



STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA

6.00 pm

Tuesday
1 December 2020

Via Zoom

Members **29**: Quorum **9** ***BUT*** a minimum of **one** representative must attend from each group

Representative Groups (current membership)

Group A

Representing
Christian denominations and
other religious
denominations and beliefs (17):

Mr Peter Feinson, Baptist
Dr John Lester, Baha'i faith
Mr Om Dhir, Hindu
Mr Sansar Narwal, Sikh
Mr Kamal Siddiqui, Sunni Muslim
Rabbi Lee Sunderland, Jewish
Mr Tariq Mahmood, Sunni Muslim
Mrs Jenny Fox, Salvation Army
Mrs Dawn Ladbrook, Evangelical Free Church
Pastor Aloysius Peter, Pentecostal Church
Mr John Smailes, Evangelical Free Church
Mr Nasir Mubashar, Ahmadiyya Muslim
Mr Luthaneal Adams, Pagan Federation
Barry Smith, United Reformed Church
Wendy Brice-Thompson, Roman Catholic

Group B

Representing the
Church of England (3):

Mrs Stephanie Ellner
Ruth Everett
Marlene Wylie

Group C

Representing
teachers (4):

Kirsty Fanning, ATL
Clare Beech
Kathryn Everitt
Terry Riches

Group D

Representing the
Local Authority (5):

Councillor Philippa Crowder
Councillor Judith Holt
Councillor Jason Frost
Councillor Osman Dervish

Councillor Viddy Persaud

**For information about the meeting please contact:
Maureen Smith 01708 433665
SACRE@haverling.gov.uk**

Protocol for members of the public wishing to report on meetings of the London Borough of Havering

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

Announcement of the arrangements in case of fire or other events which might require the evacuation of the meeting-room or building.

Please turn off or mute any mobile phone

AGENDA ITEMS

1 WELCOME AND APOLOGIES FOR ABSENCE

To welcome any new SACRE Members and receive apologies for absence.

2 SACRE MEMBERSHIP AND REPRESENTATION

To receive an update regarding representation within SACRE.

3 ELECTION OF CHAIR AND VICE CHAIR

To elect a new Chair and Vice Chair for a term of office agreed by SACRE Members.

4 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING (Pages 1 - 6)

To agree as a correct record the minutes of the meeting held on 14 July 2020 (attached) and to authorise the Chair to sign them and to address any matters arising therefrom.

5 AGREED SYLLABUS (Pages 7 - 8)

To receive an update regarding the Agreed Syllabus and agree any actions required.

6 AGREED SYLLABUS CONFERENCE

SACRE Members to formally vote on the proposal to continue to use the current Havering/Redbridge Agreed Syllabus for the next 5 years. Each committee to meet separately to vote on whether or not to approve this proposal. Committee will then return to share their decision.

7 UPDATE ON SCHOOL ACTIVITY (Pages 9 - 10)

To receive oral and written reports from the Primary and Secondary phase representatives and to comment on them or propose action as necessary.

8 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 11 - 18)

To receive oral and written reports and to comment on or propose action as appropriate.

9 ANNUAL REPORT (Pages 19 - 34)

To consider and agree the 2020 Annual Report.

10 VIRTUAL VISITS AND VISITORS SCHEME (Pages 35 - 68)

To receive an update on progress with regards to setting up virtual visits of places of worship and agree any next steps.

11 WIRE AWARD

To receive further information regarding the WIRE Award (Widening Inclusivity in Religious Education).

12 ANY OTHER BUSINESS

Any member may raise issues previously notified to either the Chair or the Clerk (unless the issue relates to a matter arising from the meeting itself or is of an urgent nature, when the Chair will determine whether to allow it or not).

13 DATE OF NEXT MEETING

To set the date for future SACRE meetings for the 2020-2021 academic year.

MAUREEN SMITH
Clerk to SACRE

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MINUTES OF A MEETING OF THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

14 July 2020 (6.00pm – 7pm)

The meeting took place via zoom (video-conferencing platform)

Present:

Representing Christian denominations and other religious dominations and beliefs (Group A):

Luthaneal Adams, Pagan Federation*
Wendy Brice-Thompson, Roman Catholic (Vice Chair)
Peter Feinson, Baptist
Jenny Fox, Salvation Army
Dawn Ladbrook, Evangelical Free Church
Dr John Lester, Baha'i faith
Saddhabhaya, Buddhist
John Smailes, Evangelical Free Church
Barry Smith, United Reform Church

Representing the Church of England (Group B):

Stephanie Ellner, Church of England
Ruth Everett, Church of England
Marlene Wylie, Church of England

Representing teachers (Group C):

Clare Beech
Kathryn Everitt
Terry Riches

Representing the Local Authority (Group D):

Councillor Gillian Ford (Chair)
Councillor Judith Holt
Councillor Stephanie Nunn

Professional advisers:

Julia Diamond-Conway
Deborah Weston

Michelle Morgan – Clerk

*indicates for part of meeting

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1. APOLOGIES FOR ABSENCE

Cllr G Ford (Chair) welcomed all to the meeting. Introductions were made to new members Kathryn Everitt and Terry Riches.

Apologies for absence were received from Sansar Nawal.

The following members were not in attendance and no apologies had been received, Rabbi Lee Sunderland, Pastor Aloysius Peter, Kamal Siddiqui, Nasir Mubasher, Tariq Mahmood, Om Dhir, Kirsty Fanning, Cllr Phillipa Crowder and Cllr Tele Lawal.

2. NEW OR SUBSTITUTE MEMBERS

There were no substitute members in attendance.

3. MINUTES OF MEETING HELD ON 3 MARCH 2020 AND MATTERS ARISING

3.1. The notes of the meeting held on 3 March 2020, were agreed as a true record.

Julia Diamond-Conway advised that although not recorded as an action in the minutes, discussions had been held with the Local Authority as to what the Agreed Syllabus would look like should Havering follow the same route and package as Redbridge.

Luthaneal Adams arrived at 6.05pm.

3.2. Matters arising from the minutes, not included elsewhere in the agenda, were noted as follows

3.2.1. Letter of thanks (minute 1, refers): The Chair confirmed that a letter of thanks had been sent to former SACRE Member, Louise Linton.

3.2.2. Resource catalogue (minute 3.2.2 refers): Deborah Weston agreed to circulate the places of worship list template for Redbridge so that it could be amended to reflect Havering information.

ACTION: Deborah Weston

3.2.3. Membership (minute 3.2.4, refers): Julia Diamond-Conway reported that she had contacted the Board of Deputies with regards to identifying another representative to replace Rabbi Lee Sunderland once again. Confirmation had been received that this was being looked into however those who would usually

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have identified potential candidates were currently furloughed. It was hoped that an update would be available by the next meeting.

ACTION: Julia Diamond-Conway

- 3.2.4. Syllabus errors (minute 3.2.5, refers): Kamal Siddiqui was not present to confirm if he had submitted the errors within the syllabus with regards to the Sunni Muslim faith. Deborah Weston advised that these concerns had been identified when reviewing the syllabus previously and that Mr Siddiqui had been advised that the syllabus followed national guidelines and needed to represent the full diversity of Islam.
- 3.2.5. Ofsted Inspections (minute 4, refers): The clerk advised that she had set up an alert for any Havering school Ofsted Inspection and would advise SACRE should any reports refer to RE.
- 3.2.6. Future Art Competition (minute 9, refers): Julie Diamond-Conway referred to the WIRE Award (Widening Inclusivity in Religious Education) which some SACREs were taking part in; the award would include meaningful tailored activities agreed by Havering SACRE. Further clarification was sought with regards to the specifics of the award and it was therefore agreed that further information would be brought to the next meeting. Members noted that Gold, Silver and Bronze levels could be agreed with activities linked to CPD and trips to places of worship. SACRE Members agreed that it would be a great opportunity to congratulate schools on their work whilst also increasing the profile of SACRE.

Action: Julia Diamond-Conway

4. UPDATE ON SCHOOL ACTIVITY

SACRE Members were asked to consider supporting virtual tours of places of worship as, due to the current COVID-19 outbreak, visitors to buildings were restricted. Julia Diamond-Conway acknowledged that SACRE Members were voluntary and would not be expected to set up the tour, however could speak with their faith leader to see what options were available. Marlene Wylie and Clare Beech (Church of England) agreed to discuss options with Julia Diamond-Conway after the meeting. Dawn Ladbrook also shared an interest in involving the Evangelical Free Church. An update and if completed, an example of a virtual tour, would be brought to the next meeting. Other interested SACRE Members were encouraged to contact Julia Diamond-Conway to discuss.

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Action: Julia Diamond-Conway/Clare Beech / Marlene Wylie / Dawn Ladbrook

It was hoped that in the near future, schools would be able to welcome back representatives from various faiths into school.

5. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

There were no questions relating to the national developments in religious education document.

6. NASACRE CONFERENCE

It was noted that the NASACRE Conference had been cancelled as a result of the COVID-19 outbreak. The 2021 Conference however had been scheduled for 24 May 2021 at the Crowne Plaza Hotel in London.

Interest was sought as to who would like to attend on behalf of Havering and Deborah Weston reiterated the importance of attending so that discussions around various funding opportunities and projects could then be shared locally.

It was agreed that Wendy Brice-Thompson would attend on behalf of Havering. Ruth Everitt explained that she would also be in attendance representing other SACREs. Julia Conway-Diamond agreed to request the funding for members to attend; Wendy Brice-Thompson would complete the delegate form on the NASACRE website.

Action: Julia Diamond-Conway / Wendy Brice-Thompson

7. SCHOOL WEBSITE MONITORING UPDATE

It was noted that a number of Members had completed the website monitoring form prior to the COVID-19 lockdown and provided summaries of their key findings. Overall feedback was mixed with some concern shown that schools did not always include a wide variety of faiths within the curriculum and that having schemes of work available on the website did not actually evidence that effective RE teaching was taking place, just that the school had the intention to do so.

Deborah Weston advised that it was the role of SACRE to inform schools about the statutory regulations that required them to publish the curriculum for every subject for each school year. It was agreed that both Julia Diamond-Conway and Deborah Weston would formulate words to reiterate these statutory responsibilities that the Chair would then be able to forward onto schools on behalf of SACRE. In addition, SACRE Members agreed to forward any completed website monitoring forms to the clerk.

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Action: Julia Diamond-Conway / Deborah Weston / Chair

8. HAVERING AGREED SYLLABUS

It was noted that Julia Diamond-Conway had been in discussion with staff at Havering Education Services (HES) about revising the syllabus.

Suggested revisions to the current syllabus had been advised as follows:

- Expand the 1 page unit plans into full unit plans (cost £9900)
- Expand the medium length unit plans into full unit plans (cost £6600)
- Add resources lists to each unit (cost £1375)
- Update unit 2.14 which had proved unpopular in Havering schools (costs £550)
- Create an assessment exemplification document (cost £550)
- Create a document to highlight progression within the syllabus in light of the new Ofsted Inspection Framework (costs £1000)
- RE Today advisors leading a day's worth of training and a launch event (price to be deducted if all items on the list were purchased) (cost £2000)

Although the costs would be shared with Redbridge the total would be £7334. Some concern had been shared that although Havering might recoup some funds by offering a launch event, in the current situation a face to face launch would not likely be a viable option. Additionally, as funding to Havering has been reduced, the LA is unable to fund all changes as requested. As a result HES had considered the requested revisions and identified those 3 that were felt to be the most urgent and could be funded:

- An assessment exemplification document (£550)
- A document to highlight the progression within the syllabus in light of the new Ofsted Framework (£1000)
- Update unit 2.14 (£550)

Deborah Weston advised that Redbridge had agreed to underwrite the cost of the list of 7 recommendations (subject to Havering covering £7334) although acknowledged that the borough was slightly more fortunate in terms of funding than Havering. Disappointment was shared that Havering

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could not offer more funding however it was noted that the Local Authority had fulfilled its statutory duty as there was already a comprehensive syllabus in place and that teachers had access to high-quality RE training. The Local Authority also funded SACRE.

Clarification was sought around unit 2.14 and it was noted that the unit focused on what religions say when life gets hard and focused very much on death. Although death was an important element of the curriculum, spending sometimes several weeks on this subject was not always deemed appropriate by teachers.

Deborah Weston made the suggestion that SACRE could request Havering to fund the £2100 in this academic year and ask for a commitment in the next financial year for a similar amount to cover the remainder of the list. In addition, the launch conference could be postponed until face to face meetings could go ahead and thus recoup some of the cost. SACRE Members agreed to this suggestion to ask for the full funding however over 2 financial years.

Action: Julia Diamond-Conway

It was noted that teachers would require as much notice as possible with regards to attending a launch conference.

9. ANY OTHER BUSINESS

There was no further business to discuss.

10. DATES OF MEETINGS IN THE NEXT ACADEMIC YEAR

It was agreed that SACRE Members would be advised of the autumn term meeting date by the Chair. It was anticipated that remote meetings might need to continue into the autumn term.

Action: Chair

The meeting closed at 7pm.

Chair.....

Date.....

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Agreed Syllabus 2020 – with references to DfE Guidance: Religious Education in English Schools (2010)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

One of the statutory responsibilities of a local authority in relation to Religious Education concerns the Agreed Syllabus Conference (ASC) is as follows:

A local authority must:

- *establish an occasional body called an agreed syllabus conference (ASC) to review the agreed syllabus for RE adopted by the LA.⁶ This may have common membership with the SACRE but is a separate entity and must therefore be separately convened*
- *institute a review of its locally agreed syllabus **within five years** of the last review, and subsequently every five years after the completion of each further review*
- *appoint members of the committees represented on the ASC⁷*
- *ensure that the composition of Group A on a SACRE and Committee A on an ASC is broadly representative of the proportionate strengths of the denominations and religions in the area. The statutory provisions recognise that there will be occasions when the interest of efficiency overrides the requirement for directly proportionate representation⁸*

An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their functions.

The proposal:

SACRE Members are invited to formally vote on the proposal. Each committee must meet separately to cast a vote in their respective committees. The whole conference will then reconvene, to record the decision. Note that co-opted members and those in attendance as clerk and associate adviser cannot vote.

That Havering SACRE's Agreed Syllabus Conference resolves to continue to recommend the current Agreed Syllabus for Religious Education to Havering subject to amendments limited to date-specific material as follows:

- Dates on the front cover changed to 2021-2026
- Forewords to be replaced by text authored by current post-holders
- Page 11, point 9 "Work to create a coherent long-term plan to begin in September 2016." To be updated to reflect the fact that this is a continuing syllabus
- Page 11, point 12 "Use September 2015–July 2016 to implement the syllabus gradually" – as above
- Page 15: Change dates in the sentence: The Redbridge and Havering Agreed Syllabus 2015-2020 fulfils the legal requirements set out above, and has its roots in the Non statutory National Curriculum for Religious Education (2013).

The Agreed Syllabus Conference further resolves to recommend to the local authority that the partnership with Redbridge SACRE be continued and that the suite of resources supporting the syllabus be extended. Costs to be spread over two financial years from the CSSB fund and shared on a one-third Havering to two-thirds Redbridge ratio. The aim is to recoup a proportion of the costs by charging schools to attend the launch conference and receive the resources. School unable to attend would be able to purchase the resources after the event. The following work to be commissioned from RE Today Services.

- 1. The planning documents to be developed into full units**
- 2. An appendix on sequencing their long-term planning to be added to the guidance**
- 3. An appendix on assessment to be added to the guidance**
- 4. A launch conference be planned**

6 Schedule 31(2), Education Act 1996

7 Schedule 31(4), Education Act 1996

8 Section 390, Schedule 31(4), Education Act 1996

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Havering SACRE,

Local RE update

Subject Leaders' meetings

This term's Subject Leaders' training was delivered via Zoom on 29th September. We thought about visits and visitors in RE and focused on SACRE's new scheme.

Next term's Subject Leaders' meeting will be held on Wednesday 3rd February. The focus will be on progression and assessment in RE. This will give the Subject Leaders opportunities to see and share examples of pupils' work and consider standards.

RE Syllabus Review

Julia Diamond-Conway has been in discussions with members of Havering Education Services' (HES) staff about suggested revisions to the syllabus. Of the items requested by SACRE, the most pressing have been considered to be:

An assessment exemplification document

A document to highlight progression within the syllabus in light of the new Ofsted inspection framework

Update unit 2.14 which has proved unpopular in Havering schools

HES have asked RE Today Services for a quote for a half day launch conference so that the new resources can be introduced to schools.

As per SACRE's request, Julia Diamond-Conway asked HES if it would be possible for all of the items requested by SACRE to be funded, over a 2 year period.

Virtual Visits and Visitors Scheme

Dawn Ladbrook, John Smailes, Marlene Wylie and Julia Diamond-Conway have met and been in contact about this project since the last SACRE meeting. Romford Evangelical Free Church have created their presentation so that pupils can take a virtual tour of the place of worship and find out about the community.

Protocols have been drawn up for both schools and belief communities involved in the 'virtual visitors' part of the scheme.

The presentation, Romford Evangelical Free Church's contact details and the protocols have recently been added to the portal.

Many thanks to Havering staff for helping to create protocols and ensuring that the project can be hosted online.

It is hoped that St Andrew's will soon be added to the scheme and that this can then be broadened out to include other communities. In order to ensure that the scheme can grow, SACRE members

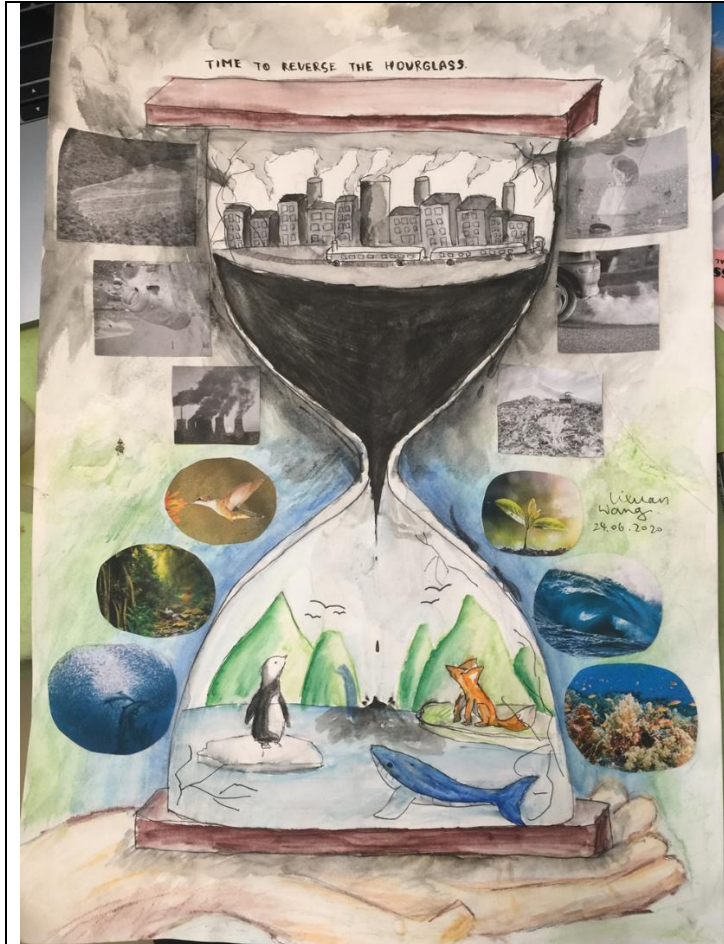
might like to consider applying for a Westhill NASACRE Award. <https://nasacre.org.uk/westhill-nasacre-awards>. It would also be useful to think about which communities could join the scheme in the near future.

Havering SACRE: update Autumn 2020

NATRE's Spirited Arts competition: results and next year's competition

The competition has attracted record entries this year – it was a popular lockdown activity set by hundreds of teachers, and the YouTube lesson to accompany it was viewed about 14,000 times. Many of our schools have taken an interest in this competition. There are over 30 000 entrants.

Here is one of the inspiring entries, the best of which can be viewed at www.natre.org.uk/spiritedarts



*This piece is called **The Hourglass**. I wanted to show a contrast between what the earth was like, and what it was now without a too obvious division of the page. I did not base it on a particular religion, but on the overall belief that God is watching over us, holding our hourglass with his hand. I got my inspiration from a picture of an hourglass with the mountains, the forests, all flowing down into the other side of the hourglass, where it is all rubbish and pollution. I've switched the concept subtly. Instead of the wonderful nature flowing and rotting into trash, I decided that it would be the other way round: the black tar that shows our pollution is flowing and dark drops are contaminating the Bright nature on the other side of the hourglass, and the animals are watching in vain. The whole hourglass is cracking. I wanted to show that if one system breaks, then, like the Buddhists say, the whole interconnected and interdependent community will fall. I have put pictures of the opposing sides on either end of the hourglass, they are examples of the wonderfulness of nature, and the heart wrenching truth of what we have done with our planet; on the bottom, corals, birds, forests, and on the top toxic fumes, fossil fuels, plastic, pollution, landfills, and deforestation. I hope that when people see this piece, they will see God's good Earth, and realise what we are doing to it, and strive to reverse the damage before the hourglass breaks.*

Lixuan is 12

The competition for the next year is being launched and 5 themes are available to schools for them to engage and respond creatively.

Does Havering SACRE, wish to promote the competition to all our schools? Could we run a local round to the competition?

Next year's closing date is 31st July 2021.

Themes for the coming year:

- "We have far more in common with each other than that which divides us."
- God's good earth?
- Where is God?
- Healing
- Inspiring!

Farmington Scholarships

Farmington Scholarships for Academic Year 2021-2022 are now open to

- Head teachers
- UK secondary and primary school teachers
- Teachers of RE to children with Special Educational Needs

The aim of the Farmington Institute is to support and encourage Head teachers working on values and standards, and teachers of Religious Education in schools. The Institute awards Scholarships to UK Head teachers and teachers of Religious Education in schools and publishes discussion papers and arranges conferences.

The 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. The academic facilities of the colleges and universities are available for Scholars.

Find out more [here](#).

Literature relating to Farmington Scholarships has been uploaded onto the RE page of Havering's portal.

Should SACRE encourage teachers to apply for one of these scholarships. If so, what would the best means of doing so?

Anti-racist RE

NATRE and RE Today, working with the Free Churches Group and Methodist Schools, are launching a project to help teachers tackle racism in RE lessons. The project aims to:

- Enable a team of 60+ black, Asian and minority ethnic teachers of RE and members of different communities to articulate perspectives on the contributions of RE to anti-racist education, accessible for all teachers of RE
- Provide challenging and well planned resources, case studies, plans and lessons for teachers of RE in both primary and secondary schools to use in RE that challenge and confront racism and are also good RE, mounted and free from web platforms hosted both by RE Today and by the Free Churches Group and the Methodist Schools.
- Create a forum for teacher education and development in relation to anti-racist RE, recognising that practice in RE in this area is patchy and inconsistent (also online)
- Disseminate better practice in anti-racist RE widely, using the wide range of contacts and networks available to RE today

Wide partnerships to maximise the impact of the project have been used, including for example with NATRE and the Jo Cox Foundation. Teachers can access a planned unit of six topics for primary and of 8 topics for secondary RE, including ready to use resources and a wide range of support materials.

www.natre.org.uk/anti-racist-RE

Can our SACRE publicise this to schools? Would we like to invest some of our budget this year in primary and secondary online CPD for schools in this area?

GCSE Results

The number of pupils taking GCSE Religious Studies in England and Wales has remained stable in 2020 despite ongoing challenges, reflecting the relevance of the subject and its popularity among young people.

Until this year, there has been a gradual decline in full course RS GCSE entries since a peak in 2016, when 269,839 entries were recorded in England. Full and short course entries reached a high of 461,795 in 2011 but declined

rapidly as schools in England opted not to enter pupils into the short course following Government policy changes, despite a requirement among all schools, including Academies, to provide Religious Education to all pupils at all key stages. In Wales however, the short course entries have not declined at the same rate and fell by just 3.74% (from 6,198 to 5,966). In England, short course entries fell by more than 16%. In general, these figures should be interpreted in the light of government policy – they don't indicate much about the popularity of the subject with students.

This summer's figures, however, provide some optimism that the decline may be levelling off. The key outcomes for Religious Education in England and Wales at Key Stage 4 in 2020 are as follows:

- There were 225,719 entries in England and 10,037 in Wales for the full course in GCSE RS, a fall of less than 1% from 2019 (227,913 England and 10,129 Wales).
- There were 18,067 entries in England and 5,966 in Wales for the short course in GCSE RS, a decline of 16.1% in England and 3.74% in Wales from 2019 (21,530 and 6198 respectively).
- There were 243,786 entries for GCSE RS (combined short and full courses) in England, a decline of 2.3% from 2019 (249,443).
- Despite a decline since the peak in entries, the number of pupils receiving a full course GCSE in Religious Studies in England in 2020 (225,719) is still 32% greater than in 2010 (170,767).

How is this reflected in our area? How should we be engaging with schools about these figures?

Changes in RS examinations for 2021

Ofqual released their decisions on 3rd August regarding the cohort of students who will be taking their GCSEs, AS or A levels in 2021. There are a few headlines to report. *Obviously, these decisions could change as the response to the pandemic develops but this reflects the current information that schools are working with.*

1. No change to the assessment arrangements for Religious Studies.

The report stated that there will be no change to the assessments in Religious Studies for the GCSE (short and full course) AS or A level. Thus, students will be assessed in the same manner as previous years.

Ofqual did recognise that:

"Many respondents were concerned about covering all the content, given the lost time and difficulty of covering it in a normal year. This was raised for most subjects at GCSE, AS and at A level."

"Respondents often suggested this could be addressed through question optionality, which was discussed further below. In some subjects, for example, GCSE Religious Studies and GCSE English Literature, parallels were drawn with GCSE history and respondents urged that similar arrangements were made to enable content sampling in their subject."

However, Ofqual decided against making changes to Religious Studies.

2. No decisions have been made about the dates for the examinations.

Update 12th October - Today (12 October), the government is announcing the summer exam series will start on 7 June and end on 2 July for almost all AS/A levels and GCSEs.

Results days are Tuesday 24 August for A/AS levels and Friday 27 August for GCSEs so students will start the following academic year as normal.

3. There will be further information on how student outcomes (i.e. grades) are to be protected.

Ofqual are currently considering how the grades or outcomes of students taking the examinations in 2021 can be protected. They have said:

"The Secretary of State has asked us to advise him in the coming months how we might ensure students' outcomes are protected through our approach to grading next year, as we did to protect the interests of students who took the reformed qualifications for the first time. Our approach- using statistical predictions to guide the first awards of reformed qualifications- worked well to protect the interests of students taking the reformed qualifications and we will consider its use next year. We did not consult on proposal for grading in summer 2021, but we will provide further information in due course."

Here is a copy of their [**statement**](#) and [**decisions**](#) document on the changes that will be made.

Other related issues:

At the end of July, the Department for Education announced that from September all pupils should return to school. The guidance sets an expectation that *“the curriculum should remain broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.”*

The DfE have advised that when planning for pupils’ return to school in September, subjects should not be removed from the curriculum. In relation to Key Stage 3 the guidance states, *“the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including...[.] Religious Education.”* Indeed, the suspension of subjects should only occur in *“exceptional circumstances”* and if this occurs, a school must be able to demonstrate that this is *“in the best interests of these pupils and should be subject to discussion with parents during the Autumn term.”*

For key stage 4 and 5 the guidance states that, *“the vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects.”* A year 11 pupil should only be advised to discontinue a subject in *“exceptional circumstances”*.

The DfE documentation can be consulted [**here**](#).

The NATRE summary of the implications of this guidance can be found [**here**](#).

Nick Gibb's written answer to a Parliamentary question on this subject can be found [**here**](#).

How much of this information has already been shared with Havering secondary schools?

All Schools have a duty to teach RE to all pupils aged 5-18 even in current times

NATRE was pleased to see that Nick Gibb MP, Minister for schools, has given a clear and fulsome answer to a question from Luke Pollard MP regarding schools and RE.

We note from his answer below that he restates that:

- State-funded schools in England have a duty to teach religious education to all pupils aged 5 to 18 years
- where pupils do not choose Religious Studies as an examination subject, the requirement to teach religious education still applies.
- An agreed syllabus can stipulate that pupils follow an accredited qualification such as GCSE

He also clearly says that in the reopening of schools:

- Religious education is explicitly stated as one of the subjects that should be taught

The Department’s guidance on full opening of schools sets the expectation that schools teach an ambitious and broad curriculum in all subjects from the start of the autumn, but that they use their existing curriculum flexibilities within subjects to create time to cover the most important missed content.

- Religious education is explicitly stated as one of the subjects that should be taught. The guidance was published on 2 July and can be found [**here**](#).
- The Department’s guidance on religious education is already available for both maintained schools and for academies and free schools. The guidance for maintained schools is [**here**](#).
- The guidance for academies and free schools [**here**](#).
- No additional guidance on this subject is therefore needed.
- Nick Gibb’s answer to Luke Pollard's Parliamentary question on this subject can be found [**here**](#).

Can this information be shared with all Havering headteachers and chairs of governors?

Do school improvement partners or similar know whether this guidance is being followed? Could they find out?

Shadow Minister for Faiths; Janet Daby MP asks a question about RE to the Minister for Education Nick Gibb MP

NATRE, the REC and RE Today had a very productive meeting with the Janet Daby MP in October 2020. They learned that the Shadow Minister, who is the MP for Lewisham East, had served on Lewisham SACRE and was fully conversant with the issues surrounding the subject. Following the meeting, she entered the ballot to ask an oral question and was successful. The exchange, as reported in Hansard follows below:

Religious Education: Maintained Schools: 12 October 2020

Janet Daby (Lewisham East) (Lab): What steps he is taking to ensure maintained schools comply with requirements to teach religious education. [907364]

The Minister for School Standards (Nick Gibb): Maintained schools are required to teach religious education to all five to 18-year-olds. Any concerns that a maintained school is not meeting that duty should first go through the school's complaints procedure, and if the complaint is not resolved, the issue can be escalated to the Department's school complaints unit.

Janet Daby: Religious education helps children to grow up with an understanding of and respect for people from different religious, ethnic and cultural backgrounds. It is also a statutory requirement, but the Religious Education Council tells me that 40% of all schools give no hours to RE in year 11. Does the Minister agree that the Department needs to better support schools to ensure that they are meeting their obligations to teach RE?

Nick Gibb: I agree with the hon. Member. Good quality religious education can help to develop children's knowledge of the values and traditions of Britain and other countries, and foster understanding among different faiths and cultures. At a national level, the proportion of time secondary schools spend teaching RE has actually remained broadly stable. It was 3.2% of all teaching hours in 2010 and 3.3% in 2019.

Source: <https://hansard.parliament.uk/commons/2020-10-12/debates/D4C4FA2A-9950-4149-B266-6CAEEA74DFFC/ReligiousEducationMaintainedSchools>

SACRE members should note that the figure of 3.2% (about 50 minutes per week) is distorted by the inclusion of schools with a religious character who typically allocate more time to RE than other schools. According to the school workforce data which includes 85% of schools. The average hours offered by all schools (2941) is 3.1% but schools including academies with a religious character (546) offer 6.9% whereas Academies without a religious character (493) offer 2.2% - only about 33 minutes

How is this reflected in our area? How should we be engaging with schools about timetable time for RE?

A parental complaint about RE in an academy leads to a school reinstating the subject

The minister for schools; Nick Gibb MP has repeatedly suggested that people concerned about the level and quality of provision for RE to use the statutory school and academy complaints process. NATRE was approached by a parent who was dismayed that discrete lessons in RE were being replaced by a combined life skills style programme and wanted to challenge the academy about it. The document below sets out the two-year journey towards the re-establishment on RE at the academy. We hope that it demonstrates that it is possible to take action when pupils are not receiving their entitlement to RE and secure a change.

Read about the complaint [here](#)

Should Headteachers and Governors be made aware of this case?

Theos' latest report 'Worldviews in Religious Education launched on 21st October

Theos' aim is to stimulate the debate about the place of religion in society, challenging and changing ideas through research, commentary, and events. The notice for the launch event explains the context for this new report as follows:

How RE is taught in schools is a central pillar of any society's religious literacy, challenging false assumptions and expanding young minds to consider the role of religion and belief in a modern world. In 2018, the Commission on Religious Education launched new proposals for a paradigm shift in the subject, broadening the focus of RE in English schools to a consideration of "Religion and Worldviews". However, while many RE professionals have embraced the proposed changes, including the focus on worldviews, the proposed shift generated considerable debate and has not yet been adopted by the government.

The event was held on Zoom and you can listen to a replay [here](#)

Do SACRE members feel that they have sufficient understanding about the concept of worldviews? Should we place the subject on the Agenda for a future meeting?

Increase in the number of secondary trainees

The number of **trainee teachers for RE is increasing**, with the provision for Subject Knowledge Enhancement courses proving to be a real help to those entering the profession with degrees in other Humanities subjects. While it is good to see this increase, these trainee teachers will need to spend time in schools with good RE teachers in order to develop their own practice and become good RE teachers themselves. This year RE has recruited almost 100 extra trainees and exceeded the government's target.

Removal of the bursary for those training to be secondary teachers of RE

The table below shows the changes to the availability of bursaries for those training to be teachers (announced on 13th October 2020).

Subject	2020-2021		2021-2022	
	Bursary	Scholarships	Bursary	Scholarships
Art and Design	£9,000	£0	£0	£0
Biology	£26,000	£0	£7,000	£0
Business Studies	£9,000	£0	£0	£0
Chemistry	£28,000	£26,000	£24,000	£26,000
Classics	£26,000	£0	£10,000	£0
Computing	£28,000	£26,000	£24,000	£26,000
Design and technology	£15,000	£0	£0	£0
English	£12,000	£0	£0	£0
Geography	£17,000	£15,000	£0	£0
History	£9,000	£0	£0	£0
Languages	£28,000	£26,000	£10,000	£0
Music	£9,000	£0	£0	£0
Physics	£28,000	£26,000	£24,000	£26,000
Primary with mathematics	£6,000	£0	£0	£0
RE	£9,000	£0	£0	£0
Secondary mathematics	£28,000	£26,000	£24,000	£26,000

www.gov.uk/government/publications/funding-initial-teacher-training-itt/funding-initial-teacher-training-itt-academic-year-2021-to-2022

What are the implications of this decision for Havering Schools? Can we discover how many teachers of RE have post-A level qualifications in the subject? (School workforce)

Materials available for self-isolating pupils, socially distanced RE and any future lockdowns

To help teachers during this difficult time, RE Today is working hard to support NATRE by producing resources that ALL teachers can use and share with pupils and parents in order to support with home learning and also socially distanced RE in schools.

If teachers wish to sign up for the updates to inform you of new resources, then please sign up to the mailing list on the NATRE website. We have also made further resources available for NATRE members.

Access resources

Strictly RE: Online training for teachers

Date: 30 & 31 January 2021 (PLUS additional seminars leading up to Strictly!)

Location: Online

Full price: £100* (Price includes downloadable handouts and presentations from all sessions).

EARLY BIRD DISCOUNT! Book before 31 October - only £85!

Prices start as low as £45 for NATRE members*

*NATRE members discounts available on top of early bird (Bronze: £20 off, Silver: £30, Gold & Platinum: £40).

Strictly RE is back, this time NATRE will be hosting its national annual conference online to keep you all safe, whilst still giving you everything you love about Strictly RE without having to leave your home.

With 24 seminars, 4 Keynotes, networking and discussion opportunities, Saturday night entertainment, we have something for everyone. There's lots to choose from, and we hope that you will **pick and mix** from across the month and weekend to create a programme that works for you. You do not have to attend a seminar at every time slot.

Keynote speakers include Richard Kueh, OFSTED RE subject specialist, Christine Counsell on curriculum construction and progression in RE, a panel on worldviews in RE and a panel on Anti-racist RE.

NATRE will be running twilight sessions throughout January, culminating in a weekend of keynotes, seminars and networking. These will be announced soon! Delegates who have already booked a place will be the first to hear about them and book their sessions.

Book soon

Find out full details and book here

How can we encourage teachers from our area to attend?

Additional Information: Christmas Films

RE Today Services produce resources for school RE lessons and are looking to create a video library for 7-9 year olds about how people celebrate Christmas. We would be delighted if you would like to help. This resource will accompany a book we are publishing next April entitled Big Questions, Big Answers: Investigating Worldviews.

In order to do this, we are asking people to create a short video (filming on a phone is fine) explaining how they celebrate. The film should last for no longer than a minute and have one (or maybe more, if you're feeling enthusiastic) person talking to the camera. During the short talk, it would be great if you/the speaker(s) could:

- Give a friendly greeting
- Explain what you do to celebrate at Christmas
- Explain what the most important thing is to you about Christmas

- If you would like to give your first name and religion or non-religious worldview, pupils might find this helpful too.

We would love these films to reflect exactly what happens in the UK at Christmas. Therefore, we welcome films from people of all religions and worldviews, from those who do not celebrate and those who do, from those who put the birth of Jesus at the heart of the festival to those who have other foci. We are hoping to have a number of short films so that children can really get a flavour of what people do at Christmas and what it means to them.

As you will appreciate, these films are for fairly young children, so if you are happy to be involved, please address the camera as if you were addressing an 8 year old. If you are 18 years or over and send us a film of yourself, we will assume that you are happy for us to use it on our website. If you would like us to take it down at any stage, please let us know. Films of both adults and children speaking are warmly welcomed. If a film of a child is submitted, it must be sent to us directly from his/her parent or carer, alongside a completed permission form. Please contact Julia (julia@retoday.org.uk) if you need a copy of the form.

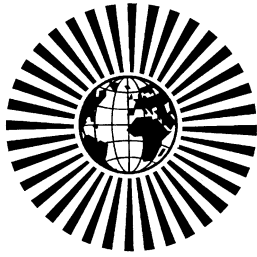
All films and forms should be sent to julia@retoday.org.uk.

Tips for filming:

- If you are using a device that has the option of portrait or landscape, please choose **landscape** as this often comes out looking more professional.
- Try to keep the recording device as **steady** as possible. Some lucky people have naturally steady hands. If not, you could use a tripod if you have one, but it is not at all necessary to purchase anything in order to create these films. Resting the camera on a tabletop or another piece of furniture can work really well.
- Try to ensure **lighting** is good enough that the person being filmed can be seen. It is often best to have any lighting to the side or in front of the speaker. A bright light behind them can put them into silhouette.
- Above all, speakers should **enjoy** chatting to the pupils, talk **honestly** about how they celebrate Christmas and **have fun**!

We really hope that you are able to help us with our video library and look forward to seeing your film!

Deborah Weston and Julia Diamond-Conway



**HAVERING
STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION**



ANNUAL REPORT 2020

DRAFT



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Foreword by the Chair of SACRE

Wendy Brice-Thompson ?

Chair of Havering SACRE ?

1. Introduction

Since 1988, each Local Authority (LA) has been required by law to have a Standing Advisory Council for Religious Education (SACRE).

The remit of a SACRE is principally to oversee the Religious Education (RE) and collective worship within the authority principally to:

- advise Havering Council upon matters connected with religious worship in community schools and in foundation schools which do not have a religious character. Religious education in these schools is to be given in accordance with the Agreed Syllabus;
- advise Havering Council on teaching methods, choice of materials and teacher training in religious education and collective worship;
- require Havering Council to review the locally agreed syllabus for religious education at least every five years.

It is also a requirement that each SACRE produces an annual report of its work. This report must be published and is to be sent to the LA, local schools and other interested parties.

The reporting period of the 2019-2020 report starts from September 1st 2019 and runs to August 31st 2020.

2. Meetings

Havering SACRE has held a meeting in each academic term during the reporting period, all of which were quorate.

The following meetings were held:

Tuesday, 3rd December 2019 at Romford Evangelical Free Church

Tuesday, 3rd March 2020 at Havering Town Hall

Tuesday, 14th July 2020 via Zoom

3. Membership

The table below shows the membership of Havering SACRE throughout the reporting period, attendance is indicated by numbers in the final column:

Name	Group	Representing	Joined	Number of Meetings attended (max 3)
VACANT	A	New Church Movement		N/A
Wendy Brice-Thompson	A	Roman Catholic	17/05/2019	2
Rabbi Lee Sunderland	A	Jewish Community	05/03/2009	0
VACANT	A	Methodist		N/A
Peter Feinson	A	Baptist	19/06/2019	3
Mr Sansar Narwal	A	Sikh Community	Pre 2004	1

Pastor Aloysius Peter	A	Pentecostal Churches	24/09/2013	0
VACANT	A	Religious Society of Friends		N/A
Mr Kamal Siddiqui	A	Muslim Community	05/03/2008	1
Mr Nasir Mubashar	A	Ahmadiyya Muslim	14/01/2014	0
Mr Tariq Mahmood	A	Muslim Community	11/03/2014	0
Mr Om Dhir	A	Hindu Community	06/06/2007	1
Mrs Jenny Fox	A	Salvation Army	24/09/2013	3
Mr Barry Smith	A	United Reformed Church	28/06/2016	2
Dr John Lester	A	Baha'i Faith	10/11/2004	3
VACANT	A	Humanist		N/A
Sadhabhaya	A	Buddhist		1
Mr John Smailes	A	Evangelical Free Church (shared)	01/12/2013	2
Mrs Dawn Ladbrook	A	Evangelical Free Church (shared)	01/12/2013	2
Mr Luthaneal Adams	A	Pagan Federation	03/03/2016	2
Mrs Stephanie Ellner	B	Church of England	01/12/2013	3
Mrs Marlene Wylie	B	Church of England	16/05/2019	3
Mrs Ruth Everett	B	Church of England	16/05/2019	3
VACANT	B	Church of England		N/A
Mrs Kirsty Fanning	C	ATL	26/03/2015	1
VACANT	C	NEU - Secondary		N/A
VACANT	C	NEU - Primary		N/A
VACANT	C	PAT		N/A
Ms Louise Linton	C	NASUWT		0
Ms Kathryn Everitt		Teacher (Primary)	14/07/2020	1
Ms Terry Riches		Teacher (Primary)	14/07/2020	1
Ms Clare Beech	C	Teacher (Primary)	13/03/2018	3
Cllr Gillian Ford	D	Local Authority	11/07/2004	3
Cllr Stephanie Nunn	D	Local Authority	01/06/2016	3
Cllr Judith Holt	D	Local Authority	12/07/2018	3
Cllr Phillipa Crowder	D	Local Authority	12/07/2018	0
Cllr Tele Lawal	D	Local Authority	25/09/2018	0
Julia Diamond Conway		Advisor to SACRE		3
Deborah Weston		Advisor to SACRE		3
Maureen Smith		Clerk to SACRE		0
Michelle Morgan		Clerk to SACRE		3

4. Religious Education

Agreed Syllabus

4.1 Religious Education (RE) is not part of the national curriculum. Each Local Authority (LA) is required to produce an Agreed Syllabus for RE. Each LA is required to begin reviewing the current Agreed Syllabus within five years of its production.

4.2 Havering's Agreed Syllabus was launched in September 2015 and is now being fully followed by Local Authority schools and a number of academies.

4.3 No formal complaints about RE were received this year.

4.4 During this reporting period, SACRE has been in the process of reviewing the current syllabus. SACRE noted that teachers surveyed had requested to retain the current syllabus which is now embedded in schools and is felt by teachers to have a strong intent and aims. It was agreed that joint commissioning with Redbridge to make targeted improvements to the syllabus would be considered if that was also Redbridge's wish. A list of 7 suggested revisions was presented to HES. HES were considering 3 of these changes only, due to lack of central funding. SACRE agreed to ask the LA to fund all 7 revisions over a two-year period in order to ease the strain financially.

Teacher Training

4.4 Twilight meetings of Primary RE Subject Leaders were held termly. Meetings were generally planned in response to Subject Leaders' requests and areas for development that have been identified by the adviser. The main foci of each Primary Subject Leaders' meeting were as follows:

26th September 2019 – Teaching units 1.4 and 2.14 of the syllabus (these had previously been identified as more difficult to teach than some other units).

28th January 2020 – Ofsted 'deep dives' into RE and answering inspectors' questions on intent, implementation and impact.

Due to the COVID-19 pandemic, it was impossible to hold face to face training on the planned date (28th April 2020) in the Summer Term. Therefore, all RE Subject Leaders were provided with a pre-recorded webinar on teaching Islam in the primary school and accompanying resources.

4.5 Two full day courses were held for primary Subject Leaders in Havering this year as part of HES' Curriculum Matters series. The first of these was a curriculum development day, held on 21st November 2019 which focused on curriculum intent, planning, timetabling and quality of teaching. This was followed by a subject knowledge enhancement day for RE on 6th February 2020.

Other support to schools

4.6 Support to schools was generally provided through Primary Subject Leaders' Meetings, the full day courses and regular articles in the Havering newsletter. The associate adviser helped with individual queries from schools as they arose.

4.7 A link to home learning resources for RE from NATRE was added to the portal in order to help teachers ensure their pupils received high quality RE during lockdown. HES circulated a list of online sites to help with home learning in RE.

5. Collective Worship

5.1 No applications were made for determinations (to alter the character of collective worship for some or all pupils in a school) in the reporting period.


5.2 Usually in Havering, collective worship is monitored through adviser quality assurance visits to schools, including academies. This year, quality assurance visits were suspended in March for most schools, due to the Covid-19 pandemic. School leadership was made aware of the expectation that the whole curriculum and collective worship was continued.

5.3 No formal complaints about collective worship were referred to SACRE during this academic year.

6. Provision For and Standards In Religious Education

6.1 Validated GCSE and A level results from 2019

GCSE results 2019



KS4 Grade Summary by Subject

2019 | NPI

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60184000

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	604050	108120	8.3	10.6	12.8	16.3	14.4	10.7	14.3	7.5	3.5	1.3	0.4	62.3	73.0	98.4	5.2
-	National (State Funded)	542610	100700	7.0	9.8	12.4	16.4	14.8	11.2	15.1	8.0	3.7	1.3	0.3	60.4	71.5	98.3	5.1
-	LA (State Funded)	2829	797	6.3	10.9	15.2	17.4	15.4	10.7	13.6	6.9	2.8	0.9	-	65.2	75.9	99.1	5.3
5401	Abbs Cross Academy and Arts College	161	135	5.9	7.4	9.6	16.3	19.3	9.6	18.5	10.4	3.0	-	-	58.5	68.1	100.0	4.9
6905	Drapers' Academy	160	25	-	4.0	12.0	8.0	20.0	16.0	12.0	16.0	4.0	8.0	-	44.0	60.0	92.0	4.0
4015	Gaynes School	93	90	5.6	14.4	16.7	12.2	16.7	11.1	8.9	8.9	4.4	1.1	-	65.6	76.7	98.9	5.3
4000	Hall Mead School	188	39	12.8	15.4	12.8	15.4	20.5	10.3	5.1	7.7	-	-	-	76.9	87.2	100.0	5.9
4037	Marshall's Park Academy	168	162	1.2	5.6	6.8	14.2	14.2	16.0	24.7	10.5	4.9	1.9	-	42.0	58.0	98.1	4.2
4014	St Edward's Church of England Academy	161	158	2.5	10.8	16.5	24.7	13.9	8.9	14.6	5.1	3.2	-	-	68.4	77.2	100.0	5.3
4600	St Edward's Church of England School & Sixth Form College	1	1	-	100.0	-	-	-	-	-	-	-	-	-	100.0	100.0	100.0	8.0
5402	The Coopers' Company and Coborn School	189	187	13.9	16.6	25.7	19.3	12.3	7.5	3.7	0.5	-	0.5	-	87.7	95.2	99.5	6.6

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60184012

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	604050	14370	8.2	11.6	12.5	16.2	14.1	12.1	13.3	7.7	3.3	0.9	0.2	62.5	74.6	98.9	5.3
-	National (State Funded)	542610	13330	7.3	10.9	12.1	16.1	14.4	12.3	13.9	8.2	3.5	1.0	0.2	60.8	73.1	98.8	5.2
-	LA (State Funded)	2829	137	2.2	10.2	13.9	19.0	13.9	21.2	15.3	3.6	0.7	-	-	59.1	80.3	100.0	5.2
4700	The Campton School	145	137	2.2	10.2	13.9	19.0	13.9	21.2	15.3	3.6	0.7	-	-	59.1	80.3	100.0	5.2

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60185946

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	604050	8300	10.6	13.1	14.3	14.8	14.0	11.3	10.8	6.7	2.9	1.4	0.2	66.8	78.1	98.4	5.5
-	National (State Funded)	542610	6890	8.0	11.6	13.3	14.8	14.8	12.3	12.3	7.6	3.5	1.7	0.2	62.5	74.8	98.2	5.3
-	LA (State Funded)	2829	24	8.3	16.7	16.7	8.3	16.7	12.5	20.8	-	-	-	-	66.7	79.2	100.0	5.7
4007	Harris Academy Rainham	188	24	8.3	16.7	16.7	8.3	16.7	12.5	20.8	-	-	-	-	66.7	79.2	100.0	5.7

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60300632

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	604050	31090	7.1	10.3	12.4	16.2	13.5	11.0	13.6	8.7	4.8	1.9	0.5	59.5	70.5	97.6	5.0
-	National (State Funded)	542610	29360	6.5	9.8	12.0	16.2	13.6	11.3	14.1	9.1	5.0	2.0	0.5	58.1	69.4	97.5	5.0
-	LA (State Funded)	2829	315	8.3	14.9	13.3	14.0	12.4	9.8	12.7	8.6	4.4	1.0	0.6	62.9	72.7	98.4	5.3
4042	Bower Park Academy	147	47	4.3	12.8	6.4	10.6	12.8	17.0	10.6	12.8	8.5	2.1	2.1	46.8	63.8	95.7	4.5
7004	Lime Academy Forest Approach	9	1	-	-	-	-	-	-	-	-	-	-	100.0	-	-	-	0.0
4003	The Brittons Academy	151	55	-	9.1	7.3	9.1	16.4	10.9	23.6	16.4	3.6	3.6	-	41.8	52.7	96.4	4.1
5400	The Frances Bardsley Academy for Girls	213	212	11.3	17.0	16.5	16.0	11.3	8.0	10.4	5.7	3.8	-	-	72.2	80.2	100.0	5.8

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60300796

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	604050	18440	5.5	9.5	12.6	16.7	15.0	12.2	13.5	8.4	4.8	1.7	0.2	59.2	71.4	98.1	5.0
-	National (State Funded)	542610	17350	5.3	9.0	12.0	16.3	15.1	12.6	14.0	8.8	5.0	1.8	0.2	57.6	70.2	98.0	4.9
-	LA (State Funded)	2829	121	15.7	15.7	14.0	17.4	18.2	9.1	6.6	1.7	1.7	-	-	81.0	90.1	100.0	6.2
5403	Sacred Heart of Mary Girls' School	122	121	15.7	15.7	14.0	17.4	18.2	9.1	6.6	1.7	1.7	-	-	81.0	90.1	100.0	6.2

A Level results 2019

Subject: Religious Studies (4610) / Exam: GCE A level (111)														
Est. No.	School/College	NOE	+	A	B	C	D	E	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	15840	4.5	17.7	28.3	25.8	15.6	6.1	1.8	0.2	22.2	50.5	98.0	34.3
5403	Sacred Heart of Mary Girls' School	9	-	11.1	55.6	33.3	-	-	-	-	11.1	66.7	100.0	37.8
4014	St Edward's Church of England Academy	16	-	18.8	12.5	37.5	31.3	-	-	-	18.8	31.3	100.0	31.9
4700	The Campton School	15	-	20.0	46.7	13.3	20.0	-	-	-	20.0	66.7	100.0	36.7
5402	The Coopers' Company and Coborn School	24	8.3	16.7	37.5	25.0	8.3	4.2	-	-	25.0	62.5	100.0	37.9
5400	The Frances Bardsley Academy for Girls	3	-	33.3	66.7	-	-	-	-	-	33.3	100.0	100.0	43.3






6.2 GCSE and A Level results 2020

Data taken from self-evaluation report. Self-evaluation report was calculated using the highest result from either the Centre Assessed Grades of the Exam Board Grades in line with the latest government guidance.

GCSE results 2020

	Pupils	Actual results		Pupil progress	
		Avg Point Score	% Grade 4+	Avg Point Score	% Grade 4+
LA Havering (311)	1314	5.6	83%	+0.06	+1%
Abbs Cross Academy and Arts College (3115401)	142	4.9	73%	-0.73	-9%
Bower Park Academy (3114042)	28	4.5	61%	-0.36	-11%
Drapers' Academy (3116905)	24	4.8	71%	-0.21	-2%
Gaynes School (3114015)	84	5.1	73%	-0.06	-5%
Hall Mead (3114000)	45	6.5	93%	+0.94	+9%
Harris Academy Rainham (3114007)	13	6.3	92%	+0.73	+9%
Marshalls Park Academy (3114037)	115	4.5	63%	-1.04	-19%
Sacred Heart of Mary Girls' (3115403)	119	6.6	99%	+0.45	+10%
St Edward's CoE Academy (3114014)	152	5.8	87%	+0.66	+10%
The Brittons Academy (3114003)	48	3.6	46%	-1.29	-26%
The Champion (3114700)	152	5.6	90%	+0.48	+14%
The Coopers' Company and Coborn (3115402)	186	6.8	98%	+0.73	+10%
The Frances Bardsley Academy for Girls (3115400)	206	5.6	83%	-0.10	+0%

A Level results 2020

	Pupils	Actual results		Pupil progress	
		Average Point Score	% A*-C	Average Point Score	% A*-C
LA Havering (311)	53	36	87%	-4.7  	-6%
St Edward's CoE Academy (3114014)	6	33	83%	+1.4	+8%
The Champion (3114700)	9	40	89%	-0.4	-7%
The Coopers' Company and Coborn (3115402)	28	36	89%	-6.4  	-7%
The Frances Bardsley Academy for Girls (3115400)	10	35	80%	-7.3 	-15%

6.3 School workforce data

School	Character	Teaching Hours Year 7 %	Teaching Hours Year 8 %	Teaching Hours Year 9 %	Teaching Hours Year 10 %	Teaching Hours Year 11 %	Entries for GCSE %	Percentage9-4FC 2019
Abbs Cross Academy and Arts College	None	3.3	2.7	3.6	3.4	3.4	83.9	68.1
Bower Park Academy	Does not apply	4.4	4.4	4.3	3.3	1.6	32	63.8
Drapers' Academy	Does not apply	3.6	4.5	4.5	1.3	1.9	15.6	60.0
Emerson Park Academy	Does not apply	0.0	0.0	0.0	0.0	0.0	0	0.0
Gaynes School	Does not apply	3.7	4.0	7.5	4.8	3.9	96.8	76.7
Hall Mead School	None	4.0	4.0	4.1	1.2	2.2	20.7	87.2
Harris Academy Rainham	None	0.0	0.0	0.0	0.0	0.0	12.8	79.2
Hornchurch High School	None	0.0	0.0	0.0	0.0	0.0	0	0.0
Marshalls Park Academy	Does not apply	6.3	5.2	5.2	11.1	6.5	96.4	58.0
Redden Court School	Does not apply	0.0	0.0	0.0	0.0	0.0	0	0.0
Sacred Heart of Mary Girls' School	Roman Catholic	7.7	6.0	5.8	8.3	8.4	99.2	90.1
Sanders School	None	3.7	3.8	4.4	0.0	0.0	0	0.0
St Edward's Church of England Academy	Church of England	4.1	4.0	8.4	5.5	3.2	98.1	77.2
The Brittons Academy	None	1.9	1.6	1.9	1.7	2.7	36.4	52.7
The Champion School	Roman Catholic	11.0	10.5	7.9	9.9	9.5	94.5	80.3
The Coopers' Company and Coborn School	Christian	4.8	3.4	3.4	7.0	8.8	98.9	95.2
The Frances Bardsley Academy for Girls	None	5.1	5.8	6.4	6.3	6.0	99.5	80.2
The Royal Liberty School	None	1.8	1.8	0.0	1.5	1.7	0	0.0

7. SACRE Initiatives

Virtual Visits and Visitors Scheme

7.1 SACRE discussed the need for virtual visits to places of worship and other sites of interest in RE lessons rather than physical ones due to the pandemic. Although there are many virtual tours online, these are generally not of local places. The importance of pupils being able to see local sites was felt to be important. Therefore, SACRE is working with two local churches in order to create online resources for teachers to use in class to learn about the buildings and communities. The churches will also host virtual conferences with pupils in schools so that they can discuss the online resources and ensure that pupils get to 'meet' and have dialogue with members of the communities. SACRE is grateful to both Romford Evangelical Free Church and St Andrew's for volunteering for this and hopes to expand the scheme to other local religious buildings and sites of interest for RE.

School Website Monitoring

7.2 Members continued to scrutinise websites outside of SACRE meetings. Findings were discussed within the meetings themselves.

8. SACRE Discussion of National Developments in RE

New Ofsted Framework

8.1 Members were updated on the new framework during the meeting in on 3rd March 2020. SACRE's clerk agreed to investigate whether SACRE could be provided with the references made to RE in any Ofsted reports regarding schools in Havering.

Provision for Religious Education in Havering 2019-2020

School	Character	Teaching Hours Year 7 %	Teaching Hours Year 8 %	Teaching Hours Year 9 %	Teaching Hours Year 10 %	Teaching Hours Year 11 %	Entries for GCSE %	Percentage9-4FC 2019
Abbs Cross Academy and Arts College	None	3.3	2.7	3.6	3.4	3.4	83.9	68.1
Bower Park Academy	Does not apply	4.4	4.4	4.3	3.3	1.6	32	63.8
Drapers' Academy	Does not apply	3.6	4.5	4.5	1.3	1.9	15.6	60.0
Emerson Park Academy	Does not apply	0.0	0.0	0.0	0.0	0.0	0	0.0
Gaynes School	Does not apply	3.7	4.0	7.5	4.8	3.9	96.8	76.7
Hall Mead School	None	4.0	4.0	4.1	1.2	2.2	20.7	87.2
Harris Academy Rainham	None	0.0	0.0	0.0	0.0	0.0	12.8	79.2
Ornchurch High School	None	0.0	0.0	0.0	0.0	0.0	0	0.0
Marshalls Park Academy	Does not apply	6.3	5.2	5.2	11.1	6.5	96.4	58.0
Redden Court School	Does not apply	0.0	0.0	0.0	0.0	0.0	0	0.0
Sacred Heart of Mary Girls' School	Roman Catholic	7.7	6.0	5.8	8.3	8.4	99.2	90.1
Sanders School	None	3.7	3.8	4.4	0.0	0.0	0	0.0
St Edward's Church of England Academy	Church of England	4.1	4.0	8.4	5.5	3.2	98.1	77.2
The Brittons Academy	None	1.9	1.6	1.9	1.7	2.7	36.4	52.7
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The Frances Bardsley Academy for Girls	None	5.1	5.8	6.4	6.3	6.0	99.5	80.2
The Royal Liberty School	None	1.8	1.8	0.0	1.5	1.7	0	0.0

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Virtual Visits and Visitors in RE

Virtual conferencing protocols for religious buildings

Please note that all virtual conferences will take place using Zoom.

Before the meeting:

You will be contacted by any school who wishes to join a virtual conference. Please try to respond to the school within 72 hours to arrange a time that is mutually suitable.

The virtual conference will take place from the place of worship, who will be the host for the Zoom meeting.

Each virtual conference will require a host and a co-host from the religious building, so ensure that both are free and will be in the place of worship at the required time.

If possible, at least one host should have a DBS.

Please send the school the meeting ID and password via email well in advance of the meeting; do not send them to or share them with anyone other than the school. Ensure that the meeting ID and password are randomly generated.

Make sure you have a wifi signal!

Ensure that you can use Zoom in the room of your religious building that you want to broadcast from. It is useful to have minimal background noise. Enable your waiting room.

Disable 'join before host' so that participants do not enter the meeting before you.

Disable 'participant annotation' in the screen sharing controls.

If you are running Zoom from the app, use the most up to date version as this will have the newest security features.

On the day of the meeting:

Position the device in front of you at eye level, ensure lighting is good enough that you can be seen clearly (you may wish to experiment by moving the device and light sources such as lamps to help), look at the camera rather than the screen to help pupils feel you are talking directly to them.

Make sure that participants go to the Zoom waiting room before entering the meeting. Only allow a participant to enter if you can see their name displayed as that of the school, teacher or class.

Once you have allowed the class to enter, lock the meeting so that nobody else can join. Do this by clicking 'lock meeting' in the participants pop up.

Ensure that your microphone is muted when you are not speaking.

It is helpful for pupils to have positive dialogue with people from a range of faith and belief backgrounds within their RE lessons. So give pupils the chance to ask questions and respond to the information you give as you would if you were physically in the classroom.

Hosts (and co-hosts if they are joining in with the presentation and discussion) should be willing to share their own experiences and beliefs whilst avoiding criticising those of others or imposing their views upon pupils in any way. Virtual conferences should be educational rather than promotional about faith and belief backgrounds.

Do not share screen unless you have everything closed on the device except for Zoom and the screen(s) that you wish to share. Sharing privileges should be set as 'host only'. If the class needs to share something with you, ensure that the member of staff from the school has given permission. You can then allow this in the host controls.

You may find it useful to assign the logistics (eg locking the meeting, allowing participants to enter) to the co-host, leaving the host free to focus on the pupils and their learning.

If at any point you feel as if the host, co-host or members of the school community are being made unsafe through the virtual conference, the meeting should be halted. This must be done immediately, there will be no time to say 'goodbye' to the class.

After the meeting:

Expect feedback from the school's perspective. This can be very helpful in letting you know what has gone well and where improvements can be made.

These protocols are for those religious buildings in Havering listed at <https://secure2.sla-online.co.uk/v3/Resources/Page/15417> who are holding virtual conferences with Havering schools.





Virtual Visits and Visitors in RE

Virtual conferencing protocols for religious buildings

Please note that all virtual conferences will take place using Zoom.

Before the meeting:

Contact the place of worship (see links at <https://secure2.sla-online.co.uk/v3/Resources/Page/15417>) to arrange a time that is mutually suitable.

Ensure that you can use Zoom in the room(s) where the pupils will be taking part in the virtual conference. Make sure the computer(s) you are using have a screen/whiteboard that the pupils can see, sound, and if you want to ask questions you will need a microphone, and if you want the place of worship to see you and your pupils you will need a camera.

The religious building will send you the Zoom ID and password before the meeting. Be certain that you use these to log in at least 5 minutes before the conference begins.

If appropriate, watch the virtual tour with pupils before the meeting.

Help pupils to devise some suitable questions to ask the members of the faith and belief community during the virtual conference.

On the day of the meeting:

If accessing Zoom via the app, use the most up to date version possible, as security enhancements are regularly added.

Try to ensure that the classroom is quiet and as free from disturbances as possible – putting a 'do not disturb' sign on the door may help.

When you join the meeting, you will be put into the waiting room. Please ensure that the name displayed for you contains the name of the school, so that the host knows it is safe to let you into the meeting. If your name is not recognisable, the host will be unable to admit you.



This document was produced by Havering SACRE. If you wish to re-use this work in its current form or build upon it in a new document, please credit Havering SACRE in your work.

A member of staff must be present throughout to supervise the pupils who are taking part in the video conference. The staff member should be an active participant, intervening to further pupils' learning as in any other lesson.

If pupils are listening to the member of the faith or belief community, the microphone in the classroom should be muted. Unmute when it is the turn of a member of the class community to talk.

Have the pupils' questions to hand so that pupils can refer to and ask them at appropriate points. Bear in mind that due to the natural flow of discussion, not all of these questions may need to be asked and pupils may find it helpful to devise and ask some others in relation to information that they find out during the conference itself.

If at any point the member of staff feels as if pupils are being made unsafe through the virtual conference, the meeting must be halted. This must be done immediately, there will be no time to say 'goodbye' to the host.

Ensure that all school policies and procedures regarding online safeguarding are followed.

After the meeting:

Provide feedback to the host from the school's perspective. This will help the host to know what has gone well and where improvements can be made.

Ensure that the virtual conference is not a stand-alone session. Remember to refer to it and build on pupils' learning from this conference in future RE lessons.

These protocols are for schools in Havering who are holding virtual conferences with the places of worship listed at <https://secure2.sla-online.co.uk/v3/Resources/Page/15417> only.

Welcome to ROMFORD EVANGELICAL Free CHURCH

Our Logo!





We are an independent, self governing church. We are a member of the Fellowship of Independent Evangelical Churches (FIEC)

We talk about our church as 'Romford Evan'

The church was built on the present site in 1901, the original church having started in a tin hut in Boundary Road in 1888.

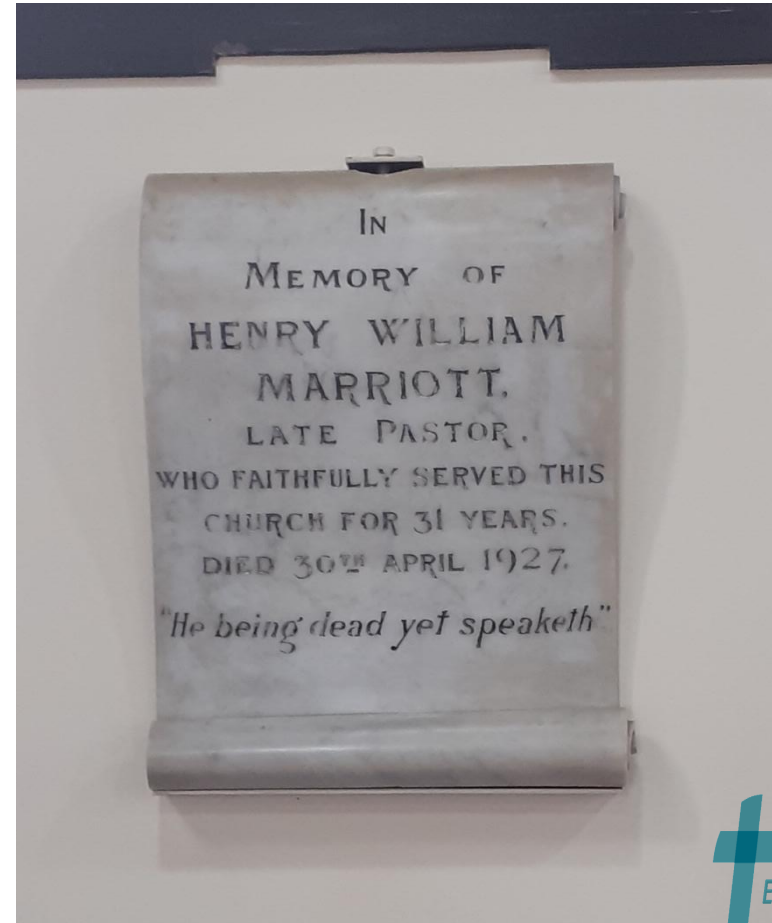
The church building is about 120 years old.



The foundation stone on the front wall of the church

Evan's first pastor was Henry Marriott and a plaque in church celebrates his service to the church

Page 43



We CHOOSE our OWN Minister or pastor

This is Pastor Matthew and his wife Debra



**Our church has a membership of
about 100 people.**

**The members are allowed to vote to
choose the church leaders and church
rules.**

**There are eight deacons and four
trustees and they, with Pastor
Matthew, are the church leadership.**

THE CHURCH BUILDING HAS PEWS FOR THE CONGREGATION TO SIT ON

The pews are very heavy and hard and made of wood, they cannot be easily moved about! (We do have foam cushions to make them less hard !)



The inside of church about 50 years ago

Inside the church today!



*Views from the front and
from the back of the church*



*We are seated
socially distanced !*

'Evan' Meets at CHURCH ON a SUNDAY MORNING

- Followers of Jesus are called Christians
- We sing hymns and songs to worship God
- We pray to God
- We read the Bible
- We listen to a talk from the Bible, called a sermon, usually from our Pastor
- We enjoy meeting each other afterwards for a chat

Prayers

We pray to God because we want to speak to Him.

Page 49 In our prayers:

- We tell God how great he is
- We ask God to help us
- We thank God for all that he has given us

**We often put our hands together and
close our eyes when we pray to stop
us being distracted**

Page 50



CHURCH MUSIC

Page 51

- There is often a church band that plays music before, after and during church, accompanying the singing.
- This can be a piano, an organ and guitars, drums and other instruments.
- We sing some songs called hymns, often written hundreds of years ago and some modern Christian songs.

Music corner and singers



Page 52



We believe that the Bible is God's Word

There are 66 books in the Bible

- 39 Old Testament (before Jesus came)
- 27 New Testament (after Jesus came to earth)

Christians like to read the Bible in
church and at home too



The bible has been written in many different versions and languages. Some versions are easier to understand than others.

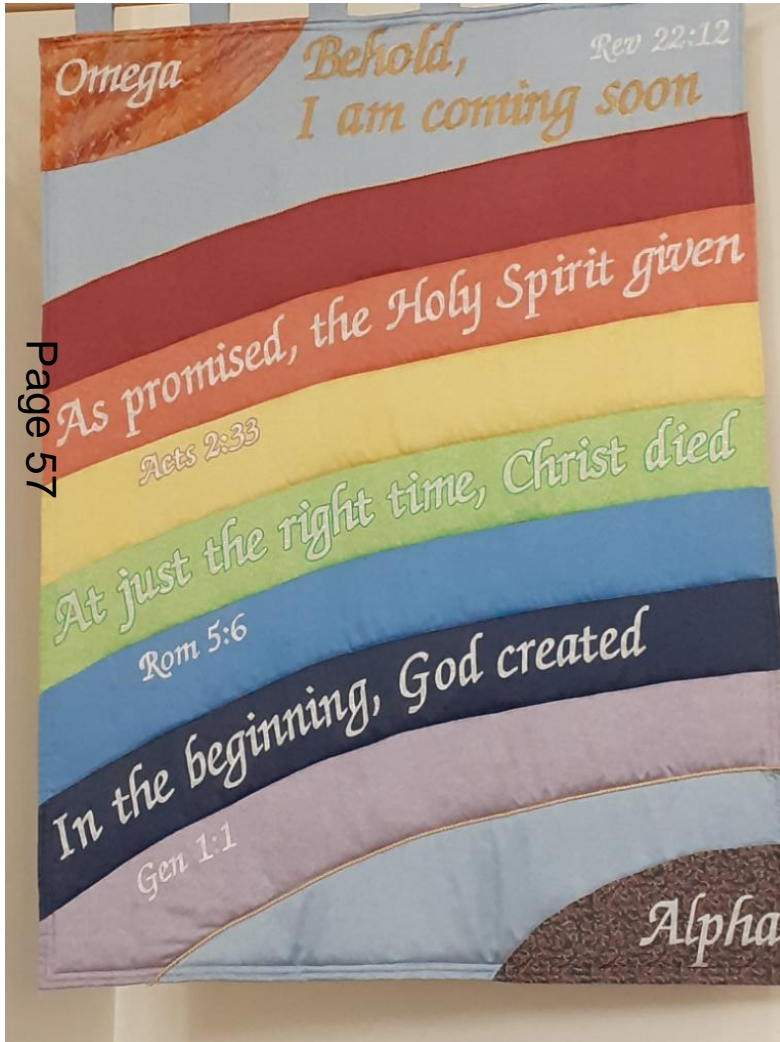
THE MINISTER STANDS AT THE FRONT OF CHURCH ON A PLATFORM AND SPEAKS AT A LECTERN

- The congregation can see and hear when he speaks to them.
- The minister speaks from the Bible passage that has been read to help the congregation understand it better.



EVAN HAS BANNERS to decorate the CHURCH WALLS.

The banners have passages from the Bible on them



Some more banners

Page 58



Communion

- On the wall at the front of church is a big wooden cross which reminds us that Jesus died
- Jesus died on the cross for our sin on Good Friday
- We celebrate that Jesus did not stay dead but that he rose again on Easter Day.



We sometimes have a communion service when we drink grape juice and eat a piece of bread

Page 60



The bread
reminds us of
Jesus' body.

The juice reminds
us of Jesus'
blood

We sometimes have a baptismal service when we fill a big tank full of water at the front of church



The tank covered over at the front of church

Adult Baptism

- In this service people who love Jesus tell everyone how they came to know Jesus as their friend
- The minister puts them under the water and then pulls them out again
- This is a reminder that Jesus died for our sin and rose again.

**Jesus was baptised and told his followers
they should be baptised too.**



HALLS

- We have halls at the back of the church building where other groups meet.
- Sometimes we have Bible studies, coffee mornings, childrens', ladies' and mens' groups
- Our church and halls are used for weddings, funerals and celebrations too.

Upstairs and Downstairs halls



CHILDREN'S groups

Children and young people have their own groups on a Sunday and during the week so that the Bible can be explained and more easily understood.

Page 66

Sunday Club
Messy Church
Cultivate
Motivate
Tots





Children enjoy having fun and making crafts

THANK you For
COMING to See our
CHURCH.

PLEASE COME Again !