

## **NASACRE 31<sup>st</sup> Annual Conference**

### **Main Highlights reported by Aruna Patel – NASUWT Federation Officer**

Helpful Resources for SACRE and current issues and concerns, presented by Paul Smalley (assistant to Chair of NASACRE) and Dr Kathryn Wright

1. Handbook – Religious and World Views Toolkit  
<https://religiouseducationcouncil.org.uk/rec/wp-content/uploads/2022/09/REC-Worldviews-Project-double-pages-Revised-cover-v1.2.pdf>
2. National Content Standard provides a benchmark for all school types - will this draft document be approved by the government?  
<https://religiouseducationcouncil.org.uk/resource/national-content-standard-1st-edition-2023/>
3. From September 2024 Initial Teacher Education providers will have to work to OFSTEDs new guidelines, in order to be accredited. Institutions will be subject to OFSTED inspections and high standards of all round core knowledge will be expected. Teacher recruitment is already difficult and RE is already an area in which specialist teachers are dwindling in number. Hopefully RE PGCE teachers will continue to receive a bursary like other subject areas when the new government are elected (Geography teachers awarded £24,0000).
4. Funding is an issue for all SACRE's. Will government provide funding next year? LEA support is not available in many areas, so who will advise / support RE teachers.
5. Interfaith Network charity has been shut down by Micheal Gove. Website, employees and resources are no longer operational and funding has been taken away.
6. Freedom of Religious Belief (FORB) could be a challenge. Teachers own positionality and how they teach RE must ensure positive community relations. How can SACRE's monitor FORB is not abused.
7. OFSTED report has shifted from a curriculum emphasis and has highlighted Personal Development as priority focus for all schools. As a result DFE / Government will not be able to ignore the vital role RE plays in personal development / preparing young children for understanding the complex society we live in. Schools will need to ensure RE is taught well to ensure a good personal development judgement.

8. RE Council provide a wealth of online resources and subject knowledge enhancer support. Plenty of RE CPD is available, however RE is not prioritised by schools and RE teachers do not get time within the school week to access CPD, compared to other core subject areas.
9. SACREs need to consider moving to hybrid meetings to ensure efficiency and continuity. Plan practical ways to keep SACRE functioning – time limited for working individuals.

Summary Goal for SACRE – to highlight brilliant provision of RE. Find where RE is good and shout about it. This may get better results than complaining to DFE if schools show no evidence of teaching RE. Schools will want their school highlighted after seeing others celebrated.

### Ensuring High Quality RE and Collective Worship

1. Rachel De Souza, Children's Commissioner for England (previously an RE teacher for 30years) has collected the pupil voice of over 1 million children in different settings (schools, special educational needs, juvenile prisons). She found that the young people of this generation needed access to quality RE to navigate, understand and succeed in a complex society. Children agreed that RE helped them feel informed and better understand current issues such as illegal immigration, freedom of religious beliefs around the world, mental health and how to keep safe online.
2. Lord Karan Billimoria launched the 'Ready for Work Campaign.' Follow Call for action link below - promoting children to be young ambassadors of RE so that they can understand people and societies and be prepared for work / adulthood. Great initiative raising the profile of RE with employers.  
<https://www.rethinkre.org/ready-for-work-campaign>  
Here are summaries of what some teenage children voiced in video clips shown:
  - Good RE education will prepare us for all careers in societies worldwide.
  - Knowledge of beliefs make us tolerant to differences and respectful of perspective.
  - We are better at analytical and critical thinking and can find solutions with an understanding of world views.
3. Jane West – RE Hubs has been leading Northwest Young Ambassadors pupil voice project.  
<https://www.re-hubs.uk/hubs/north-west/>  
<https://www.re-hubs.uk/about/our-team/jane-yates>

## How can SACRE's VALUE, EMPOWER & SUPPORT Young Ambassadors?

**Jane Yates**  
North West - RE Hubs Lead



Jane has been the Humanist member of Cumbria SACRE for over ten years, with seven years as Chair. She has provided RE and Philosophy for Children (P4C) training across Cumbria for many years and has most recently become the Professional Adviser for RE for her SACRE. Previously, Jane was a primary RE Lead, teaching a weekly RE lesson from Reception to Y6. For the last two years, she has taught KS3 RE in a large secondary school in Cumbria, which has deepened her understanding of transition from KS2 to KS3 for RE.

Jane manages a number of RE Projects, including the joint Cumbria SACRE/Cumbria DEC Virtual Voices in Religious Education (VVRE) Project funded by Culham St Gabriel's Trust and the SAPERE Thinking Together through Science and RE funded by the Templeton World Project. Jane is currently enjoying being part of the Level 2 Culham St Gabriel's Trust Leadership Programme. She is passionate about providing meaningful RE for all pupils and collaborating with teachers to develop innovative curriculum initiatives.

### SACRE TO DO LIST

- SACRE's can sign up to NASACRE Noticeboard where there are guidelines for collective worship. Lancashire has its own syllabus called 'MIRRORS and DOORS.'
- Claire Clinton National Executive of NASACRE, shared +-that if schools were to approach their LEA and say that they would like to improve their collective worship, the LEA would pay for NASACRE to support your school.
- Lat Blaylock produced a comprehensive and inspiring list of things SACRE could do to promote quality RE teaching. Please see pamphlet. He shared Spirited Arts by NATRE competition which was something I immediately wanted to share with Lancashire Schools.

<https://www.natre.org.uk/about-natre/projects/spirited-arts/>

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NATRE Executive

Local Groups

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NATRE Surveys

Data and Research

**FREE themed resources**

Green RE: Climate Justice  
Via RE

**Spirited Arts**

Spirited Art's Gallery

Spirited Poetry

Curriculum Supplement

### SPIRITED ARTS COMPETITION 2024



**Get creative through this cross-curricular competition!**

Join hundreds of schools worldwide participating in this year's Spirited Arts competition! We welcome entries in (almost!) any art form your pupils can think of, including:

- Art (painting, drawing, sketching, etc)
- Poetry
- Photography
- Dance
- Music
- Drama
- Sculpture

Each entry should consist of a piece of art, and a corresponding write-up, limited to 400 words. This write-up should connect to the theme,

Lat suggested that SACRE's could....

1. Launch their own local exhibitions and invite schools to display RE art, poems, sculptures based on a theme.
2. Organise / plan interfaith walking tours in local areas – bringing communities together.
3. Have host a schools debate competition on current issues like climate change.
4. Promote a pupil voice RE questionnaire

More than scrutinise and be punitive placing sanctions and using SACRE's power to force good RE teaching; Lat was passionate about inspiring local schools by hosting events and publicising good works on platforms where OFSTED would look to see whether schools were ensuring personal development.