secondary and special schools who submitted data remained static.

2016 will be the last year that the SACRE will request attainment to be measured against the 8 level scale and attainment targets 1 and 2. A statutory review of the Agreed Syllabus and accompanying assessment arrangements has recently been undertaken. The ASC has been mindful that new assessment procedures needed to respond to the national removal of levels and different guidelines will be implemented from 2017. The reduction in schools submitting data has probably reflected some uncertainty about how assessment in RE dovetails with the national changes.

For schools to become confident in the new methods of assessment, the SACRE are aware that a comprehensive training programme will need to be rolled out over the next twelve months accompanied by simple policy guidelines posted on the new website.

KS1

2016 data indicates that high standards of attainment have been maintained at the end of KS1.

83% of pupils met the expected standard in target 1 – Learning about Religion

81% of pupils met the expected standard in target 2 – Learning from Religion.

This is just below results reported in 2015.

Following a national decision to cease the allocation of levels for the end of key stage assessment, it is no longer possible to compare the school's results for 2016 directly with outcomes from core subjects.

For example in 2016 the proportion of pupils who nationally met the expected standard for their age in reading was 74%, in writing 65% and in mathematics 73%.

More than 80% of pupils reached Level 2 or above at the end of Key Stage 1 in 85% of primary schools reporting results.

Fewer than 70% of pupils reached the expected level at the end of both Key Stage 1 in 10% of primary schools reporting results.

KS2

83% of pupils met the expected standard in target 1 – Learning about Religion

82% of pupils met the expected standard in target 2 – Learning from Religion.

This is 2% decrease on results reported in 2015 but in line with results reported in 2014.

Comparisons with local and national results for the core subjects are currently not reliable. Children sitting the KS2 tests in 2016 were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework has also been changed. For example the proportion of pupils who nationally met the expected standard for their age in reading was 66%, in writing 74% and in mathematics 70%.

More than 80% of pupils reached Level 4 or above at the end of the key stage in 84% of primary schools reporting results.

Fewer than 70% of pupils reached the expected level at the end of Key Stage 2 in 9% of primary schools reporting results.

KS3

This consistency in standards is also evident in results reported at KS3 however data has not been generated from a sizeable group of schools so must be treated with some caution.

80% of pupils reached the expected level of attainment in both attainment targets which constitutes a 6% reduction on standards reported in 2015.

Secondary schools have been quick to adapt to changes in national assessment arrangements. Most schools have developed their own assessment models for the KS3 curriculum which no longer align with the 8 level scale and attainment targets 1 and 2. It will be important for the SACRE to ensure that future monitoring requests are in a format that is accessible to all schools regardless of their individual assessment procedures.

KS4

The number of pupils entered for the full GCSE course in all Lancashire schools rose from 7755 in 2015 to 7988 in 2016. Despite changes to the assessment system, attainment in Lancashire's Schools remained significantly above the national average with 72% of pupils gaining a GCSE at grade A*-C compared with 70% nationally.

Progress was also positive. The value added measure for grades A* - C was +1% which was also significantly above the national average (0%).

Once again, disadvantaged pupils (those eligible for pupil premium funding) did not perform as well as others within Lancashire.

Students of Asian heritage made the most progress when compared to other ethnic groups.

27% of pupils gained a grade A*-A in Religious Studies (30% 2015)

Quality of provision

The new 'Common inspection framework' came into effect in September 2015.

Ofsted now conduct short inspections of schools that were judged to be **good** at their most recent section 5 inspection. These short inspections will last for one day and take place approximately every three years.

A short inspection will determine whether the school continues to provide a good standard of education and that safeguarding is effective. It is only when a short inspection is **converted** to a section 5 inspection that inspectors will make the full set of graded judgements using the four-point grading scale and produce an inspection report. The outcome of a "section 5 conversion" could be that the school drops a grade/s, moves to outstanding or remains good after further investigation.

Schools that are in Ofsted categories or require improvement will continue to undergo a full section 5 inspection as was previously the case.

This will impact on SACRE's ability to evaluate provision within consistently good schools as fewer section 5 reports will be published.

The following paragraphs, which report on the quality of social, moral, spiritual and cultural development, are extracted from published OfSTED reports for Lancashire schools between September 2016 and November 2016.

Primary

10 reports were published in total; 2 for community primary schools. Out of these 2, both were 'section 5' inspections.

Brookfield Community Preston: OE Good

Well-promoted spiritual, moral, social and cultural development means that the school is a calm and considerate environment where pupils mix happily together. Through assemblies and the curriculum, pupils learn about the wider community, raise funds for charities and learn about tolerance, democracy and the rule of law. There are many displays around school that celebrate other faiths, cultures and how to be a good citizen.

Catforth Primary Preston; OE RI

Pupils' spiritual moral, social and cultural understanding is nurtured well. Leaders ensure the promotion of fundamental British values and equality, irrespective of pupils' faith, gender identity or whether they have special educational needs and/or disabilities.

Secondary

1 community secondary school had a section 5 report published during this period.

Fleetwood High School OE: RI

While there are opportunities for spiritual, moral, social and cultural development across the curriculum, leaders have recognised that pupils need to know more about British values and have strengthened the tutorial programme to address this.

Special schools

No special schools were inspected during this period.

Pupils' views (2015/16)

The Pupil Attitude Questionnaire indicates that the great majority of pupils are positive about the schools' work on other cultures and are positive about racist behaviour in their school (see below).

Around 96% of Y6 pupils say that their school helps them understand and care about other people. This has been consistent over the past 3 years.

Around 96% of pupils are positive about racist behaviour in school. This has been consistent over the past 3 years.

Around 84% of Y9 pupils say that their school helps them understand and learn about other cultures. This has improved by around 2% over the past 3 years.

Around 86% of Y9 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

Around 78% of Y11 pupils say that their school helps them understand and learn about other cultures. This has improved by 5% over the past three years.

Around 88% of Y11 pupils are positive about racist behaviour in school. This has improved by 6% over the past 3 years.

Around 84% of Y11 pupils are positive about racist behaviour in school. This has improved by 2% over the past 3 years.

Some observations

From the evidence it seems that:

- Good standards of attainment in RE have been maintained.
- There is little difference between standards of attainment in both attainment targets.
- Feedback from OfSTED inspections undertaken over the year provides some positive examples of exemplary practice in developing pupils' Social, Moral, Spiritual and Cultural development. Even in schools that are not yet 'Good' the quality of SMSC tends to be a positive feature.
- Pupils' views about work on other cultures and dealing with racist issues are very positive.

Recommendations

In order to gain a greater understanding of the quality of RE provision in Lancashire, SACRE should:

- Consider how to broaden the methods used to monitor standards and the quality of provision, taking ideas from NASACRE and other agencies.
- Develop school to school support so that exemplary practice can be shared.
- Continue to consult with teachers and pupils in relation to:

Professional development needs

The effectiveness of support for teaching RE

The strengths and weaknesses of the Agreed Syllabus

The strengths and weaknesses of support for Collective Worship

In order to sustain and further develop the quality of RE in Lancashire SACRE should:

- Continue to provide a range of support for schools in the teaching of RE which respond to school needs
- Develop new approaches to assessment in RE and provide support for schools on assessing RE
- Ensure that the revision of the Agreed Syllabus for RE continues to meet the needs of schools and their pupils

Common Inspection Handbook September 2016

Inspection of religious education and collective worship

Schools without a religious character

In the case of other maintained schools and academies where religious education (RE) is being provided in line with the legislation that underpins the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005.

These schools must conform to the legal requirements for non-faith schools:

- RE in maintained schools (except voluntary aided schools, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus prepared by the Agreed Syllabus Conference (ASC). The RE curriculum should reflect the fact that the religious traditions in Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.
- Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above. Academies without a defined religious character must provide collective worship that is 'wholly or mainly of a broadly Christian character'. Inspectors should note any requirements of the academy's funding agreement.
- A school can reflect the religious backgrounds represented in its community in its collective worship, as long as the majority of provision is broadly Christian. Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local Standing Advisory Council for Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive to another faith. The headteacher must consult the governing body before doing so. Academies need to apply to the Secretary of State via the Education Funding Agency (EFA).

Before making the final judgement on the overall effectiveness, inspectors must evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development

Defining spiritual, moral, social and cultural development (Paras: 136-139)

1. The spiritual development of pupils is shown by their:
 - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
 - sense of enjoyment and fascination in learning about themselves, others and the world around them

- use of imagination and creativity in their learning
 - willingness to reflect on their experiences.
2. The moral development of pupils is shown by their:
- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
 - understanding of the consequences of their behaviour and actions
 - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
3. The social development of pupils is shown by their:
- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
4. The cultural development of pupils is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
 - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
 - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
 - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
 - 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.

- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Requires improvement (3)

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate (4)

Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Agenda Item 8

Lancashire SACRE

Schools Consultation 2016

As well as being asked to submit attainment data, schools are also asked to provide 3 areas where they would benefit for support with the teaching and assessment of RE.

The following feedback was provided.

Primary Schools

Issue 1	Issue 2	Issue 3
Assessment	Next step Marking	Recording work
Advice when introducing the new syllabus.		
To develop a portfolio of evidence for each level	To support the more able in RE	To devise a list of visitors to enhance the teaching of RE
Differentiation	With children of no faith themselves it is very difficult to teach an understanding of philosophies and doctrines. We use an array of interactive, online resources and are sensitive to issues around some faiths but it can be a challenge for staff for whom RE is not their specialism. Any advice gratefully received	
Support as new coordinator	New curriculum	Assessment
Advice on where/ who to contact regarding visitors of different faiths		
Outside speakers (contact details)	Visits to religious establishments (contact details)	Suggestions for good resources (catalogue details)
assessment	new syllabus	resources
More help with contacts for representatives of different faiths who are willing to work with school on a regular basis.		

Worship - engaging with multi faiths.		
Planning support and scheme easy to follow	Assessment activities	
Cross-curricular links	Assessment and evidence gathering	Coverage
Assessment without levels	Teacher subject knowledge	
Ideas to support More Able for AT2	Strategies to develop SEND/AEN pupils for AT1 and AT2	Evidencing AT2
Differentiation	Assessment	Cross curricular links
Assessment	RE without levels	More detail on the coloured grids for curriculum
Implementation of the new syllabus	Incorporating creativity and practical activity into the RE curriculum	Delivering with sensitivity to a range of faiths
Promoting the Christian distinctiveness of the school within each classroom.	Improving assessment in RE	Links with other faiths - especially promoting opportunities for visitors/visits.
Deepening children's spirituality	Further developing children's understanding of other faiths	Further developing children's opportunities to compare religions
continued support with creative teaching in RE	continued support /advice/contacts of visitors of different faiths	
Fitting everything into a two year rolling programme	What is the best way to store resources so they are available to all teachers?	
Visits to support learning	Visitors to school to support learning	Links to other school for children to discuss their work
More opportunities for first hand experiences in multi-faith communities		
lesson ideas	help with understanding the 4 fields of enquiry - SHE LRT BV and SPM - especially when planning grid	

Ideas for places to visit to enhance curriculum	Guidance training information on new curriculum	
Assessment Criteria	Year 6 Resources	Places of Worship to visit
Assessment in RE to be in line with other areas in school...ie no levels	Artefacts to borrow	
Lancashire Grid for the Mormon Faith	Lancashire Syllabus 2016 freely available	Assessment in a common format
resources	trips	planning
Assessment especially as it will be shortly falling inline with the systems being used in other subjects.		
To understand new assessment system replacing levels	To develop exemplification materials to help with assessment	Subject leader support networks
Assessment without levels		
Ongoing support with planning	Assessment guidelines for staff	
Assessment/ no levels	Visits/visitors	Children who won't engage because they feel they don't have a faith.
Assessment in the other year groups where we don't have to submit end of year levels	Planning and teaching RE in a more engaging and interesting way	Resources/Artefacts
Assessment	Planning	Resources to buy for the above.
Our Head Teacher is on the Lancashire SACRE so we do not feel the need for any extra help. Thank you		
I would like support with the new curriculum	I would like support with the new assessment framework	I would like support with resourcing the new curriculum.
Assessment	Planning	Resources
New Curriculum	How we are going to level children	

Assessment	Names of visitors who can come into school	Creative ideas to teach RE
Assessing along with the new curriculum		
Assessments	Teaching other faiths	Resources
RE visits and opportunities for people of different faiths to speak to the children throughout school.		
Visits from religious leaders.	Visits to various places of worship.	British values support
Access to more stimulating, relevant resources for KS2	A list of free visitors	A link school with a different religion or background
Questioning skills	Children being able to ask questions	Trips
Matching to new curriculum	Assessment	Planning for mixed age classes
Support with writing a scheme of work for RE for pupils with SEN	Support and advice about suitable resources	
access to faith leaders	moderation of levels	Challenge
Assessment in RE		
Creative RE	Writing in RE	Links with other subjects
More detailed lesson planning		
assessment	Faith visitors in school	Visits to other faith centres
Assessment when moving from levels.	Local community links with places of worship.	

Secondary Schools

- Ideas and resources for the new GCSE specification (AQA Spec A: Christianity and Islam)
- New KS3 SACRE Curriculum
- Assessment and life after levels.

Understanding Christianity for Church of England representatives on a SACRE

The purpose of this briefing is to provide diocesan representatives on a SACRE, or on any other RE group, with additional information to be able to respond to any concerns about Understanding Christianity.

Understanding Christianity: Background

There has been a need identified in RE (by successive Ofsted reports) for support to enable the progressive and systematic investigation of Christian beliefs and practices. A number of funders, together with the Church of England, agreed that there was a need to create a more intellectually coherent and challenging approach for teaching about Christianity as part of a wider RE curriculum, and for a resource that could contribute to raising the level of pupils' religious literacy. RE Today, an organisation without denominational affiliation, and with a widely acknowledged track record of producing high quality RE resources, was commissioned to prepare the material. Understanding Christianity offers that clear, coherent approach to teaching and learning about Christianity in RE for 4-14 year olds. It is based around a selection of core Christian concepts and structured across the age range to support pupils in deepening their understanding.

The launch of Understanding Christianity has been a great success. The resource has been positively received by Diocesan Directors of Education, diocesan advisers and, most importantly, by teachers. To date 62 Diocesan RE advisers and several independent RE advisers have been trained as accredited trainers by RE Today. Each of our dioceses has engaged in the project by sending at least one adviser to be trained and they are now rolling the training out across 38 dioceses to our 4700 schools. This training will be focused on church schools but is open to community schools. The project was extensively trialled in both community and church schools, and significant changes were made as a result.

The initial reaction from diocesan officers/trainers has been very positive. The first training sessions for teachers are being held this term (Autumn 2016) so it is too soon to provide quantitative data. However, the 'digital noise' around the project is enthusiastic and anecdotal feedback is very positive. Over 1,000 packs of the resource have now been shipped from the warehouse in the first fortnight of the roll out to schools.

www.churchofengland.org/education

The National Society (Church of England and Church in Wales) for Promoting Education – operating as The Church of England Education Office

Church House Great Smith Street London SW1P 3AZ
T: 020 7898 1000 Charity No: 313070

Understanding Christianity has stimulated a heated debate about curriculum development in RE. This positive development forces all sides to sharpen and think through what a balanced RE curriculum should look like. We now have an informed debate taking place about religious literacy, and in particular in relation to this project, theological literacy. While we would not claim that this is entirely as a result of Understanding Christianity, the resource has certainly acted as a catalyst to the debate.

Frequently asked questions

Is Understanding Christianity a complete RE curriculum?

Understanding Christianity is a **resource not a curriculum**. Any school (church or community) just teaching Understanding Christianity would be failing to provide a balanced curriculum. As a resource it is expected that teachers will use their professional judgement in selecting and adapting activities to suit their context.

Is Understanding Christianity funded solely by the Church of England?

Understanding Christianity is a resource funded by Culham St Gabriel's, the Jerusalem Trust and the Sir Halley Stewart Trust.

Was Understanding Christianity written solely by Christians?

It was commissioned and managed by the Church of England Education Office but written by RE Today and its team of multi faith and non-faith RE advisers.

Should Understanding Christianity be recommended for use in a locally agreed syllabus?

It is entirely a matter for any SACRE if it decides to recommend or discourage a particular resource for use with its syllabus, but the same criteria and approach should be used fairly to assess which resources should be recommended to support RE.

Is Understanding Christianity inconsistent with the REC Code of Practice for RE teachers?

The Code of Practice is about teacher practice and behaviour not about resources and curriculum. It should be noted, however, that the Church of England is a signatory to the Code of Practice and would not support a resource that was inconsistent with it.

The Code of Practice can be found here

<http://religiouseducationcouncil.org.uk/educators/projects/a-practice-code-for-teachers-of-re>

The teaching approach of Understanding Christianity is wholly consistent with the Code. The Code of Practice encourages teachers to 'respect people's beliefs'; it 'encourages and values reason-giving'. It 'treats others as they would wish to be treated'; it 'accepts contestability and is self-aware'; it is open; it 'promotes a fair and accurate representation of the belief under study'; 'is balanced'; and is 'open to debate and hard questions and deals with controversial issues' about Christianity e.g.: 'Creation and science; conflicting or complementary?' at Upper KS2

Can students of RE participate in thinking theologically or is this exclusive to members of a religious community?

This question assumes a narrow definition of theology and one that would not be recognised as reflecting the scope of theology as understood in many British universities today. The nature of the RE curriculum is being widely debated at the moment and this view is only one of many views in this debate.

see <http://www.reonline.org.uk/news/revision-rethinking-re-a-conversation-about-religious-and-theological-literacy/>

Does Understanding Christianity allow for the diversity of views in Christianity?

What is being explored in Understanding Christianity are the key concepts that build up the prevailing Christian narrative as understood in most Anglican/non-conformist churches. There is, however, considerable scope to bring in other Christian viewpoints. For example, the KS3 unit on Incarnation available on the website <http://www.understandingchristianity.org.uk/teachers-and-schools/resources/> also explores a range of denominational approaches to worship from Quaker to Pentecostal and in the 'Digging Deeper' section explores Jesus as represented in art. 'Body Theology' including the views of the Lesbian and Gay Christian movement is covered, and the unit includes the recommendation that ' [students] 'should explore non-religious views and weigh up how far they might also support the idea of human dignity and value'.

Does Understanding Christianity undermine a core ideal of religious literacy i.e. the impartial study of religion and belief?

Understanding Christianity was written by a team of multi faith and non-faith RE experts from RE Today. It was not written from the perspective of faith, but rather the resource offers an impartial look at Christianity through the exploration of the core theological concepts of the Christian faith.

'This the best resource we have ever seen for teaching RE' (Board of governors at a London primary school)

'Fired up and enthused teachers ready to get stuck into Understanding Christianity' (Senior Lecturer in Teacher Development)

'121 schools signed up for Understanding Christianity' (Adviser St Albans Diocese)

'Over 70 Schools now signed up' (Adviser, Norwich Diocese)

Derek Holloway
Church School Character and SIAMS Development Manager
October 2016

Dear SACRE Member,

Get recognition for your SACRE's work in national Award

I am writing to you as Clerk to the Lancashire Standing Advisory Council for Religious Education to urge that it consider applying for the [2017 Accord Inclusivity Award](#), which is seeking to reward those SACREs that work hardest in their area towards boosting the growth of inclusion, cohesion and mutual understanding between those of different religions and beliefs. If your SACRE takes these aims seriously then please don't miss out on this rare opportunity for it to be recognised for its work. Until now the Award - which has run every year since 2010 - has rewarded schools in England and Wales that excel on these grounds. For the 2017 Award however judges have decided to only invite nominations for SACREs, given the important role SACREs can play through their work in promoting respect, empathy and social cohesion.

Religious Education has always been of key importance for Inclusivity Award judges, who have consistently rewarded schools for excellence in the subject (and often thanks to recommendations from SACREs). For example, the first placed school in 2013, Little Heath School in Redbridge, won [strong praise](#) from judges for its approach to RE which was later [highlighted](#) by Ofsted as an example for other special schools to follow. Newbury Park Primary School in Ilford came first [in 2014](#) for its 'Ambassadors of Faith and Belief' scheme that was supported by its SACRE and which served to help improve pupils understanding of the nature of faith and belief as a real life experience. The winning school in the 2016 Award, the Chestnut Grove Academy in Balham, [stood out](#) for the way in which its RE deepened and extended pupils' knowledge and understanding of religion and belief while simultaneously dealing with a range of controversial issues, such as around sexual diversity, homophobia and gender. But this coming year presents a chance for SACREs themselves to shine.

The Award is free to apply for. The full line up of another respected and experienced panel of experts will soon be announced. Previous judges have included former Secretary of State for Education, Lord Baker; the Chair of the Education Select Committee, Neil Carmichael MP; the then Chair of the Religious Education Council of England, John Keast OBE; the Bishop of Buckingham, The Rt Revd Dr Alan Wilson, and journalist Polly Toynbee.

RE is subject to many demands and pressures. If your SACRE works hard at trying to ensure local schools provide inclusive and high quality RE and assemblies that take seriously the promotion of the growth of mutual understanding between those of different beliefs and backgrounds, then please make sure someone is mandated to submit a [completed nomination](#) on its behalf.

For more information on the Award please visit Accord's website at <http://accordcoalition.org.uk/inclusivity-award-2017/>. The deadline for entries is Monday December 12th and prizes will be announced in the New Year. Please contact Accord's National Coordinator, Paul Pettinger, at paul@accordcoalition.org.uk or on 020 7324 3071 with any queries.

Every winner of the Inclusivity Award has received national press coverage for their success. Don't miss this chance to draw attention to you and your colleagues' efforts.

Yours sincerely,

Rabbi Dr Jonathan Romain MBE
Chair of the Accord Coalition for Inclusive Education

School Visits Schools to Approach

Lea Community: OE Good

Pupils' spiritual, moral, social and cultural development is supported well in all aspects of the school's work. Pupils understand how their learning in these areas helps them in their everyday life now and in the future. There is a wide range of opportunities for pupils to focus on and discuss key issues, with the school values and inclusive ethos acting as a 'golden thread' that ties all these aspects together. Pupils' participation as active members of their local community is promoted well.

Delph Side Skelmersdale: OE Good

The variety of opportunities and experiences provided for pupils strongly promotes their spiritual, moral, social and cultural development. Pupils are welcomed into the school and no discrimination of any type is tolerated. Pupils' understanding of different cultures and faiths is particularly well developed through visits to local places of worship and through visitors to the school.

Burnley Briercliffe: OE Good

Treating each other with respect and care is central to the philosophy of the school. Links with the Burnley Faith Centre are providing more frequent opportunities for pupils to learn about other religions and cultures. Every week, awards are given to those pupils who are deemed worthy of being 'star citizens'. Pupils have the opportunity to have their voices heard through the school council. These and other activities provide a sound basis for promoting British values.

Preston, Frenchwood: OE Good

Pupils have a good understanding of different cultures and faiths. Many pupils attend mosque but have a good knowledge of other religions such as Christianity, Hinduism and Judaism and visit different places of worship. Pupils celebrate their own and different cultures through theme weeks and special days and events. Pupils say that no matter what you look like, or what kind of family or culture you come from, you would be treated the same in their school. They understand the importance of shared values, including democracy.

Colne Park High: OE Good

Pupils' spiritual, moral, social and cultural development is a very high priority in the school and is led very effectively. Leaders recognise that the school is located in an area that is not culturally diverse, and have placed a great emphasis on creating opportunities for pupils to broaden their horizons. For example, some pupils are working collaboratively with pupils from another school in the local authority that has a much larger minority ethnic cohort. Leaders are keen that pupils are prepared effectively for life in modern Britain, and respect for diversity in all forms is at the heart of this. All pupils in Key Stage 3 have a 'Personal Development Passport' which encourages them to complete a range of activities, which will broaden their horizons as well as developing them personally.

During the period of the Scholarship, there will be regular tutorials and at least one visit to the Farmington Institute.

Scholars are required to attend the Scholars' Conference *before* their Scholarship and the Conference *after* their Scholarship. Scholars who are still actively involved with RE will be invited to all subsequent conferences. The 2017 Conference will take place from **7.00pm on Friday, 23 June to 2.30 pm on Sunday, 25 June 2017**. The **2018 Conference will take place from 22 – 24 June, 2018**.

Applications

Application forms can be downloaded from the Farmington website, **www.farmington.ac.uk**, available under 'Farmington Scholarships'.

Alternatively, application forms are available from the address below. **The closing date for applications for the academic year 2017-2018 is 23 January 2017.**

Applicants may be asked to come for interview by the Selection Board. Interviews for Scholarships will take place in February-April 2017.

Enquiries

Further information about the Farmington Institute, its Scholarships and the work of previous Scholars is to be found on the Farmington website, www.farmington.ac.uk

Other enquiries should be addressed to:

The Revd Dr Ralph Waller, The Director
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Mansfield Road
Oxford OX1 3TD

Telephone: 01865 271965

Fax: 01865 271969

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Fax: Oxford (01865) 271969

E-mail: farmington@hmc.ox.ac.uk

Website: <http://www.farmington.ac.uk/>

Now open to Secondary and Primary School teachers, teachers of RE to children with Special Educational Needs, and Headteachers

Farmington
Scholarships
for Teachers
of Religious Education
and Headteachers

Academic Year 2017–2018



The Farmington Institute

Agenda Item 15



The Farmington Institute

The aim of the Farmington Institute is to support and encourage teachers of Religious Education in schools, and Headteachers working on values and standards.

The Institute awards Scholarships to UK teachers of Religious Education in schools and Headteachers, publishes discussion papers and arranges conferences.

What types of Scholarships are available?

Scholarships are divided into two types: university-based and school/home-based. Teachers who live within a reasonable distance of one of the selected universities or colleges, may be awarded a university-based Scholarship.

Our selected universities/colleges are:

Bath, Bath Spa University (Study of Religions Department); **Belfast**, Queen's University Belfast, St Mary's University College and Stranmillis University College; **Cambridge**, University of Cambridge, Faculty of Education/ Homerton College; **Durham**, St Chad's College, University of Durham; **Exeter**, University of Exeter (School of Education); **Glasgow**, University of

Strathclyde (Faculty of Education); **Lampeter/Carmarthen**, University of Wales Trinity Saint David; **Lincoln**, Bishop Grosseteste University; **Liverpool**, Liverpool Hope University; **Norwich**, University of East Anglia; **Oxford**, Harris Manchester College, University of Oxford; **Warwick**, University of Warwick (Religions and Education Research Unit); **York**, York St John University.

University-based Scholarships awarded may be taken as a block of up to eight weeks or in the form of day release up to 30 days. The Scholarships to be taken within university terms. The academic facilities of the universities/colleges are available for Scholars.

Teachers awarded school/home-based Scholarships will be appointed a Farmington Tutor. The Scholarship may be taken in the form of day release, for instance for one day a week over a term or over the year or for continuous periods up to a maximum of 30 days.

Who is eligible?

The Scholarships are for teachers of Religious Education in UK secondary schools, primary school RE Co-ordinators or other primary school teachers involved in teaching RE, and teachers of children with Special Educational Needs who are involved with RE. Headteachers who wish to undertake research into either Religious Education or Values Education are also eligible to apply. Applicants should have held their present post for at least two years.

What subjects may be studied?

Scholars are free to study any aspect of Religious Education they wish but preference will be given to applicants whose work can be seen to be of direct value to the teaching of RE in schools. Occasionally, the Institute, in conjunction with one of its partner universities or colleges, may advertise for an RE teacher to undertake research on a specific topic which is relevant to RE.

How much will it cost?

The Scholarship will cover the cost of tuition, board and lodging where appropriate, essential local travel and, by negotiation with the school, the salary of a replacement teacher up to point 6 of the main pay scale.

What is required of Scholars?

All Scholars are expected to produce an outline study plan of their project, which must be sent to the Director of the Farmington Institute before the start of the Scholarship. Towards the end of the Scholarship, the Scholar will give a presentation on their work at the university/ school and again at our 2018 conference. All Scholars are expected to produce a written report on the work they have undertaken, which must be sent to the Farmington Institute on completion of the Scholarship.