



Lancashire Standing Advisory Council on Religious Education (SACRE)

Monday, 11th February, 2019 at 10.00 am in Committee Room 'D' (The Henry Bolingbroke Room) - County Hall, Preston

Agenda

No. Item

- 1. Apologies**
- 2. Minutes of the last meeting held on 26 November 2018** (Pages 1 - 6)
- 3. Secretary of State's response to the final report on the Commission on Religious Education** (Pages 7 - 10)
Attached.
- 4. Report on training opportunities and advice provided to schools since the start of term**
To be tabled at meeting.
- 5. Sample new exemplification units** (Pages 11 - 14)
Attached.
- 6. QSS Agenda**
Verbal update.
- 7. Building Bridges report**
Verbal update.
- 8. SACRE representation and membership update**
Verbal update.
- 9. School visit - final preparations**
Verbal update.
- 10. NASACRE conference information**
Verbal update.
- 11. Newsletter - gathering content**

Verbal update.

12. Lancashire Youth Voice

13. Members' News

14. Observers' Contributions

15. Correspondence

16. Date of Next Meeting

The next scheduled meeting of the SACRE will be held at 10.00am on 29 April 2019 in Cabinet Room D – The Henry Bolingbroke 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 November, 2018 at 10.00 am
in Committee Room 'D' (The Henry Bolingbroke Room) - County Hall,
Preston**

Attendees:

Teacher Associations

Mr P Martin (ASCL) (Chair)
Ms J Gordon (ATL)
Ms J Roper (NASUWT)
Ms J Crabtree (NUT)

Church of England

Mr J Wilson
Mrs J O'Rourke
Mrs H Sage

Roman Catholic

Mr B McMullen

Lancashire County Council

CC A Cheetham

Buddhism

Mr K Pagpa

Representing the LASGB

Mrs K Cooper

Representing Higher Education Sector

Ms C Reade

In attendance:

Building Bridges Burley

Ms B Foster
Ms S Majeed

Officers:

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

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

Mr G Harbison – Committee Support Officer, Lancashire County Council, Legal
and Democratic Services

1. Annual General Meeting: Election of Chair and Vice Chair

Peter Martin was proposed and seconded to be elected as Chair and County Councillor Yousuf Motala was proposed and seconded to be elected as Vice Chair.

2. Apologies

Apologies were received from County Councillors S Malik, Y Motala P Steen, Ms S Elton-Chalcroft, Dr M Craig, Ms L Horobin, Ms J Price, Mrs T Safraz, Mrs H Shukla, Mr I Tailor and Mr F Williams.

3. Minutes of the last meeting held on 8 October 2018

The minutes of the last meeting held on 8 October 2018 were agreed as a true and accurate record.

4. Building Bridges - Support for Schools

The Chair welcomed Ms B Foster, a trustee from Building Bridges in Burnley and Ms S Majeed, Project Manager for Building Bridges in Burnley to the meeting.

SACRE members had received with their agenda a copy of the Service Level Agreement (SLA) agreed in September 2018 for Building Bridges in Burnley (BBB).

The work carried out previously by Mr A Anwar would continue under the new agreement with BBB. The offer to schools was to provide support to help schools identify interfaith and cultural awareness opportunities for their children, young people and families. Session times would be arranged to suit the needs of schools. Once the SLA had been rolled out the plan was to get schools to give dates for the whole year so these could be booked in advance. The SLA would be in place for a year from September.

BBB was founded in 2002 following the disturbances in Burnley. It was a registered charity promoting community cohesion and interfaith relations and was based at the Faith Centre in Burnley. BBB had experience of working in partnership with schools and colleges across the county to provide focus for the educational, personal and spiritual development of young people. They also advised and helped the schools and colleges develop their RE curriculum. They supported students and staff and offered activities to promote and develop community cohesion. Through facilitation and coordination the BBB's work played a pivotal role in promoting inclusion and community relations across Lancashire and beyond. SACRE was informed that a lot of School Advisors worked in neighbouring counties and the BBB had received independent requests from different authorities.

BBB was a partnership of faith groups and open to all individuals of faith and no faith who sought to contribute to the life and work of the area. BBB developed knowledge and understanding of different faiths. It encouraged faith development without compromising anyone's religious or faith beliefs.

BBB worked with schools to provide specialist support to embed British values into the curriculum, promoting tolerance, respect and clear understanding of the diverse communities and their contribution to British society. BBB work was all about bringing people together. THE BBB was involved with schools and colleges in promoting spiritual, moral, social and cultural development (SMSC).

This area of work was a valued resource which was frequently praised by Ofsted as being instrumental in promoting community cohesion.

SACRE was informed that a recruitment event for BBB was being held on the evening of 12 February 2019. Different churches and mosques, etc. would be invited to the event.

5. Draft Annual Report

A copy of the Draft Annual report was circulated to all SACRE members at the meeting. Mrs A Lloyd explained that the annual report needed to be submitted by January 2019 and asked SACRE members for feedback and to consider if anything was missing from the draft report.

It was noted that the draft report stated that two representatives from Edge Hill University were currently co-opted as members of the SACRE. This was not the case and it would be amended to state it was two representatives from the University of Cumbria. Members were asked to check their attendance over the past year.

Concerns were raised over Key Stage 4 data which showed that the standard had shifted from above the national average to below the national standard over the last 3 years and was not where it should be at Key Stage 4. Members discussed ways of tackling the issue and it was suggested that school governors could be included in discussions. Mrs K Cooper informed members that there was communication which was circulated to all governors each term and she would try and share some information in this way. Network meetings for secondary school teachers was also discussed as an option, Mrs A Lloyd would look into this.

SACRE members would feedback and comment on the Draft Annual Report to Mrs A Lloyd before January 2019.

6. 10 Minute Break and Networking Opportunity

SACRE members had a break to network with each other.

7. Feedback NNW Hub Meeting

The NNW Hub meeting took place on Wednesday 14 November. Agenda items had included membership issues, approved places of worship and the constitution. It was noted that some of the SACREs did not have a formal constitution or Terms of Reference. In regards to speakers at events and training it was noted that every local authority was using the same three speakers at their meetings.

SACRE members were informed that in Lancashire it was a statutory requirement for the SACRE to meet as a minimum once a year, currently meetings were held four times a year and an additional four meetings of the SACRE QSS took place, however the frequency and day of the QSS was currently being looked at.

8. Evaluations of Recent Training

Mrs A Lloyd informed members that a Lat Blaylock training had taken place at Farington Lodge and 28 people had attended. The feedback had been very positive. The ongoing free network meetings were also very well received.

9. Visit to Schools

It was noted that at the QSS meetings all Ofsted reports had been looked at. One school that had been identified with good feedback was Moorside Primary School in Lancaster. It was thought to be a good idea for SACRE to arrange a visit to this school next term, possibly January. 2 members of SACRE volunteered to visit the school and Alison Lloyd would speak to the head teacher to arrange the details for the visit.

Mrs J O'Rourke informed SACRE members that she had visited her old school, Marsden Heights in Brierfield. It had done fantastic work in challenging circumstances and there was an Inspiration Room which Building Bridges had helped to develop. Mrs J Rourke would do a write up on her visit for the next SACRE newsletter.

10. Pupil Debate

Mrs M Mahmood informed SACRE that the Pupil Debate had been narrowed down to two dates January 2019. An email would be sent to SACRE members when a final date was confirmed.

11. Lancashire Youth Voice

There was nothing to report on the Lancashire Youth Voice.

12. Members' News

There was no member's news.

13. Observers' Contributions

Members stated that Bea Foster, a trustee from Building Bridges in Burnley; and Sajda Majeed, Project Manager for Building Bridges in Burnley had given an excellent presentation. It was suggested that it would be a good idea for them to attend the SACRE meetings on a regular basis. The constitution would be looked at but in the meantime they could attend SACRE meetings as observers. Sadjia could provide a verbal update at a future meeting on how many schools were using Building Bridges.

14. Date of Next Meeting

The next meeting of the SACRE would be held at 10:00am on Monday 11 February 2019 in Cabinet Room D – The Henry Bolingbroke Room, at County Hall, Preston.

Paul Bond
Clerk to the SACRE

County Hall
Preston



Rt Hon Damian Hinds MP
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

The Very Reverend Doctor John Hall
Chair of the Commission on Religious Education
c/o Religious Education Council
CAN Mezzanine
49-51 East Road
London N1 6AH

06 DEC 2018

Dr J Hall,

I want to thank you for all the hard work undertaken by the Commission on Religious Education over the past two years, culminating in the final report "Religion and Worldviews: the way forward". I recognize the immense effort the Commission has put into gathering evidence and views, providing insightful analysis of issues, and proposing actions to address these.

It is clear that you have secured a general consensus among those with a specific interest in Religious Education (RE) on some important matters. Both subsequent media coverage and correspondence I have received also make it clear, as one might expect, that some stakeholders have concerns that making statutory the inclusion of "worldviews" risks diluting the teaching of RE, and concerns as well about some of the finer detail of the Commission's recommendations.

I appreciate the issues that your report highlights. It is mandatory for all state funded schools to teach RE and it is important that they do this well. Good quality religious education not only helps schools meet their legal duty to promote children and young people's spiritual and moral development. It also gives them knowledge of the values and traditions of Britain and other countries, and so fosters mutual respect and tolerance of those with different faiths and beliefs.

Therefore, it is important to continue to work hard to recruit new RE teachers and to ensure that they acquire good subject knowledge. This is why I recently announced improvements to bursaries for initial teacher training so that RE trainees with a 1st, 2:1, 2:2, PhD or Master's will now receive £9,000.

I have also announced funding for RE subject knowledge enhancement (SKE) courses of up to 8 weeks. These courses are designed to help these applicants gain the depth of knowledge needed to train to teach their chosen subject. Candidates that take SKE courses may have studied the subject at A-level, but not at degree level, or have studied an unrelated degree but have relevant professional experience. Eligible candidates will receive a training

bursary of £1,600 to help with living costs. I know that the Commission highlighted these as areas where we should review our funding, so hope this will be welcome news.

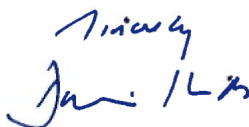
I have considered the Commission's other recommendations carefully, mindful that one of my top priorities, for the duration of this Parliament, is to reduce teacher workload. Indeed, I made a commitment in March to make no further changes to the national curriculum, statutory assessment, GCSEs or A levels, beyond those changes that have already been announced. In considering the Commission's ambitious proposals for a new statutory basis for "RE and worldviews" in the curriculum, I have to balance this against what would be needed to do to implement them; and the consequences for teachers.

I have therefore concluded that now is not the time to begin these reforms. This would commit the government to making radical change which requires primary legislation; requires the development of new programmes of study for "RE and worldviews"; and lead to all state-funded schools having to implement a long-standing subject in our schools in a new way. As your report highlights, there would be a consequent need for extensive training and continuous professional development to equip teachers to teach this revised curriculum well. My priority is to provide stability to schools while the significant and necessary reforms we have already made to curriculum and qualifications are being embedded.

As with full GCSEs for other non-EBacc subjects, RE counts towards both the headline Attainment 8 and Progress 8 measures. I have no plans to review current school accountability measures such as the English Baccalaureate (EBacc). The EBacc does not preclude pupils from taking RE GCSEs, which remain popular.

In relation to the recommendation that my department produce guidance for headteachers on managing the parental right to withdraw their children from RE – I support your reasons for this. In the meantime, I know that the NAHT and NATRE have produced excellent guidance which meets this need and rather than duplicate their efforts, my department will do what it can to promote and to make headteachers aware of this new guidance.

I would like to reiterate my thanks to you and your fellow Commissioners for your well-considered and valuable contribution to the RE debate. I appreciate all of the work that you have put in over the last two years to collate views from a range of stakeholders, consider the wider evidence and present this in a succinct and informed way to the department.



Damian Hinds
Secretary of State for Education

Year 4 Sikh Dharam

Year 4 Key Question (to be used all year): How should we live our lives?

Focus Question (for this investigation): How do Sikhs express their beliefs and values?

What values and commitments matter to me?

Search for personal meaning

Who or what should I serve?

**Should we show our beliefs, values and commitments to others?
If so, how?**

Shared human experience

Living religious traditions


Beliefs and values

How do Sikhs express their beliefs and values?


Pupils will explore core beliefs and values of Sikhism and how these might be expressed through use of symbols, clothing and worship.

Pupils should understand that belief in one God, and that all are equal before God are important Sikh beliefs.

Pupils should learn about how Sikh beliefs are reflected within the Gurdwara – through worship and sewa



**Is everyone in society equal?
Is there anything we can do to make the world a fairer place?**



Should all people be equal?

Focus Question: How do Sikhs express their beliefs and values?

This unit gives pupils the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. In their preaching and example, the Gurus revealed a way of life which was God centred. It is a life of religious, moral and social commitment. In outward and visible signs, Sikhs show themselves to be committed to following the teachings of the Gurus. Sikhs are expected to demonstrate their commitment to their beliefs in the way they live their daily lives. Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment). Sikhism teaches that all human beings should engage themselves in righteous actions and behaviour and work for a just social order.

Foremost amongst Sikh principles are:

- the complete equality of men and women everywhere;
- sewa: service to God, to the community of Sikhs and to the community at large;
- kirat karna: earning one's living by one's own efforts and by a livelihood which is honest;
- vand chakna: sharing one's time, talents and earnings with the less fortunate.

How these influence the Sikh way of life will be explored within this unit.

Pupils should also have opportunities to reflect on important questions such as how humans show commitments to their values and communities, and issues of equality and justice.

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Discuss the different ways that people might show their beliefs, values and commitments in public. Look at images of people wearing various uniforms and discuss how wearing that uniform might impact a person’s sense of identity and purpose. How might it also influence behaviour (consider the impact of being seen as a representative of a community rather than just as an individual)
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> Re-cap the origins of Sikhism. Pupils should know who Guru Nanak was and why he is important to Sikhs. Watch the story of the blood and milk https://www.truetube.co.uk/film/blood-and-milk and identify the Sikh beliefs and values that are demonstrated by the story. Discuss why belief in one creator God might lead people to want to treat all people as equals. Look at the Sikh symbol (the Khanda) and explain how it reflects Sikh beliefs and values in one eternal God and standing up for justice http://religious-symbols.net/sikh-symbols.html
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> Investigate the symbolism of the 5Ks that are worn by members of the Sikh Khalsa https://www.bbc.com/bitesize/clips/z3sb9j6 Learn about the Gurdwara https://www.bbc.com/bitesize/clips/zd4wmp3 https://www.truetube.co.uk/film/charlie-and-blue-go-gurdwara Make links with what happens in the Gurdwara and the Sikh values of equality Learn about the Langar and why sharing food is an important part of Sikh hospitality and service (sewa). Explain that this concept extends out into the wider community and that many Gurdwaras are involved in projects to feed the homeless, support food banks and provide aid to those in need. https://www.blogpreston.co.uk/2018/10/preston-sikh-community-to-feed-city-at-the-markets/ https://www.khalsaaid.org/ <p>You could organise a visit to a Gurdwara or invite in a Sikh to talk to the class.</p>
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> Discuss the personal beliefs, values and commitments that they might want to express – and appropriate ways of doing this. Talk about the importance of seeing value in all people and how believing that all people are equal would have an impact on a person’s behaviour. Are the Sikh values of equality and justice good values to live your life by – should we be committed to these as human values? You could read ‘Have you filled a bucket today’ and discuss how small daily acts of kindness might be seen as a service to others. Create a class list of actions that could be done to fill the buckets of others.

Y4 Learning - children will:			
<ul style="list-style-type: none"> * explore teachings and stories from Sikhism * describe what moral guidance Sikhs might gain from the stories and examples of the Gurus * make links between the beliefs, values and practices of Sikhism 	<ul style="list-style-type: none"> * use subject specific language to describe how and why Sikhs show their religious commitments and values * explain how clothing and behaviour might be symbolic of beliefs, values and commitments 	<ul style="list-style-type: none"> * discuss (with relevant examples) the importance of how we view and behave towards others * talk about how our outward behaviour reflects our inner beliefs, values and commitments 	<ul style="list-style-type: none"> * reflect on their own concept of living a good life and how this influences the way that they treat others * discuss own thoughts and feelings about equality and justice
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Year 5 Hindu dharma
Year 5 Key Question (to be used all year): Where can we find guidance about how to live our lives?
Focus Question (for this investigation): What might Hindus learn from stories about Krishna?

How do I decide what is true?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

What are my 'truths'?

What do we learn from stories?
How might stories teach important 'truths' for all people?

Pupils should learn about the Hindu festival of Holi and the different ways that the festival is celebrated

What might Hindus learn from stories about Krishna?


They will investigate why Krishna is such a popular Hindu deity and what the stories about Krishna might teach Hindus

They will learn about the Hindu belief that God is present in all people (through the atman) and the impact this might have on the way Hindus should treat others.

They should explore the symbolism of the Holi celebrations and the way that the colours bring people together without distinction.

Why are festivals important for communities?
How do we pass on traditions and values through celebrating together?

How should I discuss my ideas with others?



Focus Question: What might Hindus learn from stories about Krishna?

This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story.

Pupils will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver. One way that Vishnu fulfils this role is through avatars. They will already be aware of one of Vishnu’s avatars (Rama) through learning about Diwali and the story of Rama and Sita.

Pupils should also be encouraged to consider whether there are links between the ‘truths’ and values revealed in the story and their own beliefs, values and experiences.

Field of Enquiry	Possible Teaching Ideas
<p>Shared Human Experience</p> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> Recap how stories might contain important truths and messages for people to learn from. Read the poem ‘Tyger Tyger’ and discuss how language is used to create a true picture of the tiger – although the language used is not a literal truth (eg. The tiger is not literally burning in the forest). Talk about the fact that stories are sometimes viewed in a similar way. Stories might contain important truths in symbolic language.

<p>Beliefs and Values 2</p>	<ul style="list-style-type: none"> Investigate stories about the Hindu deity Krishna. https://parenting.firstcry.com/articles/top-15-childhood-krishna-stories-kids/ Explain that stories found in Hindu scriptures offer Hindus guidance on how to live their lives – discuss what guidance Hindus might find from the stories of Krishna. They will need to know that Krishna is believed to be an incarnation (avatar) of the God Vishnu – and so his role on earth is to protect and preserve his devotees. Read the Story of Prahlad and Holika – discuss how and why Vishnu protects Prahlad. http://www.bbc.co.uk/schools/religion/hinduism/holi.shtml https://www.youtube.com/watch?v=3sj_OQBwSEc Teacher makes signs with parts of the story on and puts them up around the room. Children have to stand by the part they think is most important and explain why, encourage them to refer to Hindu teachings. (The main message of Holi is that devotion to God will be rewarded)
<p>Living Religious Traditions 3</p>	<ul style="list-style-type: none"> Read about/watch clips of Hindus celebrating Holi https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-ks3-my-life-my-religion-hinduism-holi-spring-festival/zkkygwxx Discuss the symbolism of colour at Holi – reflecting Hindu virtues. At Holi, distinctions between people are forgotten – all look the same when covered in coloured powder and so it is a reminder of equality and that all people are believed to contain the energy of Brahman. (You may wish to expand on this by looking at the meaning of the traditional Hindu greeting ‘Namaste’) Create a class display with images of the festival and an explanation about what is happening. Pairs of children imagine they have been to Holi celebration. One is the interviewer and the other is the interviewee. Write a short script for a television interview. Encourage children to talk about the symbolism of the celebrations, not just the celebrations themselves. The script or a film of the interview could be used as an assessment task.
<p>Search for Personal Meaning 4</p>	<ul style="list-style-type: none"> In small groups, children create stories where there is an important message that could be described as a ‘universal truth’. Tell them as a piece of drama, cartoon, poem etc. Share work with rest of class – the class should try to guess the message contained within the story Discuss whether or not they agree or disagree with the message of the story.

Y5 Learning - children will:			
<ul style="list-style-type: none"> * make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty * explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus * explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer 	<ul style="list-style-type: none"> * describe and explain a variety of ways that Hindus might celebrate the festival of Holi * suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate * explain how Holi celebrations might express Hindu beliefs about equality 	<ul style="list-style-type: none"> * explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions * consider the different ways that myth and stories are and used * explain how a ‘truth’ might be contained within a story 	<ul style="list-style-type: none"> * consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) * discuss and debate things that they consider to be true that others might disagree with
Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning