



**STANDING ADVISORY
COUNCIL ON RELIGIOUS
EDUCATION
AGENDA**

6.00 pm

**Tuesday
29 June 2021**

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 APOLOGIES FOR ABSENCE - IF ANY, TO RECEIVE

2 NEW OR SUBSTITUTE MEMBERS

To note any substitute members present at the meeting and welcome any new members.

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

To agree as a correct record the minutes of the meeting held on 23 March 2021 (attached) and to authorise the Chair to sign them and to address any matters arising therefrom.

4 AGREED SYLLABUS

To receive an update.

5 UPDATE ON SCHOOL ACTIVITY (Pages 7 - 8)

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

6 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 9 - 12)

To include an update regarding Ofsted's RE Syllabus Review.

7 NATRE RESEARCH REVIEW (Pages 13 - 16)

To discuss in 'break-out groups' aspects of the NATRE Research Review's key findings.

8 VIRTUAL VISITORS AND VISITS PROJECT

To receive an update.

9 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 Chairman will determine whether to allow it or not).

10 DATE OF NEXT MEETING

To set the 2021-22 academic year meeting dates.

**MAUREEN SMITH
Clerk to SACRE**

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

23 March 2021(6.00pm – 6.45 pm)

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

Present:

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

Wendy Brice-Thompson, Roman Catholic (Chair)
Peter Feinson, Baptist
Jenny Fox, Salvation Army
Dawn Ladbrook, Evangelical Free Church
Dr John Lester, Baha'i faith
Tariq Mahmood, Sunni Muslim
Mr Kamal Siddiqui, Sunni Muslim (for part of the meeting)
John Smailes, Evangelical Free Church
Barry Smith, United Reformed Church

Representing the Church of England (Group B):

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

Representing teachers (Group C):

Clare Beech
Kathryn Everitt

Representing the Local Authority (Group D):

Councillor Philippa Crowder
Councillor Osman Dervis
Councillor Jason Frost
Councillor Judith Holt
Councillor Viddy Persaud

Professional advisers:

Julia Diamond-Conway (JDC)
Deborah Weston (DW)

Maureen Smith – Clerk

Chair's
Initials

Prior to the start of the meeting, with the agreement of the Chair, the Clerk advised that communication with Members of SACRE would, in future, be exclusively via email and all members of SACRE were asked to ensure that the Clerk or Chair had their up to date email addresses.

1. APOLOGIES FOR ABSENCE

There were no apologies for absence received.

2. NEW OR SUBSTITUTE MEMBERS

There were no substitute members in attendance.

3. MINUTES OF MEETING HELD ON 1 DECEMBER 2020 AND MATTERS ARISING

3.1. The notes of the meeting held on 1 December 2020, were agreed, subject to the correct spelling of Deborah Weston's surname throughout, as a true record. It was agreed that they should be watermarked to indicate that they were approved.

ACTION: HGS

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

3.2.1. MEMBERSHIP OF SACRE (MINUTE 1 REFERS)

The Chair confirmed that she had written to Councillor Ford and Councillor Nunn to thank them for their contribution to the work of the Havering SACRE.

3.2.2. AGREED SYLLABUS (MINUTE 5 REFERS)

JDC confirmed that she had communicated the recommendation of the Havering SACRE to the London Borough of Havering and a further update would be shared in item 4 below.

3.2.3. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (MINUTE 8 REFERS)

The Chair reported that she had contacted the Arts Council regarding a competition for schools but had not had a response. A further attempt would be made to contact the Arts Council.

ACTION: Chair

It was noted that a response had been received from Guy Selfe.

Chair's
Initials

Councillor Frost advised that he had raised the matter at the Arts Council.

3.2.4. **ANNUAL REPORT (MINUTE 9 REFERS)**

SACRE members were advised that letters had been sent to schools which had spent an appropriate amount of time on RE.

It was confirmed that the Annual Report had been sent to NASACRE and the DfE.

4. AGREED SYLLABUS

JDC advised that the protocol of the SACRE recommendation to Havering was being explored. The recommendation needs to go to Council. In some areas the Local Authority takes the recommendation to full Council, in other cases it is considered by a Committee and Havering works in a slightly different way. Guidance is being sought from the DfE to see if it is acceptable for an individual Councillor to agree any recommendation.

DW stressed the importance of thinking about the requirements of the legislation and rather than wait for a decision from the DfE could Havering SACRE request that the recommendation is considered by full Council.

It was suggested that it might be possible for a report to be tabled at full Council for approval. Another suggestion was to request that the Lead Member be asked to give approval.

It was noted that contact with Andrew Beesley in Democratic Services might be helpful for some local guidance on this matter and it was agreed that DW would make contact.

5. UPDATE ON SCHOOL ACTIVITY

The Havering SACRE, Local RE update: Spring 2021 report was received and noted.

In response to a question about student engagement with RE during the period of home learning, it was explained that schools had continued to deliver the syllabus and pupils had engaged very well. The uptake in RE had been high. Some live RE lessons had been delivered well during the lockdown.

6. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

The Havering SACRE, National RE update: Spring 2021 report was received and noted.

JDC advised that the NASACRE Conference would be held virtually on 24 May, 2021. As this was an online event the fee to attend was lower than in other years. Any member of Havering SACRE who was interested in attending was invited to contact JDC for further information.

DW highlighted that 68% of RE teachers did not have a degree in theology or religious studies and therefore subject knowledge enhancement was needed to support these teachers.

7. VIRTUAL VISITORS AND VISITS PROJECT

JDC reported on the availability of 2 films prepared by the Romford Baptist Church. It was noted that these files were available on the HES website. One of the films was shown and it was agreed that it was a well presented and powerful film.

An article had appeared in the HES Havering School Improvement Service newsletter about the Virtual Visitors and Visits Project.

Kamal Siddiqui arrived at this point

It was noted that films were currently in production at St Andrews, Hornchurch and Romford Synagogue.

Tariq Mahmood suggested that a film could be made to show the work of the foodbanks at the Mosque in Romford as well as to view the Mosque.

8. ANY OTHER BUSINESS

There was no other business discussed

9. DATES OF MEETINGS IN THE NEXT ACADEMIC YEAR

The following date was noted for the next meeting:

June 29 at 6.00 pm.

It was agreed that the format of the meeting would be considered nearer the time but it was suggested that a blended approach to attendance may be more appropriate.

The meeting closed at 18.45.

Chair.....

Date.....

Chair's
Initials

APPROVED

Chair's
Initials

This page is intentionally left blank

Havering SACRE, Local RE update: Summer 2021

Subject Leaders' meetings

This term, the Subject Leaders' Network was held from 4-5:30pm on 13th May. The meeting had a focus on the use of story in RE. Subject Leaders were provided with several re-tellings of stories from a range of religions and worldviews that they will be able to keep and use in their schools. Each of the re-tellings supplied are stories which have links to Havering's syllabus for Religious Education. Subject Leaders discussed which ones would be appropriate for their own school settings and how best to use each. This was followed by a look at children's novels and picture books with a focus on religions and worldviews that could be used in RE, but could equally be utilised in a cross-curricular manner or in subjects including English and PSHE.

During the next academic year, there will be two Subject Leaders' Network meetings per term rather than the usual one. The meeting dates for the Autumn term are 23rd September and 24th November. It is envisaged that there will be one face to face meeting each term and one virtual.

Virtual Visits and Visitors Scheme

Currently, Romford Evangelical Free Church and Romford Baptist Church have resources for schools to use on Havering's portal.

Havering SACRE's application for a Westhill/NASACRE grant was unsuccessful, these resources can remain on the site for schools to use. There may be opportunity for grant funding in the future in order to extend this scheme.

RE Syllabus Review

Trevor Cook (Assistant Director of Education) has put forward the executive decision process for commissioning the syllabus rewrite. This does not require approval, it is for information. A second executive decision has been lodged regarding accepting the new syllabus when it is completed. The LA has until July 2022 to do this.

This page is intentionally left blank

SACRE National Update: Summer 2021

Ofsted publishes research review on religious education

Read the [RE research review](#) here.

This review (published on 12th May 2021) draws on Ofsted's education inspection framework (EIF) and other Religious Education literature to identify what contributes to high-quality RE.

The review recognises that there is no single way of constructing and teaching a high quality RE curriculum, but identifies some common features:

- The curriculum should cover substantive content and concepts collectively (or 'collectively enough'), rather than covering excessive amounts of content superficially. Content is sufficient for pupils to grasp a bigger picture about the place of religion and non-religion in the world.
- What is taught and learned in RE is grounded in what is known about religion or non-religion from academic study. This helps prevent pupils from developing misconceptions about religion and non-religion.
- Pupils study certain areas of the RE curriculum in depth and acquire a range of detailed knowledge of different concepts and ideas, which they remember long term. Drawing on this prior knowledge enables them to consider more complex ideas about religion. Leaders and teachers select this 'depth of study' from contrasting religious and/or non-religious traditions so that pupils avoid developing misrepresentations.
- The curriculum is well sequenced to ensure that pupils learn the knowledge they need for later topics.
- There is a consideration of when pupils should relate the content to their own personal knowledge (for example, their own prior assumptions).
- How the curriculum is taught and assessed focuses pupils' attention squarely on the knowledge they need to learn.
- Adequate curriculum time is given to RE, so that leaders can deliver an ambitious curriculum.
- There is sufficient training and professional development so that teachers have appropriate subject professional knowledge.

The review refers to 3 different types of subject-specific knowledge that pupils learn in RE. Each of these is powerful and should not be confused with 'mere facts'. The first is 'substantive' knowledge about various religious and non-religious traditions. The second type is 'ways of knowing', where pupils learn 'how to know' about religion and non-religion. The third type is 'personal knowledge', where pupils build an awareness of their own presuppositions and values about what they study. The review suggests that improvement in RE at both primary and secondary level includes knowing and remembering more of each of these 3 types of knowledge. This prepares pupils to engage in a complex, multi-religious and multi-secular world.

In the spring term of 2022, Ofsted will publish a report on the quality of RE curriculums taught in schools, gathering evidence through 'deep dives'.

How can SACRE encourage schools to engage with Ofsted's findings?

Spirited Arts 2021 – Still time to enter!

Entries for this year's Spirited Arts competition are still welcome up until the deadline of 31st July. Click here to watch Lat Blaylock, RE Today editor and National RE Adviser, explain you everything you need to know about this year's competition: [Spirited Arts & Poetry Competition 2021 - YouTube](#)

RE:online

RE:online has had a refresh. Access some of the latest research online, including the 'Research of the Month' featuring a different piece of research each month: [Research of the Month - RE:ONLINE \(reonline.org.uk\)](#)

How can SACRE encourage teachers of RE to keep up to date with current research?

'Why does an education in Religion and Worldviews matter?' was the question that many teachers nationally posed to their pupils last term for a blog competition. RE:online has all the blog entry winners. This is a great resource for inspiring classroom discussion and activities. Read winning entries here: [Blog - RE:ONLINE \(reonline.org.uk\)](#)

“Learning to Listen” report

The recent APPG (All-Party Parliamentary Group) report on Religion in the Media aimed at 'working with parliamentarians, industry leaders, journalists, academics and faith communities to improve religious literacy in broadcast and print media' draws attention to the importance of education in religion and worldviews. The full report can be viewed here:

[APPG+Learning+to+Listen+12+04+21+\(2\).pdf \(squarespace.com\)](#)

Katie Freeman, Chair of NATRE: "Understanding people and their unique perspective on the world is a vital skill for us all, especially young people. Good religious education plays a vital role in that, helping create a more cohesive society, ensures young people receive a balanced education, and supports a vibrant economy by preparing employees and future business leaders for the globalised workplace and that includes roles in the media"

NASACRE Report on SACRE funding in England

NASACRE has published its research report on SACRE funding following a freedom of information request to local authorities. The full report can be viewed here: [1-376-nasacre-report-on-sacre-funding-in-england-2021.pdf](#)

Reforming RE Blog

Teachers and RE professionals can access the latest news and opinions on Religion and Worldview by reading the Reforming RE blog: [Reforming RE – A blogspace for a Worldviews Curriculum \(wordpress.com\)](#)

OARS Education End of Project Event 1 July

The Oxford Argumentation in Religion and Science (OARS) project team is hosting a public End of Project Event to share resources, research, and outcomes of the three-year project. More details can be found here: [OAR End of Project Event | OARS Education](#)

The RE Podcast

'The RE Podcast' has been created by RE teacher Louisa Jane Smith and is the first dedicated RE podcast for students and their teachers. It is in its third season, which has so far included topics such as feminist theology, Ramadan, Sikhi and capital punishment. For more information, please visit <https://www.therepodcast.co.uk/>.

Humanist Heritage website launch

'To mark the 125th anniversary of Humanists UK, Understanding Humanism have launched a new, free online resource that will support teachers and students to explore the rich history and influence on the UK of humanist thought and action.' [Humanist Heritage - Exploring the rich history and influence of humanism in the UK \(humanists.uk\)](#)

New blog launched for Key Stage 3 Buddhism

Dr Rachel Jackson-Royal has recently launched a new blog, entitled Unity and Diversity: Exploring Buddhism in KS3. Its aim is to help teachers towards a more authentic presentation of Buddhism in Key Stage 3 RE. The blog can be viewed here: [Unity and Diversity: Exploring Buddhism in KS3 – Reforming RE \(wordpress.com\)](#)

WHS Essay Competition 2021

The Wesley Historical Society runs an annual essay competition, open to Sixth Formers, seeking short essays on religious history.

There is a prize of up to £250 and the deadline is 1 October. Enter here: [The Wesley Historical Society: Events](#)

Video Resources for RE

Real People: Real Faith

The Pan-Berkshire SACRE Hub recently launched its Real Faith: Real People project. Funded by Westhill and hosted on the NATRE website, this is a series of interviews filmed in locations across Berkshire, featuring local faith communities answering questions about their faith. Two questions, specific to each key stage were asked across the range of venues and in most venues, several people answered each question. This allows pupils and teachers to explore some of the diversity both between and within faith communities. The same six communities were interviewed at each key stage. Each film has a page of notes outlining the key questions and concepts, with a brief summary of the answers and some suggested follow-on activities. The hub is planning more videos in the next academic year. The clips and accompanying notes can be found here: [Real People Real Faith \(natre.org.uk\)](#)

Nobody stands nowhere

A new animated film by Emily Downe, created in partnership with Culham St Gabriel's Trust and Canterbury Christ Church University, unpacks the idea of worldviews and invites the viewer to consider how their own unique view of the world might co-exist with other vantage points held by those around them.' View the film here: [Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.](#)

Premier League footballer talks about his experience of Ramadan

Wolves defender Romain Saiss talks to the BBC's Match Of The Day about what it's like being a Premier League footballer and fasting during the Muslim holy month of Ramadan. Watch the video here:

[MOTDx: Wolves' Romain Saiss on being a footballer during Ramadan - BBC Sport](#)

Bhaktivedanta Manor virtual visit

Every year thousands of teachers and students visit Bhaktivedanta Manor to learn about Hinduism and 'lived religion'. Because of lockdown schools have been unable to go on any educational visits. This short informative video can be shared with students. Watch the video here: [Temple Visit - YouTube](#)

BBC Being...

A new series from the BBC, showing British Sikhs, Hindus, Jewish people, Christians and Muslims celebrating some of life's biggest moments, from birth and coming of age to marriage and the end of life makes a great classroom resource. [BBC iPlayer - Being... - Series 1: 2. Sikh](#)

How Islam began in under 10 minutes

True Tube tells the turbulent tale against the clock, with all the names, dates and events on a timeline. Watch here: [How Islam Began - In Ten Minutes - TrueTube](#)

PRIORITISING RE IN THE CURRICULUM

The review includes a comprehensive appendix setting out the legal context of RE and inspection arrangements and reminds readers that all schools are required to teach RE to all pupils at all key stages (including sixth form), except for those withdrawn.

The review notes, “The way in which school leaders structure and plan ways to fulfil these obligations in school is one indication of the quality of education in RE.”

What are the implications of this statement in your context?

What questions do you have?



THE IMPORTANCE OF CPD AND SUBJECT KNOWLEDGE

Examples of the advice offered in this area:

1. “School leaders and subject leaders need to consider carefully the appropriate type of professional development to ensure that RE teachers have improved subject knowledge and are well placed to teach a high-quality RE curriculum.”

2. “At primary and secondary level, pupils should be taught by teachers who have secure subject and curriculum knowledge”

What are the implications of this statement in your context?

What questions do you have?



THREE TYPES OF KNOWLEDGE

Although educators make different claims about the purpose of RE, it is nonetheless vital for subject leaders, curriculum designers and teachers to be aware of different types of knowledge in RE

First, ‘substantive’ knowledge: knowledge about various religious and non-religious traditions

Second, ‘ways of knowing’: pupils learn ‘how to know’ about religion and non-religion

Third, ‘personal knowledge’: pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

What are the implications of this statement in your context?

What questions do you have?



COLLECTIVELY ENOUGH

In subject terms, this requires that the RE curriculum comprises ‘collectively enough’ of the knowledge and skills that would amount to a high standard of subject education at primary and secondary level.

What are the implications of this statement in your context?

What questions do you have?



BALANCE

To consider the overall concept of religion and non-religion that pupils build through the curriculum is perhaps more useful than thinking about the quantity and weighting of traditions to include.

Equally, simply covering a greater number of religious and non-religious traditions (as inclusive as that sounds) is no guarantee of a high-quality RE curriculum. This overloads the curriculum and might lead to superficial caricatures of religious and non-religious traditions

What are the implications of this statement in your context?

What questions do you have?



WEAK FRAMING

How the RE curriculum is classified may be another indication of the extent to which a school prioritises RE. ... Problems can emerge when RE is too weakly classified. Sometimes this can lead to its erosion in the curriculum. Some examples of RE being too weakly classified might be: at primary, a key stage 2 topic approach that provides pupils with a rich historical and geographical knowledge, but has relatively little RE content. At secondary, delivering RE through tutor times, assemblies or in conjunction with PSHE education, or in rotation with other subjects where the format of delivering RE limits the curriculum that pupils can learn.

What are the implications of this statement in your context?

What questions do you have?



SCHOOL DECISIONS THAT LIMIT HIGH QUALITY RE

....there are significant challenges that limit high quality in RE, including: insufficient time to teach an ambitious RE curriculum school decisions that are not taken in the best interests of all pupils, such as decisions concerning the statutory teaching of RE, the opportunity to take a qualification in religious studies, or early examination entry a lack of consideration about what it means to ‘be scholarly’ in objective, critical and pluralistic RE

What are the implications of this statement
in your context?

What questions do you have?

