



Lancashire Standing Advisory Council on Religious Education (SACRE)

Monday, 29th April, 2019 at 10.00 am in Committee Room 'D' - The Henry Bolingbroke Room, County Hall, Preston

Agenda

No. Item

- 1. Welcome to New SACRE Members**
- 2. Apologies**
- 3. Minutes of the last meeting held on 11 February 2019** (Pages 1 - 6)
- 4. Local Authority Officer Report** (Pages 7 - 8)
Report attached.
- 5. Implications of the new Education Inspection Framework** (Pages 9 - 26)
Presentation
Criteria for Good Judgement attached.
- 6. 10 Minute Break and Networking Opportunity**
- 7. Sex and Religious Education - FAQs released by the DfE** (Pages 27 - 28)
FAQs attached.
- 8. Building Bridges Update Report**
Verbal update – Ms Sajda Majeed
- 9. Newsletter and Feedback from School Visit** (Pages 29 - 40)
Newsletter attached.
- 10. Agenda Items for next SACRE QSS Meeting on 12 June 2019:**
 - Evaluation of the Development Plan
 - Review of Halton's constitution/terms of reference

11. Lancashire Youth Voice

12. Correspondence

13. Members' News

14. Observers' Contributions

15. Date of Next Meeting Monday 1 July 2019

The next scheduled meeting of the SACRE will be held at 10.00am on Monday 1 July 2019 in The Diamond Jubilee Room (Cabinet Room B) at County Hall, Preston.

Paul Bond
Clerk to the SACRE

County Hall
Preston

Agenda Item 3

Lancashire Standing Advisory Council on Religious Education (SACRE)

Minutes of the Meeting held on Monday, 11th February, 2019 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) |
| Church of England | Mr J Wilson Mrs J O'Rourke Mrs H Sage Ms L Horobin |
| Roman Catholic Church | Mr B McMullen |
| Lancashire County Council | CC A Cheetham CC S Malik CC Y Motala (Deputy Chair) |
| Representing Islam | Mr A Qureshi Mufti K Ibrahim |
| Representing Hinduism | Mr I Tailor |
| Representing Higher Education Sector | Ms C Reade |
| Representing the LASGB | Mrs J Hamid substituting for Mrs K Cooper |
| Representing Building Bridges Burnley | Mrs S Majeed |

Observers

| | |
|--------------------------------------|------------------|
| Representing the Bahá'i Faith | Dr Malcolm Craig |
|--------------------------------------|------------------|

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. Apologies

Apologies were received from Mrs H Shukla, Ms J Harris, Ms J Roper, Ms S Elton-Chalcraft, Mufti J Pathan, Mrs T Safraz and CC P Steen.

2. Minutes of the last meeting held on 26 November 2018

The minutes of the last meeting held on 26 November 2018 were agreed as a true and accurate record.

3. Secretary of State's Response to the Final Report on the Commission on Religious Education

The Chair, Mr P Martin informed members that a response would be made to the Secretary of State's response to the final report on the Commission on Religious Education.

Lancashire SACRE could comment on the response through the NASACRE. A draft response to the Secretary of State's letter would be brought to the next SACRE meeting in April.

4. Report on Training Opportunities and Advice Provided to Schools Since the Start of Term

Mrs A Lloyd updated SACRE members on training opportunities and advice provided to schools since the start of term.

There was positive feedback on the free training provided to teachers who had contacted the LA officer to express difficulties in the delivery of the Agreed Syllabus.

It was hoped the postponed pupil debate would be reconvened in March.

Three primary school teachers had been invited to join a working group to write the remaining exemplification material, this would be led by Joanne Harris.

Training had been provided by Ms J Harris and Mr L Blaylock, on assessments using the new syllabus materials. The course had been fully booked with 24 attendees and the feedback had been positive.

Network meetings were taking place as follows:

Thursday 28th March – Hapton Primary, Burnley
Wednesday 20th March – Lea Community Primary, Preston
Monday 1st April – Bowerham Primary, Lancaster
Thursday 25th April – Pinfold Primary, Scarisbrick

Bespoke consultancies had been bought in by St Nicholas CE Primary, Newchurch and the 'Shares' Cluster, Skelmersdale.

The Chair thanked Mrs A Lloyd and Ms J Harris for the support they provided to schools and teachers.

In terms of advice provided, a school in Preston had sought advice on how to respond to a request for withdrawal from a parent seeking alternative Religious Education provision for their child. A school in Chorley had requested advice on how to respond to requests for Muslim pupils to pray in school. It was noted by members that prayers could be performed in approximately five minutes and it was felt schools should be willing and open to provide a quiet sheltered area for this purpose.

5. Sample New Exemplification Units

Mrs A Lloyd shared new exemplification units with SACRE members for Sikhism and Hinduism. The exemplification units that had been completed had been received very positively to date and as discussed under the previous item a working group would be convened to complete the remaining exemplification units.

Members enquired what remit, if any, the SACRE had on Religious Sex Education (RSE) in light of all the recent press coverage. It was noted that RSE did not fall in the remit of the SACRE and was a separate subject area. Ms C Reade was due to attend an upcoming conference on this and would be happy to report back to members. The consultation document was readily available online.

It was highlighted that schools must comply with the Equality Act, however in all schools the religious background of all pupils must be taken into account when planning teaching so that sensitive topics were appropriately handled.

It was agreed that this item could be considered further at the next SACRE QSS meeting.

6. QSS Agenda

It was noted that the QSS meeting in January had been cancelled. Items for the next QSS agenda included the following:

- A draft response to the Secretary of State for Education, Damian Hinds' letter.
- Withdrawal Policy
- RSE – Draft for consultation document If possible a SRE advisor could also be invited.

7. Building Bridges Report

Mrs S Majeed informed SACRE members that 14 schools had signed up to the Service Level Agreement with Burnley Building Bridges (BBB). The project had gone live at the end of November 2018. There was also 26 schools pending who were still sorting out their SLA documents.

Mrs S Majeed explained the various ways of delivery including visits to places of worship and school assemblies and sessions were made as fun and interactive as possible for students.

A discussion took place about online booking systems for schools and Mufti K Ibrahim shared details of the online booking system his mosque used, Quwwatul Islam Masjid for school visits which was a very simple online form and was very effective. The Gujrat Hindu Society also had a similar online booking system for schools.

BBB would be holding a three day training session in conjunction with Lancashire Forum of Faiths with the aim of increasing the network of available volunteers.

SACRE members thanked Mrs S Majeed for the update on progress with schools.

8. SACRE Representation and Membership Update

It was hoped that a Jewish representative had been found for the SACRE. Representatives for Buddhism and Sikhism were still required and a discussion took place about useful contacts who may be able to help.

9. School Visit - Final Preparations

SACRE members were informed that Mr P Martin, Ms C Reade and Ms J Roper would be visiting a school in Lancaster in February and an update could be included in the next Newsletter.

10. NASACRE Conference Information

The next NASACRE conference would be taking place on 22 May 2019 in Manchester and the Chair and Mrs A Lloyd would be attending.

11. Newsletter - Gathering Content

SACRE members were informed that some topics in the next newsletter would include:

- Mrs J O'Rourke's update on her visit to Marsden Heights.

- Information on the withdrawal process.
- A brief comment on the Secretary of State for Education's response letter to the final report on the Commission on Religious Education.

12. Lancashire Youth Voice

There was no report on Lancashire Youth Voice.

13. Members' News

The Lancashire Council of Mosques in partnership with the Physics Department at UCLAN were holding a seminars on the 26 March 2019 on the universe, explaining how it started and where we are at now.

14. Observers' Contributions

There were no observers' contributions.

15. Correspondence

There was no further correspondence to discuss.

16. Date of Next Meeting

The next meeting of the SACRE would be held at 10:00am on Monday 29 April 2019 in Cabinet Room D – The Henry Bolingbroke Room, at County Hall, Preston.

Paul Bond
Clerk to the SACRE

County Hall
Preston

Agenda Item 4

Report to Lancashire SACRE: April 2019

- The free **network meetings** were well attended at all venues: Hapton, Lea, Bowerham and Scarisbrick. All were led by Joanne Harris as Sonia remains absent from work. We remain indebted to Joanne as this created lots of extra work at short notice.
- A two day workshop, led by Angela Hill (RE Today), is now being advertised for September 19 for **teachers of GCSE Religious Studies**. It will be repeated in 2020.

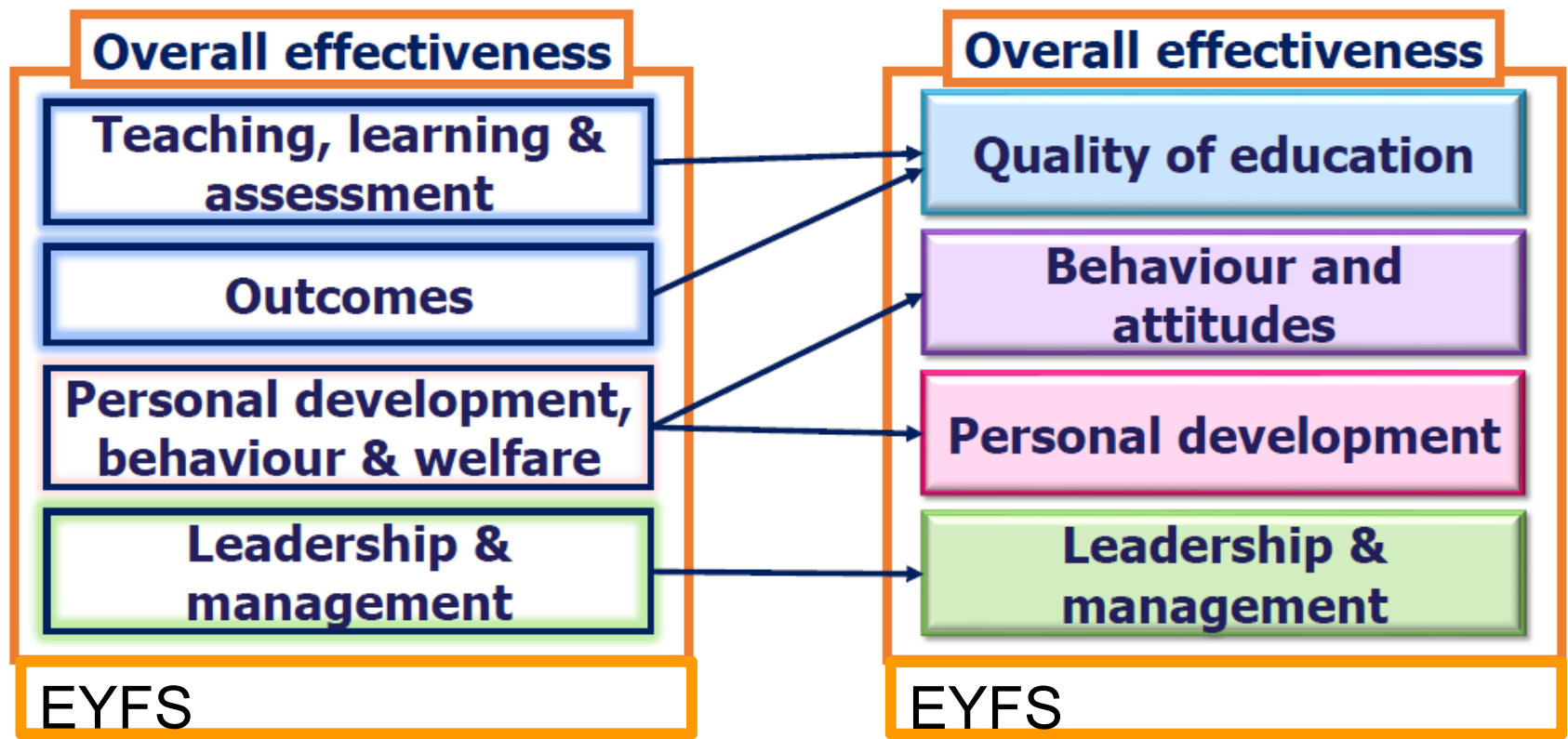
The aim of the course is to give practical strategies to strengthen students' responses to questions; avoiding common pitfalls. Angela has extensive knowledge of external examinations in Religious Studies in England in Wales. As well as being a longstanding examiner, she has provided training throughout England for Eduqas and has undertaken extensive consultancy and authorship contracts to support the reformed qualifications. She has also co-authored commercial textbooks to support the new GCSE in Wales.

- Training for the 'SHARES' cluster in Skelmersdale is being provided by Joanne on 8th May.
- Other autumn term training opportunities will be planned at the end of the summer term.
- The newsletter was circulated to schools at the end of March. Please see attached.
- A letter and click form will be sent to all schools in June requesting the **annual submission of attainment data** for Y2 and Y6. Schools will be signposted to the new end of key stage assessment overviews to support their judgements. A short survey will be included as part of the submission with more detailed answers being requested at KS3. This year the survey will also ask schools to provide data on the number of parental **requests for withdrawal**. Results will be reported to the SACRE in the autumn term. Thanks to John Wilson for writing the withdrawal guidance for schools. This is now uploaded to the website.
- Work to update the syllabus continues. Practically all of the 42 exemplifications have been re written to align with the revised long term curriculum overview and progressive assessment grids. EYFS units are outstanding and will be hopefully written by September. Re writing the syllabus as taken far longer than expected due to other demands on the time of the LA officer and consultant.
- Schools are now preparing for the introduction of a new EIF (Education Inspection Framework) from September 2019. The draft handbook is out to consultation. It is recommended that the SACRE Development Plan target: *1.4: Schools have the tools available to self-evaluate their own practice and set internal targets for improvement*. Should be amended to reflect new Ofsted expectations relating to the curriculum (for a brief summary of Ofsted Changes please see below).
- LCC has once again committed to funding the work of the SACRE and the budget allowance for 19/20 remains the same as that provided in previous years.
- The DFE have recently released a FAQ report relating to the new SRE and health framework. Please see attached.

- An evaluation of the current SDP will be provided in July 2019.

Implications of the new Education Inspection Framework





Education Inspection Framework 2019
Vincent Ashworth SHMI;
Assistant Regional Director; Oct 2018

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress (incl national tests & assessments)
- Reading
- Destinations

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling
- Governance / oversight
- Safeguarding

Education Inspection Framework 2019
Vincent Ashworth SHMI;
Assistant Regional Director; Oct 2018

Draft School Inspection Handbook;
Jan 2019; No:180041

EYFS

258. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:

- the extent to which leaders and providers plan, design and implement the curriculum
- how effectively leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on disadvantaged children's outcomes
- the extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND
- the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education
- children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy.

Curriculum research



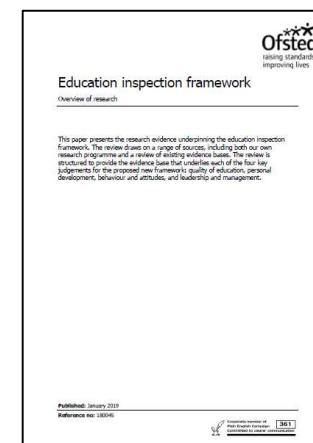
An investigation into how to assess the quality of education through curriculum intent, implementation and impact

PDF, 1.73MB, 54 pages



Ofsted's curriculum research Ofstednews

<https://www.youtube.com/watch?v=08lofb-KjI4&t=0s&index=3&list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>



Education Inspection Framework
Overview of Research
Jan 2019
Ref 180045

The importance of knowledge acquisition for progress has been highlighted by HMCI

'Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence from the first stage of our research this year is that **the focus on substance, on the knowledge that we want young people to acquire**, is often lost...

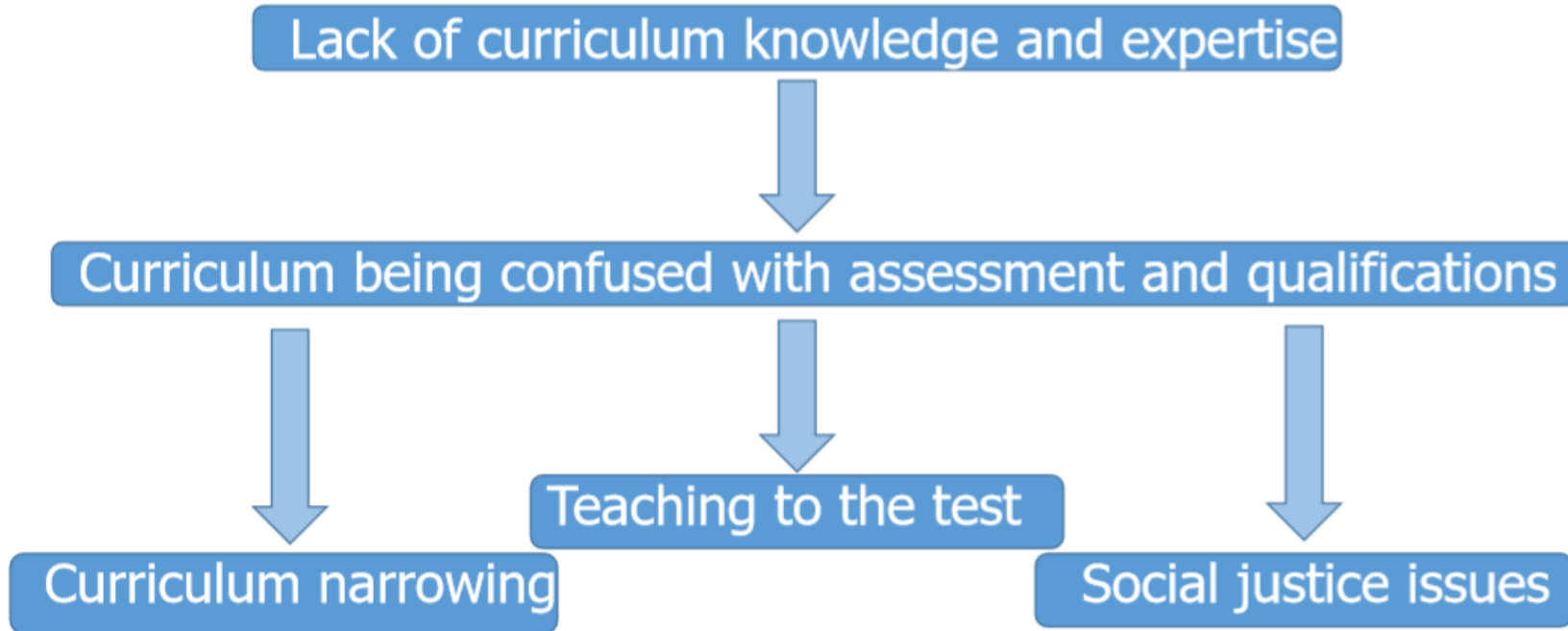
...If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'



Ofsted Curriculum Workshops; Autumn 2018

<https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>

What did the curriculum survey (phase 1) find?



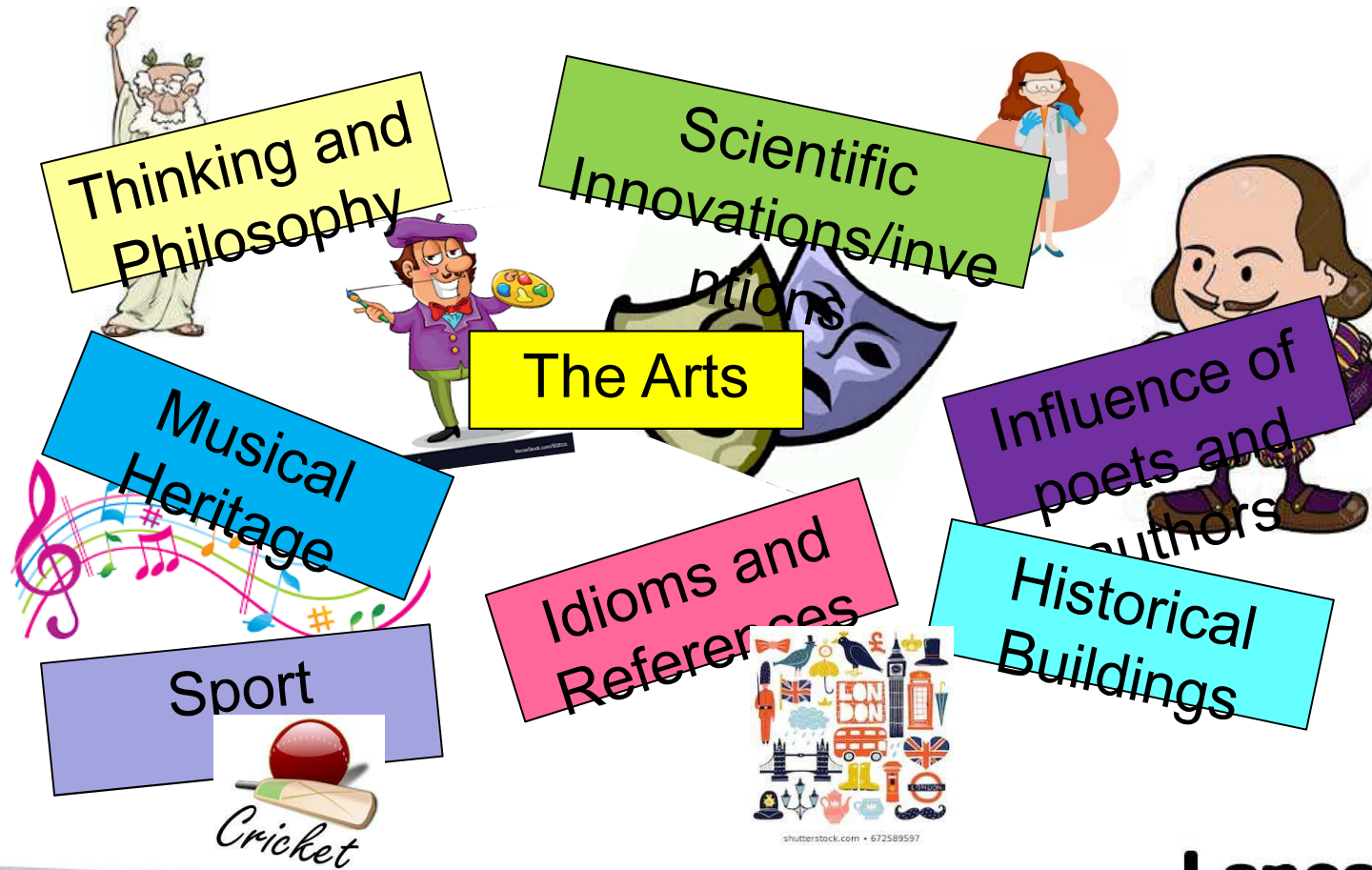
Education Inspection Framework 2019
Vincent Ashworth SHMI;
Assistant Regional Director; Oct 2018



Curriculum Narrowing

- Ofsted's research into the curriculum has shown that **some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3**. This has **a disproportionately negative effect on the most disadvantaged pupils**.
- **It is appropriate that, in key stage 1, teachers focus on ensuring that pupils are able to read, write and use mathematical knowledge**, concepts and operations; therefore, curricular breadth and balance are less important at this stage. **From key stage 2 onwards and in secondary education, however, inspectors will expect to see a broad, rich curriculum.**
- That **includes languages and the humanities, along with the arts and other creative subjects**. Inspectors will be particularly **alert to signs of narrowing in key stages 2 and 3** curriculums

Cultural Capital e.g ...



Subject Knowledge – where are you?

- Content knowledge
- Pedagogical knowledge
- Pedagogical content knowledge



Key features of Ofsted's current messages about curriculum:

- The importance of knowledge acquisition
- The importance of teaching vocabulary.



Curriculum flexibility (p41)

158. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge, skills and understanding to be gained at each stage. It enables the evaluation of pupils' knowledge and understanding against those expectations.

159. All pupils in maintained schools are expected to study the national curriculum subjects, religious education and age-appropriate sex education. ⁵⁸ Academies are expected to offer all pupils a curriculum that is similar in breadth and ambition to the national curriculum, including the requirements to teach English, mathematics, science, and religious education.

From Page 13

Inspection of religious education (RE) and collective worship

33. The Secretary of State designates certain schools as having a religious character.²⁴ In schools without a religious character, Ofsted inspects RE and collective worship as part of inspections under section 5 of the Education Act 2005. This is different in schools with a religious character. In these schools, denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under section 48 of the Education Act 2005 or as provided in the academy's funding agreement.²⁵

Please refer to the new Ofsted Criteria for a GOOD school to see expectations around Intent, Implementation, Impact.

Implications for the SACRE?



Next Steps

- To provide some advice for schools on how to create an intent statement for RE; provide an Ill overview.
- Ensure that all teachers are aware of the progressive knowledge, concepts and skills in the RE curriculum
- Provide training for teachers to improve their content pedagogical knowledge.
- Continue to provide advice on how to undertake formative assessment and form summative judgements in RE.

OFSTED Criteria for Good Judgement in new EIF

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9, [or is in the process of transitioning to such arrangements.*] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.

Leaders understand the limitations of assessment and do not use it in a way

that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that allows pupils to focus on learning. The textbooks and other teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations, which meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age and are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that allows pupils to focus on learning. The textbooks and other teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations, which meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

- Pupils' work across the curriculum is of good quality.

Pupils read widely and often, with fluency and comprehension appropriate to their age and are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Agenda Item 7

The Department for Education is introducing compulsory [Relationships Education for primary pupils and Relationships and Sex Education \(RSE\)](#) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Throughout our engagement process as we developed this curriculum, we have heard a number of wide ranging concerns.

Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child's school have to consult with me before teaching these subjects?

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent's views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

Q: Will my child be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school. We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships. Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid in Parliament.

Q: Will these subjects promote LGBT relationships?

A: No, these subjects don't 'promote' anything, they educate. Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years - we expect secondary schools to include LGBT content. Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

Q: Will teachers receive training before delivering these subjects?

A: The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we are encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practice. Lessons learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

Agenda Item 9

SACRE NEWSLETTER

Spring 2019



Inside this issue:

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RE GCSE

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Exemplifications

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Page 11—RE Defini-
tions and How does
RE fit into Frame-
works?

The **Gujarat Hindu Society** was established in 1965 to cater for the needs of the local community in Preston and share information about the Hindu faith.

Visits to the **temple** are popular with local schools and organisations. A guided tour of the prayer hall is provided by an experienced guide followed by a question and answer session.

For further information, please click [here](#).



This image above shows two of the deities in the temple.

STOP THE PRESS!

Two Day Workshop for GCSE Religious Studies

RS Success: GCSE

Target audience: All teachers of GCSE Religious Studies full or short course

Key Stage: 4

Monday 30th September and Tuesday 1st October 2019

This two-day course will help you to improve outcomes for students in the GCSE Religious Studies, giving practical strategies for avoiding common pitfalls and for strengthening students' responses. The days will include workshops such as:

- What can we learn from the results so far?
- Making systematic study of religion exciting and engaging
- Approaches for tackling some of the trickier content
- Improving students' extended writing and evaluation skills
- Help with Humanism (and other non-religious worldviews)

This course can be booked via the LPDS site within www.lancsngfl.ac.uk

Course Presenter: Angela Hill RE Today Services

Angela has extensive knowledge of external examinations in Religious Studies in England in Wales. As well as being a longstanding examiner, she has provided training throughout England for Eduqas and has undertaken extensive consultancy and authorship contracts to support the reformed qualifications. She has also co-authored commercial textbooks to support the new GCSE in Wales.

Lancashire RE consultant Joanne Harris becomes North West Regional Ambassador for Regional Working

Joanne is Head of Humanities at Broughton High School (11-16 secondary school in Preston, Lancashire). She co-ordinates the Preston NATRE network group and is an examiner for OCR. Her department was a pilot school for the RE Quality Mark (REQM) and has worked with the RE Council as part of the Young Ambassadors scheme.



'I love the fact that teaching RE is never boring, even after 20 years of teaching. One thing that excites me about RE at the moment is the sense that the RE community are really beginning to think about the nature and purpose of RE and working together to ensure that the subject is understood and valued.'

You can follow her on Twitter on [@JoanneH_RE](https://twitter.com/JoanneH_RE)

Mandela: The Official Exhibition



'Nelson Mandela: The Official Exhibition' is an essential cultural experience that will enrich learning for history, PSHE, citizenship, RE, English and many other subjects, and will support SMSC development throughout your school. Most suitable for groups aged 11 and over, students will first encounter Nelson Mandela as a child, and explore how each stage of his life shaped his journey to become the globally recognised face of the anti-apartheid struggle and South Africa's first black president.

For more information, please [click here](#).

What are my special qualities?

What aspects of being human should we celebrate?
What skills, talents and qualities exist in our community?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Pupils will learn about the story of Pentecost and how Christians today might celebrate Pentecost

Pupils will explore Christian beliefs about the Holy Spirit and the impact that believing in the Holy Spirit might have on the life of a believer.

What do Christians mean by the 'Holy Spirit'?

They will learn about the fruit of the Spirit – the characteristics of a Christian individual or community inspired by the Holy Spirit

Pupils should investigate different forms of worship in Christianity and why the Holy Spirit is important for some forms of worship.

*Let's pray
Patience
kindness
gentleness
self-control
peace
goodness*

Who or what inspires me?

How can I make the best use of my talents?

Have you been keeping up with the new **Primary Exemplifications** on the RE section within lancsngfl.ac.uk? Please [click here](#) for more information.

Lost your password? Contact advisory.support@lancashire.gov.uk.

Looking for a local place of worship to visit? Wanting to track down a suitably vetted faith speaker?

Building Bridges is working in partnership with Lancashire SACRE to provide schools with specialist support to bring Religious Education to life and promote community cohesion.

Schools can get support with faith visits and visitors, special assemblies and promoting British values. For further information [click here](#).

Free Area Network Meetings

These FREE area network meetings are being provided to support teachers in using the Lancashire Agreed Syllabus to provide effective teaching, learning and assessment in Religious Education.

Teachers will also have opportunity to consider Religious Education updates, share good practice and discuss challenges and dilemmas with consultants and colleagues from other schools.

Venues:

East: Hapton CE (VC) Primary School—Thursday 4th April

North: Bowerham Primary & Nursery School—Monday 1st April

Central: Lea Community Primary School—Wednesday 20th March

South: Pinfold Primary School, Scarisbrick—Thursday 25th April

Ref: REL102—to book a place please [click here](#).

Looking for something fun to get involved with in the Summer Term?

Why not enter the NATRE Spirited Arts Competition?

The annual competition starts at the beginning of every school year and runs through to 31 July, in order to enable teachers to incorporate the art competition into their RE lessons. Many schools have an 'Art in Heaven' unit of work or a special learning RE/arts week.

To see the themes for 2019 and how to enter please [click here](#).



The Secretary of State for Education, Damian Hinds, has recently replied to the Commission on RE report. The letter can be seen by [clicking here](#) alongside the response from NATRE and the RE Council.

What are your views?



What are our SACRE members up to?

Visit to Marsden Heights Community College, Nelson

One of the highlights of being a member of the Lancashire SACRE is to be able to visit schools and meet the young people and teachers doing fantastic work together. This was certainly the case when I was kindly invited to visit Marsden Heights Community College in Brierfield by Mrs Tibret Sarfraz who is also a member of the SACRE and head of RE at the school. We were delighted to discover that we had a shared history, having both previously attended Edge End High School (but decades apart!); a secondary school that had existed on a nearby site.

It was immediately evident that the college has a positive ethos reflected in the warm relationships I saw between staff and their students and also the respectful and professional way colleagues work together. Underpinning the whole life of the college is a set of core values that have been chosen by the students. The values, highly evident in the learning environment, provide a firm foundation for the young people, who come from a rich and diverse variety of backgrounds and cultures.

The college has a wonderful resource in the 'Inspiration Room', a creatively utilised and versatile space for young people to quietly reflect, engage with and encounter religious festivals.

I was lucky to be able to talk to members of the RE department (there are 6 teachers, 4 of whom are RE specialists). The department is also currently providing a placement for a PGCE RE student. The teachers spoke enthusiastically about the subject and the curriculum, which is enriched by the use of visitors and visits. I also met Sonia Brooks who is working with Lancashire County Council as a consultant to provide much appreciated support for primary teachers in the implementation of the recent Lancashire Agreed Syllabus for RE and also by organising primary RE network meetings.

In conclusion, I would like to thank Alyson Littlewood, headteacher, and the students and staff of Marsden Heights Community College for the very warm welcome I received. It was a joy to meet you all! A special thanks goes to Tibret for giving up her entire morning to host my visit and for being such a great ambassador for the school.

Wishing you all every success in the future!

Joan O'Rourke, member of the Lancashire SACRE

Visit to Moorside Primary School, Lancaster.

In February the Chair of SACRE and two other SACRE members had the pleasure of visiting Moorside Primary School in Lancaster to learn more about RE in the school. Roger Shone, the Head Teacher, and Janine McGregor, the subject leader for RE, explained the school's approach and we were able to see this in action by

visiting two lessons and meeting KS1 and KS2 children. We discussed some of the reasons why RE is so successful in the school. One key factor was the importance that the school gives to subject leadership for all subjects. This means that Janine has working time to evaluate and develop RE and to lead staff development in this large primary school. RE is well integrated into the overall curriculum, being taught, where possible, as part of the school's general topic-based approach, or in subject-specific lessons when subject links are not strong. The enquiry approach is a key feature, with a strong emphasis on asking questions, discussion and drawing on children's own experiences and existing knowledge. With more than 30 nationalities



Pictured from left to right: Julie Roper (SACRE), Janine McGregor (RE Subject Leader), Roger Shone (Headteacher), Carolyn Read (SACRE), Peter Martin (Chair of SACRE)



represented at the school there are families from a wide range of religious backgrounds and, where appropriate, relatives are able to visit lessons to share their personal experiences and answer the children's own questions. The profile of RE is promoted throughout the school, including in the hall, by colourful and interactive displays. Parents appreciate how RE helps children to be open minded and respectful of diversity and we saw for ourselves how the children are able to reflect on their own lives, feelings and values.

If you would welcome a visit from a member of Lancashire SACRE, please contact:

Misbah.Mahmood@lancashire.gov.uk

Lent resources for young people

The Catholic Agency for Overseas Development has created new Lent 2019 resources for primary schools.



This could be used directly with pupils, or others might want to use this to study what one denomination of the Christian church does to mark the period of Lent.

For more information, please [click here](#).

Farmington Scholarships

2019-20 applications Farmington Scholarships are now being accepted.

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.

For further information [click this link](#).

Ramadhan visits at The Ibrahim Mosque, Burnley

The Ibrahim Mosque, Clegg Street, Burnley BB10 1AX welcomes visitors to share in a meal during Ramadhan during fast opening times (45 minutes before sunset). Dates when the Mosque will be open to visitors are: Saturday 11th May, Friday 17th May, Friday 24th May and Friday 31st May.

Meals will be served after evening prayers and people will be able to see the mosque, prayers and ask questions. All are welcome (male, female, people of faith or none).

If you wish to attend please inform the Lancashire Council of Mosques by phone, text or email: Phone: 01254 692289 (10.15am – 2.45pm), Mobile: 07739516239, Email: admin@lancashiremosques.com.

For more information please visit: <https://masjidibrahimburnley.uk/>

Guidance: Dealing with Withdrawal from RE.

Lancashire SACRE have recently uploaded a one page document to provide immediate support when dealing with this issue. [Click here](#) for information.

RELIGIOUS EDUCATION: PARENTS' RIGHT TO WITHDRAW THEIR CHILD

The law states that:

- If the parent asks that a pupil should be wholly or partly excused from receiving any religious education at the school, then the school must comply;
- As schools act in loco parentis, a school continues to be responsible for the supervision of any child withdrawn by its parents from RE unless the child is lawfully receiving religious education elsewhere;
- Withdrawal time should not be used to teach other curriculum areas e.g. additional mathematics sessions;
- If a parent so requests, and so long as the local authority is satisfied that this will not interfere with the child's attendance at school other than at the beginning or end of any school session, a pupil may be withdrawn from the school premises to receive religious education elsewhere of a kind which is not provided in the school during the periods of time that the child is so excused.
It should be noted that arranging alternative religious education is extremely rare.
- If a parent wishes their child to receive alternative religious education that cannot be provided elsewhere (as above), the school is required to allow such education within the school as long as it does not consider there are special circumstances in which it would be unreasonable to do so. **Any arrangement must not incur any extra cost for the school.** This usually would mean that parents could send in RE materials for the pupil to work on during RE lessons
- Students aged 18 or over have the right to withdraw themselves from RE, and can do so without giving any explanation.
(School Standards and Framework Act, 1998)

How should a parent make the request?

- All requests should be made to the headteacher;
- The process should be clearly outlined on the school website;
- A written record should be made of the request, any discussion and the outcome.
- The request should be reviewed annually.

Can the headteacher ask the parent to reconsider?

- Parents considering withdrawal should be asked to contact the headteacher to arrange a discussion.
- The school can ask why the parent wishes to withdraw the child but cannot require a reason to be given;
- It is reasonable for the headteacher to explain the approach to religious education:
 - In Lancashire community and voluntary controlled schools RE is inclusive and explores what it means to be human;
 - It is not indoctrinating or nurturing children in a faith or promoting any particular belief system;
 - RE makes a significant contribution to pupils' spiritual, moral, social and cultural development.

Can a parent withdraw their child (ren) from particular parts of RE rather than from the subject as a whole?

- Yes. However, the headteacher should explain that the aspect is important within the RE programme:
 - Visit to a place of worship: it should be made clear that the purpose is to find out about why, where and how worship takes place and is not to participate in worship. The school might consider whether the parent could be invited to accompany the group;
 - A faith visitor to school: parents, pupils and visitor should be clear that the purpose is to educate and learn about the experience of a person of faith, not for the visitor to attempt to proselytise;
 - A particular religion: this has to be challenged as it is disrespectful of a whole group of people and a disservice to the child's education. Headteachers should draw the parent's attention to the relevant school policy/policies supported by Lancashire Authority's policy on dealing with racism / racist incidents / Islamophobia / Antisemitism and the requirements of the Agreed Syllabus;
 - Schools must respect the requirements of some faith groups on such matters as the prohibition on pictorial depictions of God or not participating in Christmas activities.

Can children be withdrawn from other subjects when there is an element of religion in the programme?

- Generally not – for example, when studying the Catholic and Anglican churches in the Tudor period or a religion-inspired piece of music or art when the learning objectives relate to those subjects;
- However, if religious education is taught as part of an integrated programme the parental right must be respected when the learning objectives are those of religious education.

For further advice and case studies please refer to the NATRE guidance uploaded to the SACRE website on lancsngfl.co.uk

More detailed guidance is available in a NATRE publication which can be found [here](#).

Interested in developing Religious Education through music?

Music is an important part of working with and understanding all the key concepts of the RE curriculum. The words of religious music form part of the beliefs, teaching and sources of the religions and beliefs being studied, as well as being relevant to the practice and way of life, and a key form of expressing meaning.



Please [click here](#) for more information.

NATRE Secondary Survey is now live!

NATRE is conducting this secondary survey (its seventh) to obtain information about the current state of RE in all types of schools so that it can continue to support the teacher in the classroom by raising awareness of the impact of government policy on RE.

As a thank you for taking the time to complete this survey, NATRE is giving a £5 voucher code to all respondents to use on RE Today publications.

Closing date: Friday, 12th April 2019

If you wish to take part in the survey, please [click here](#) for more details.

Alternatively, if you would like to sign-up to for a NATRE membership, please [click here](#). Packages start at £55 per year.

Free Resources to support the teaching of Religious Education

Warwick university are making available two sets of curriculum resources for use in Early Years/Primary School settings.

To view please [click here](#).

How does R.E fit into the newly proposed Education Inspection Framework?

[Click here](#) to see the draft version of the handbook.

Particular reference to RE is to be found in paragraphs 33-37, 159 and 161 where there is reference to curriculum narrowing

What is the intent of your RE curriculum? How do you ensure that teachers have the subject knowledge to deliver it well? How do you measure and demonstrate impact?

A support document to help subject leaders consider Intent, Implementation and Impact for RE will be released shortly.

RE Definitions – a new app for RE teachers

RE-Definitions is a new app for RE teachers giving handy access to the pronunciation and meaning of more than 200 key terms. As an app on mobiles and tablets, and as a website on PCs, it's for non-specialists who want to understand the words and how to pronounce them with confidence and for specialists who want to brush up on their knowledge. RE-Definitions provides accurate, clear, **resource-linked** definitions of key terms in seven religions and beliefs, in ethics and philosophy and in the study of religions and beliefs.

Please [click here](#) to visit the website. Alternatively you can download the app from the Apple App Store or Google PlayStore, just search 're-definitions'.

Needing Help?

Finding the Agreed Syllabus a challenge? Not sure how to assess in RE? Needing to increase subject knowledge of a specific religion? Wanting to raise the profile of RE in your school? Committed to developing the effectiveness of the subject leader for Religious Education?

Our consultants can offer 1:1 support for individual teachers and school based INSET in addition to running marketed courses. Normal consultancy rates apply.

To make an enquiry please contact: advisory.support@lancashire.gov.uk

