



STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA

6.15 pm

Thursday
29 September 2022

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 Philip Ruck
Councillor David Taylor
Councillor Katharine Tumilty

**For information about the meeting please contact:
Michelle Morgan 01708 433879
michelle.morgan@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 21 March 2022 (attached) and to discuss any matters arising therefrom.

4 AGREED SYLLABUS

To note the date change on the new syllabus from 2021-2026 to 2022 – 2027.

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

7 NASACRE CONFERENCE AND WORKSHOP (Pages 13 - 68)

To receive feedback from G Prinn regarding the NASACRE Conference and workshop.

8 SCHOOL WEBSITE MONITORING

To confirm arrangements for school website monitoring 2022-23.

9 SACRE SELF EVALUATION

To discuss arrangements for the SACRE self evaluation.

10 ANY OTHER BUSINESS

Any member may raise issues previously notified to either the Chairman 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).

11 DATE OF NEXT MEETING

To note the future meeting dates for 2022-2023 (venues/zoom to be confirmed):

Autumn term – to be confirmed
Wednesday 8 March 2023
Wednesday 21 June 2023

MAUREEN SMITH
Clerk to SACRE

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

21 March 2022 (6.00pm –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)
Rabbi Lee Sunderland, Jewish Community
Peter Feinson, Baptist
Kamal Siddiqui, Muslim Community
Tariq Mahmood, Muslim Community
Dawn Ladbrook, Evangelical Free Church
Dr John Lester, Baha'i faith
George Prinn, Humanism
John Smailes, Evangelical Free Church
Barry Smith, United Reform Church

Representing the Church of England (Group B):

Stephanie Ellner
Marlene Wylie*

Representing teachers (Group C):

Clare Beech
Kathryn Everitt

Representing the Local Authority (Group D):

Councillor Judith Holt
Councillor Viddy Persaud

Professional adviser:

Julia Diamond-Conway (JDC)
Michelle Morgan – Clerk
Sidra Naeem – Essex SACRE

*for part of the meeting

1. APOLOGIES FOR ABSENCE

The Chair welcomed all to the meeting.

Chair's
Initials

Apologies for absence had been received from Councillor Frost and Jenny Fox.

The absence of the following Members was noted; Pastor Aloysius Peter, Nasir Mubasher, Om Dir, Sansar Narwal, Luthaneal Adams, Ruth Everett, Terry Riches, Councillor Osman Dervish and Councillor Phillipa Crowder

2. NEW OR SUBSTITUTE MEMBERS

Sidra Naeem (Essex SACRE) had been invited to attend by the Vice Chair and was welcomed to the meeting.

3. MINUTES OF MEETING HELD ON 8 NOVEMBER 2021 AND MATTERS ARISING

3.1. The notes of the meeting held on 8 November 2021 were received and agreed.

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

3.2.1. Secondary colleagues (minute 4, refers): JDC/Cllr VP agreed to source secondary candidates for SACRE when the opportunities arose. JDC advised that she had contacted the previous representative K Fanning however had not yet received a response.

3.2.2. Foreword (minute 6, refers): The Chair had sent the foreword.

3.2.3. Venue (minute 9, refers): Unfortunately the Romford Evangelical Church had not been able to host this meeting due to other groups being in attendance on Monday evenings.

4. UPDATE ON SCHOOL ACTIVITY

JDC reported that The RE Today advisory team were currently in the process of creating new full unit plans to accompany the Agreed Syllabus decided on by SACRE and the Agreed Syllabus Conference

Since the last report, 3 CPD sessions have been held virtually for primary RE teachers within the borough:

- 24th November 2021: how to turn one of the borough's unit plans into an effective medium-term plan for a class. Feedback had been positive with regards to the long unit plans in the syllabus, however concern had been shared that it would be challenging to cover all of the curriculum in the 6 weeks.

- 13th January 2022: diversity within a religion, scrutinising audits and questionnaires to work out how to move RE forward within individual schools.
- 1st March 2022: evaluation of draft unit plans to accompany the new Agreed Syllabus, what good RE was and was not. Some of the questions and the layout required further amendments however overall the consensus had been positive.

5. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

SACRE Members had received a copy of the report.

JDC summarised the reports key areas such as the analysis of the NATRE secondary survey and the clear concern within the community regarding the lack of support from Government funding.

SACRE Members were advised about the NASACRE Online Training Programme.

JDC suggested that schools might wish to join in with the 'Spirited Arts' project.

It was suggested that a Member of the Havering SACRE may wish to attend the Annual Conference on Monday 23 May in Birmingham. The Local Authority had covered the cost of attendance before on the proviso that the delegate shared what they had learned/observed with the rest of the group on their return. G Prinn advised that he would be interested in attending.

ACTION: HGS / JDC / G Prinn

6. SCHOOL WEBSITE MONITORING

For those newer SACRE Members, JDC advised that in the past school website audits had been completed to ascertain whether RE content matched the Agreed Syllabus. The information was then collated and letters sent to schools either congratulating them on their offer or highlighting concerns if content does not appear to be compliant.

Pre pandemic, SACRE Members had completed a significant number of audits and, as a result could now start with a new rolling programme of audits. It was discussed that using a computer suite at a school would be beneficial to undertake some of this work at the next meeting in the summer term. It was however noted that many schools had moved away from using computer rooms and were now using more mobile devices in

classrooms. K Everitt agreed to see if her school's computer suite could be used.

ACTION: K Everitt

7. SACRE SELF EVALUATION

JDC referred to the recent NASACRE webinar on self-evaluation which the Chair had been able to attend. SACRE Members were advised that the format of the Annual Reports would change so that all SACREs were using the same format therefore making it easier for the DfE to monitor effectiveness.

NASACRE was encouraging all SACREs to undertake a self-evaluation exercise, the results of which, would inform the Annual Report and also result in an Action Plan to resolve any areas of development identified.

A copy of the SEF was shared for information. There were 5 sections that SACRE Members would need to measure their effectiveness against and these would then be rated as either advanced, established, developing or requires improvement. The areas were:

- Management of SACRE and partnership with the LA
- Standards and quality of provision of RE
- Effectiveness of the Local Agreed Syllabus
- Collective Worship
- Contribution of SACRE to promoting cohesion across the community

M Wylie arrived at 6.30pm

Discussions followed regarding how best to manage this self-evaluation process; should the initial work be undertaken by individuals at home and then shared at the meeting or would group work be more effective.

The question was raised as to whether the previously completed self-evaluation some years before, would be used as a benchmark however JDC explained that the categories had been amended since then and therefore comparison would be challenging, although this could be looked into further.

The Chair explained that such discussions would be more effective face to face; the SEF could be divided into sections and ideas shared at the summer term meeting. It was agreed that the self-assessment needed to be prioritised above the website monitoring which could be deferred to the

Chair's
Initials

autumn term. Groups would therefore be defined and allocated areas prior to the next meeting.

ACTION: JDC/Chair/Vice Chair

8. ANY OTHER BUSINESS

The following other business was discussed:

- S Naeem shared information regarding 2 forthcoming events; an Interfaith Quiz night and training on Ramadan. SACRE Members were encouraged to attend. It was noted that as the Ramadan session was during the school day, a recording of the training would be available so that it could be shared with teachers unable to attend. The link would be forwarded via the Vice Chair.

ACTION: Vice Chair

- J Smailes invited SACRE Members to contact him for a copy of the publication 'Good News for Everyone.'

9. DATES OF MEETINGS IN THE NEXT ACADEMIC YEAR

A date for the next SACRE meeting would be circulated; Thursday was agreed as a suitable day of the week. Rabbi L Sunderland advised that the Romford Synagogue would be happy to host the meeting.

S Naeem requested to also be advised of the next meeting date.

ACTION: HGS

Meeting closed at 6.50pm.

Chair.....

Date.....

Chair's
Initials

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HaVering SACRE, Local RE update: Summer 2022

Since the last report, 1 CPD session has been held virtually for primary RE teachers within the borough and a short presentation made to Head Teachers regarding the new syllabus.

During the next academic year, there are 8 sessions of CPD planned:

22/9/22, via Zoom, 16:00-17:30
7/10/22, at CEME, 9:00-12:00
23/11/22, via Zoom, 16:00-17:30
11/1/23, via Zoom, 16:00-17:30
28/2/23, via Zoom, 16:00-17:30
20/3/23, at CEME, full day course
26/4/23, via Zoom, 16:00-17:30
15/6/23, via Zoom, 16:00-17:30

The RE Today advisory team are currently working to ensure all the additional documents for the syllabus are ready for the launch date. Most are now nearing completion.

This half term's HES update focuses on the launch of the new syllabus which will take place on Friday 7th October 9am – midday at CEME. It is hoped that a SACRE member can be present at the launch in order to welcome the teachers, thank them for their work and recommend the syllabus at the start of the day. The text of the newsletter article reads:

HaVering RE Syllabus: the history

Unlike most subjects, content that pupils should learn in RE is not included in the National Curriculum. Instead, each Local Authority produces its own Locally Agreed Syllabus for Religious Education. The London Boroughs of Havering and Redbridge worked together to produce a syllabus that was launched in 2015. This is the RE syllabus followed by all maintained schools in both boroughs and several academies too.

The Future

By law, a Locally Agreed Syllabus must be reviewed every few years. So, Havering and Redbridge worked together to review the current RE syllabus and create an updated version. The new Locally Agreed Syllabus will take the place of the 2015 document and will become statutory for all maintained schools.

What is in store?

Both Local Authorities surveyed teachers of RE and took their views into account. Staff teaching RE have worked hard to implement the 2015 syllabus and on the whole felt that they had made it successful within their schools, so they did not want too many changes. Consequently, those of you teaching RE will recognise much of the new syllabus as being very similar to the old! The main requests were for additions, hence these have been provided. You will find extra information on areas including assessment, progress, resources and many extra unit plans to use with pupils.

How do I find out more?

To find out more about the new syllabus and additional resources to accompany it, schools are invited to send a member of staff to a Syllabus Launch Conference. This half day conference is a joint event for schools

in both the London Boroughs of Havering and Redbridge. Syllabus Launch Conferences introduce attendees to the new document, highlight any changes and provide CPD around the type of RE that is expected to be brought about by the new Local Agreed Syllabus. These conferences are usually very well attended as they are the best way to find out about the direction of travel for RE within the Local Authority, alongside all the other benefits that a face-to-face CPD session has to offer. The joint Havering and Redbridge conference will be held on **Friday 7th October, 9:00-12:00** at [CEME](#). Please book via the portal.

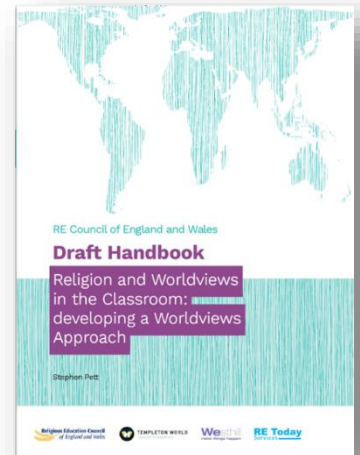
Draft Handbook for Religion and Worldviews in the Classroom

As part of a three-year Worldviews project, the RE Council of England and Wales (REC) has published a draft Handbook for Religion and Worldviews in the Classroom.

The Draft Handbook sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. It incorporates a revised **National Statement of Entitlement (NSE)**, which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The Handbook then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils' personal worldviews, and what progress looks like in a worldviews approach.

Sections include:

- What do people mean by 'religion'?
- What do people mean by 'worldview'?
- The value of worldviews
- Purposes for RE in a religion and worldviews approach
- Revised National Statement of Entitlement
- Developing pupils' personal worldviews
- Making good progress
- Applying disciplinary methods
- How to use the NSE to develop a syllabus
- How to use the NSE to develop questions and construct units of work
- Making good progress: three models



The Draft Handbook is primarily written to inform three Framework Development Teams, who will work over the next 18 months to apply the NSE and the Handbook guidance to their own contexts. During this process, the Draft Handbook will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024.

You can download copies of the Draft Handbook here:

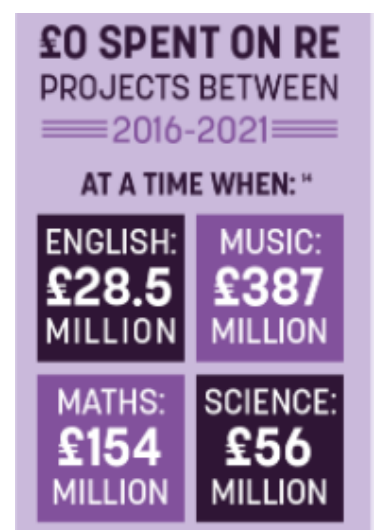
www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

RE report card 2022

The RE Policy Unit from the RE Council has gathered together data on RE from the last five years and written a report card on the state of RE. There is some excellent news (such as how schools with higher rates of GCSE RS entry get higher Attainment 8 scores!) but also some bad news (34% of academies report no timetabled RE).

Below are two of the cards. The full set can be found here: www.rethinkre.org/re-report-card

How can SACRE respond? One way is to alert local MPs to the information here, with particular reference to the lack of Government funding given to the subject in the last 5 years (see graphic on the right). How else can we use the data?



A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



VALUE OF THE QUALIFICATION

IN THE LAST DECADE THE NUMBER OF PUPILS
IN ENGLAND ENTERING A FULL GCSE
RS COURSE **INCREASED BY 29.7%**

49.5%
INCREASE
IN A-LEVEL
ENTRIES
FOR RS
SINCE 2003
BEATING GEOGRAPHY,
LAW AND HISTORY*



“RE IN PRIMARY AND
SECONDARY SCHOOLS
ENABLES PUPILS TO
TAKE THEIR PLACE
WITHIN A DIVERSE
MULTI-RELIGIOUS
AND MULTI-SECULAR
SOCIETY. AT ITS BEST,
IT IS INTELLECTUALLY
CHALLENGING
AND PERSONALLY
ENRICHING.”

OFSTED RE RESEARCH
REVIEW MAY 2021

HIGHER ATTAINMENT
8 SCORES ON AVERAGE
IN SCHOOLS WITH
HIGHER RATES OF ENTRY
FOR GCSE RS*



95% of teachers say that
the subject is more or equally
relevant than ten years ago*

ACADEMICALLY RIGOROUS AND CHALLENGING,
RE STUDENTS GO ON TO STUDY AT THE UK'S
TOP UNIVERSITIES AND ENTER CAREERS IN
LAW, MEDICINE, POLITICS AND JOURNALISM*



School and government
performance on RE is
failing a record number
of students, says
landmark data review.

More comment here:

www.natre.org.uk/news/latest-news/school-and-government-performance-on-religious-education-failing-record-number-of-students-says-landmark-data-review/

SCHOOL PERFORMANCE

Time spent on the subject is **improving in some areas:**

OVER 95% of primary teachers report time spent on
teaching RE has increased or stayed the same

46% of academies without a religious character have
reported an increase in time to teach RE*



The 2021 Ofsted Research
Review identified barriers to
high-quality RE teaching in
schools including:*

Insufficient time
to teach an
ambitious RE
curriculum



A lack of a
'scholarly
approach'

Insufficient
professional
development for
teachers of RE

Some teachers
embedding
unhelpful
misconceptions



Gaps in teacher subject
knowledge



However, **too many schools are
breaking the law** by not teaching RE

34% of academies report
no timetabled RE*



Around 500 secondary schools
still report **zero hours** of RE
provision in Year 11*

RE also continues to be neglected on the
school timetable in favour of EBacc subjects:
On average **5 hours** of RE are allocated
to each 'teacher of RE' at Key Stage 3
as opposed to **7** for history*



**SCHOOLS MUST DO MORE TO ENSURE
THEY PROVIDE THE RIGHT AMOUNT OF
HIGH-QUALITY RE PROVISION FOR ALL
STUDENTS ACROSS THE YEAR GROUPS**



NATRE's annual primary survey 2022 – let schools have their say!

NATRE is conducting this survey to obtain information about the current state of RE in all types of schools for Primary age children so that it can continue to support the teacher in the classroom by raising awareness of the impact of government policy on RE.

NATRE is asking for schools to take a few minutes to answer as many of the questions as they can. It is offering a 'thank you' to schools for completing the survey: they will receive £5 off RE Today publications, training or NATRE membership, *and* enter schools into a free prize draw, for a chance to win a FREE platinum NATRE membership for one year!

NATRE will treat responses with complete and absolute confidentiality; no schools or teachers will be identified in any use NATRE makes of the information provided.

Complete the survey here: www.surveymonkey.co.uk/r/NATREprimarysurvey2022

How can SACRE encourage schools to fill in the survey? This kind of data is so useful when lobbying the government for support for our subject.

NASACRE's SACRE Self-evaluation tool

The NASACRE development group has worked hard on reviewing, updating, and improving the SACRE self-evaluation tool. This tool will enable SACREs to consider their effectiveness in all areas of its work in order to produce a targeted and costed Development Plan in partnership with the LA.

The SEF is available [here](#) for use at SACRE meetings.

NASACRE's new online training programme

NASACRE members can access these recorded sessions [here](#) along with the slide shows and resources. The programme for 2021-22 can be accessed [here](#).

Can anyone from SACRE attend any of these? Which might be useful?

NATRE Spirited Arts 2022

Will schools from our area join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in any appropriate art form pupils can think of. Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The 5 themes

1. "We have more in common than that which divides us."
2. God's good earth? ("Beautiful World, wonderful God?")
3. Searching for God
4. A view of the world.
5. Celebrations: Big days and big ideas

Find out more details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/

Visits, videos and other resources for the classroom

Birmingham faith visits

The Arts Society Birmingham has worked with six faith communities to provide guidance and materials on six places of worship. Teachers can find a 4-page booklet, three videos introducing the building and community, and a related quiz for each place of worship.

Haivering SACRE Summer Term 2022 National Updates

Supported by a generous grant from Westhill Endowment Trust, The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

<https://birmingham-faith-visits.theartsociety.org/>

Online training

Online seminar series from University of Chester

The Chester Uni A level webinar series have started. Look [here](#) to find out about the programme. This is the third season of Chester's A level webinars, and whilst they are widely used by those in Key Stage 5, in the past students and teachers of Key Stage 3 and 4 have also found them to be helpful.

- Does the Ontological Argument work?
- How do feminists read the Bible?
- What does it mean to be free?
- Emptiness and the Heart Sutra?
- Islam and science

Just some of the sessions on offer!



National Association of
Standing Advisory Councils
on Religious Education

Ambitious SACREs

NASACRE annual conference
Monday 23rd May 2022

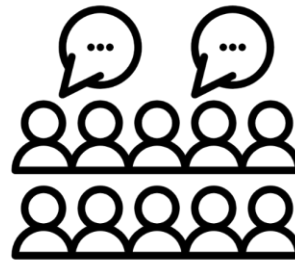


@NASACRE
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#NASACRE2022

Ambitious SACREs



You may have noticed you were automatically 'muted' as you entered conference. As our day progresses, we want you to think of good questions to pose to our Panel this afternoon, and send them privately to 'QUESTIONS' in Chat.



Our Panel this afternoon is:

Ed Pawson, Richard Kueh, Kathryn Wright, David Hampshire, Paul Smalley and Lesley Prior

Welcome from our Patron and Chair



1st Keynote: Ed Pawson

*Working together for high
quality education in
religion and worldviews*

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Breakout discussions (11:35-11:50)



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Breakout questions (11.35-11.50)

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1. What can SACREs contribute to high quality education in religion and worldviews?
2. What are the main challenges facing your SACRE at present?



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Comfort break (11:50-12:10)



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2nd Keynote: Richard Kueh

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The substance of the curriculum: high-quality RE and Ofsted's inspection frameworks



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Breakout discussions (12:30-12:45)



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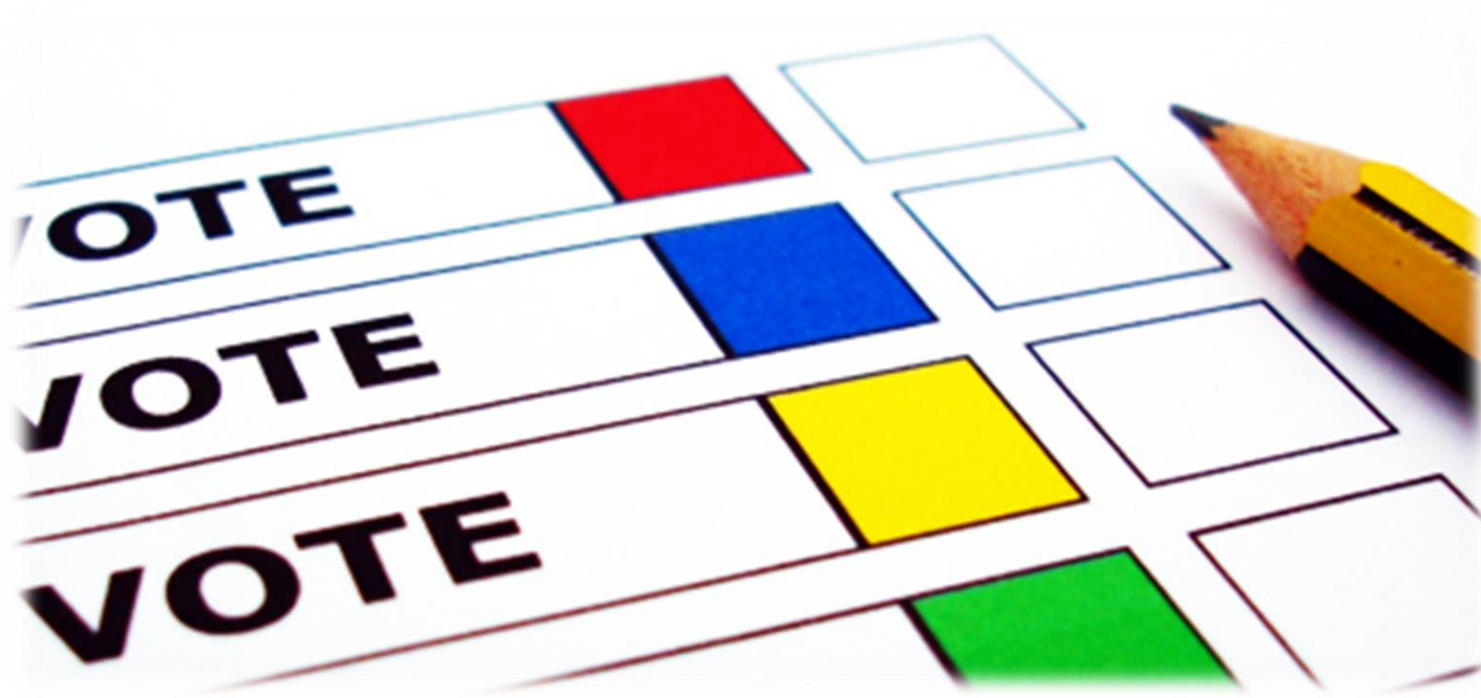
Breakout questions (12:30-12:45)

1. How can SACREs be ambitious in the curriculum they set?
2. If NASACRE is setting an ambitious agenda for 22-23 what would you want on it?



NASACRE Exec nominees

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Conference workshops

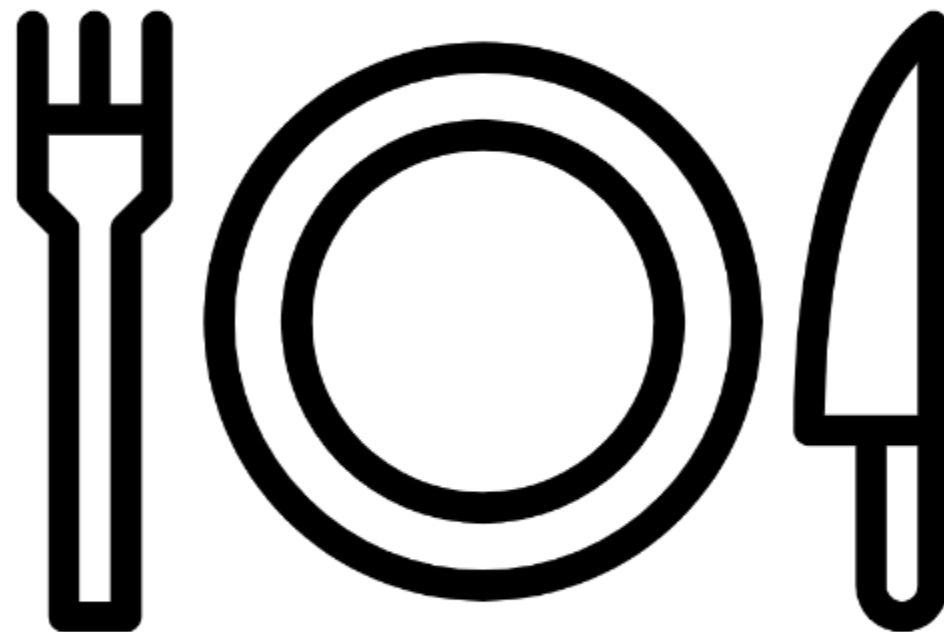
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Date	4-5pm	5-6pm	7-8pm
Monday 6 June			<i>Still Standing</i> report Claire Clinton
Tuesday 7 June		<i>Reviewing your SACRE membership</i> (Chairs, Vice Chairs, Advisers, Clerks) Lesley Prior	
Wednesday 8 June		<i>Reviewing the RE Curriculum in the light of a National Statement of Entitlement & Big Ideas for RE</i> Dave Francis	
Monday 13 June		<i>Interfaith encounters for pupils and teachers</i> (Westhill/NASACRE award) Barking & Dagenham SACRE	
Wednesday 15 June			<i>Supporting RE teachers with enhanced subject knowledge</i> (Westhill/NASACRE award) Coventry SACRE
Thursday 16 June	<i>Public perceptions of RE: What SACREs need to know?</i> Faith & Belief Forum workshop		
Monday 20 June		<i>What do SACREs need to understand about Ofsted to support schools?</i> A conversation with Paul Smalley	
Tuesday 21 June	<i>Determinations: getting your SACRE system sorted</i> Lesley Prior		
Thursday 23 June		<i>Developing the three VAT strands of Vocabulary, Art(e)facts, and Texts within RE</i> (Westhill/NASACRE award) Barnet SACRE	



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Lunch break (1-1:45)



See you back at 1:45pm!

Westhill/NASACRE award 2022-2023

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Westhill
make things happen



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#NASACRE2022



Westhill/NASACRE Winners 2022-23

Awards are being offered to:

- Bristol SACRE
- Leicester SACRE, and
- Luton SACRE

Hearty congratulations to these SACREs.



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#NASACRE2=22

3rd Keynote: David Hampshire

National analysis of SACRE annual reports

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Breakout discussions (2:15-2:30)



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Breakout discussions (2:15-2:30)

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1. What is the most striking thing you learnt from David's presentation?
2. What is your SACREs next step for your annual report?



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Question time (2:30-2:55)



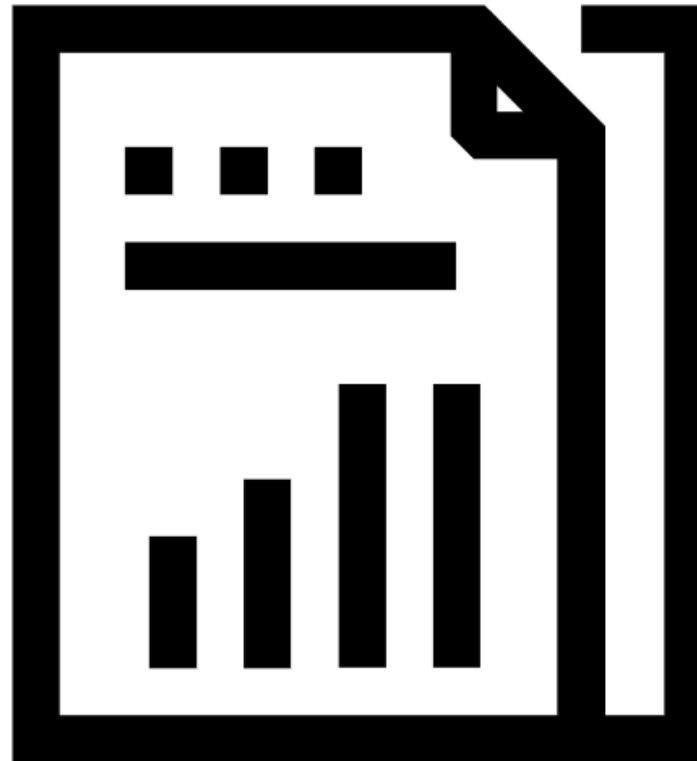
On our panel today we have...



Movement break



Business AGM (2:55-3:15)



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#NASACRE2022

Thank you Michael!

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#NASACRE22

nasacre 
National Association of
Standing Advisory Councils
on Religious Education

New NASACRE website launch: Matt Tullett

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nasacre
National Association of
Standing Advisory Councils
on Religious Education

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NASACRE
c/o Religious Education Council of England and
Wales, Northgate House, North Gate, New
Basford, Nottingham, NG7 7BQ

Welcome to NASACRE

NASACRE works to celebrate, support, strengthen and promote the work of local SACREs and represents their interests at a national level.

Please explore the menu bar on the left for the full range of NASACRE's services for SACREs, including access to training and support, resource materials and answers to FAQs.

Our digital communication **SACRE Briefing** is sent to every English SACRE several times a year.

All SACREs in England are members of NASACRE, but we would urge SACREs to consider becoming subscribing SACREs in support of our work and to unlock extra resources to facilitate their own work.

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Chair's closing remarks

Evaluation form: <https://forms.gle/HkZ4c4igx7DtmJV5>



Conference workshops

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Date	4-5pm	5-6pm	7-8pm
Monday 6 June			<i>Still Standing</i> report Claire Clinton
Tuesday 7 June		<i>Reviewing your SACRE membership</i> (Chairs, Vice Chairs, Advisers, Clerks) Lesley Prior	
Wednesday 8 June		<i>Reviewing the RE Curriculum in the light of a National Statement of Entitlement & Big Ideas for RE</i> Dave Francis	
Monday 13 June		<i>Interfaith encounters for pupils and teachers</i> (Westhill/NASACRE award) Barking & Dagenham SACRE	
Wednesday 15 June			<i>Supporting RE teachers with enhanced subject knowledge</i> (Westhill/NASACRE award) Coventry SACRE
Thursday 16 June	<i>Public perceptions of RE: What SACREs need to know?</i> Faith & Belief Forum workshop		
Monday 20 June		<i>What do SACREs need to understand about Ofsted to support schools?</i> A conversation with Paul Smalley	
Tuesday 21 June	<i>Determinations: getting your SACRE system sorted</i> Lesley Prior		
Thursday 23 June		<i>Developing the three VAT strands of Vocabulary, Art(e)facts, and Texts within RE</i> (Westhill/NASACRE award) Barnet SACRE	



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**The
Faith
& Belief
Forum**



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**The Open
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inform

Public Perceptions of RE: What SACREs need to know

Workshop for NASACRE, 16th June 2022

Sarah Harvey, Inform

**Suzanne Newcombe, Inform and The Open
University**

**Amy Ark and Carrie Alderton, The Faith &
Belief Forum**

Promoting the Exploration of Religion and Worldviews in Schools

January 2021 – July 2022

Project Aims:

- To generate more positive attitudes towards R&W teaching from and for those with a stake and influence outside the classroom.

Target Groups:

- Parents and Local Stakeholders
- School Leaders, Local Authorities and Policy Professionals

Project Objectives:

- To create clear messaging and resources to support key stakeholders in ensuring that the study of R&W is incorporated in schools.
- To support the development of a network to raise the profile of the importance of R&W.

Project Outputs:

- Steering committee and Baseline Reports
- Focus groups, surveys and Insight Report
- Open Learn Course and other Resources

How important is it to teach Religious studies at secondary school?

Very important Quite important Not very important Not at all important Don't know

All adults

Age ▾

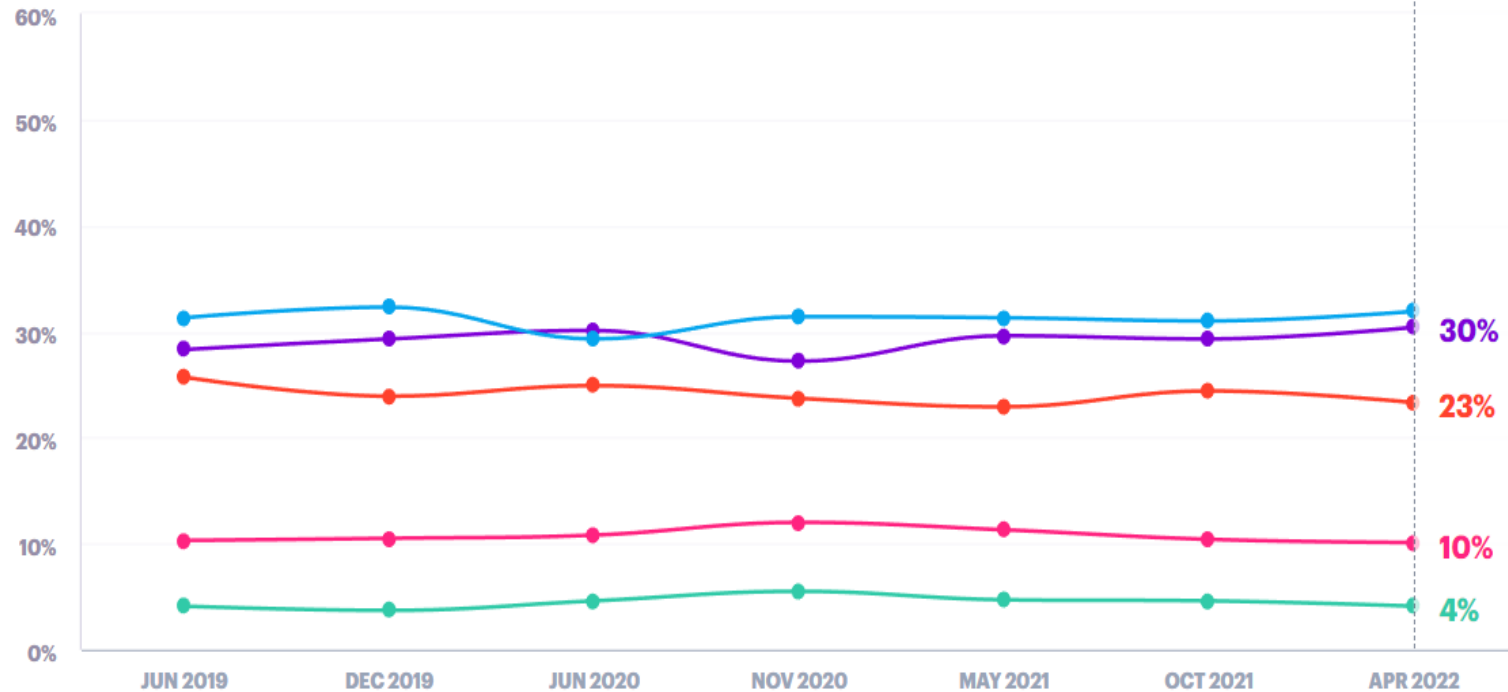
Gender ▾

Politics ▾

Region ▾

Social grade ▾

ALL



Religion & Worldviews Survey 2021

Good religious education plays a vital role in equipping young people with the skills and knowledge they need to thrive in today's modern, diverse society and workplace.

In Spring / Summer 2021, Culham St Gabriel's Trust, in collaboration with Savanta, surveyed the British public on their views of the benefits of understanding religious or non-religious worldviews, and the role of RE in schools. The following results are based on 2,000 responses from UK based adults.



Most UK adults think that RE should be taught in schools, with the majority agreeing that it helps young people understand and respect others' beliefs, regarded by many as important in a variety of social and private contexts.

Our Student Survey

- 84% agreed or strongly agreed that RE is a useful subject
- 72% agreed or strongly agreed that they enjoyed RE
- 70% agreed or strongly agreed that they personally learnt a lot from studying RE.

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Is there anything more you could tell us about your experience of Religious Education /Religious Studies at school or your thoughts on the subject more generally?

3 key themes:

1. Positive views about learning about different religions
2. Concerns around not enough religions being taught in not enough
3. Recognition of RE as a “neglected” subject

Our Focus Groups

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Thoughts on purpose of
RE



Thoughts on current state
of RE



Presentation of RW –
Nobody Stands Nowhere
video and key points from
CoRE 2018



Immediate thoughts,
strengths and weaknesses



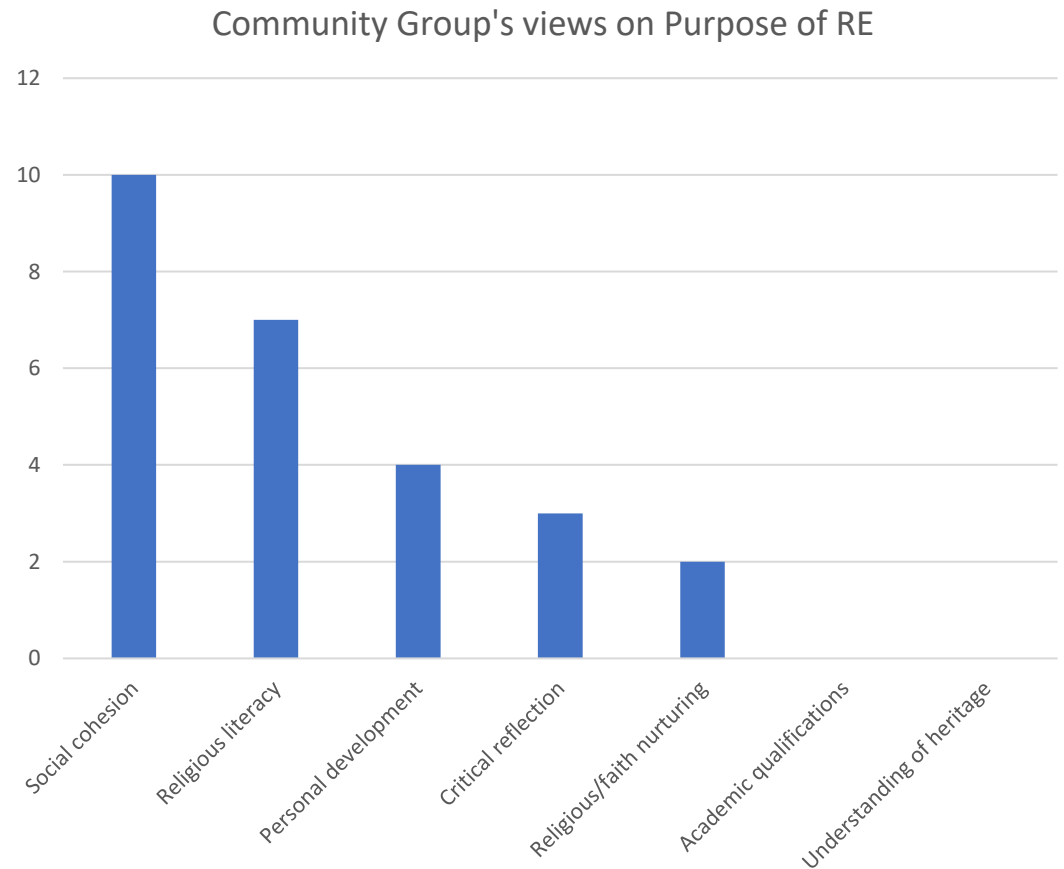
Resources needed for
better promotion



Possible ways forward for
implementing

The Purpose of RE

- Community groups and SACRE members saw RE as having a practical purpose
- Parents and community groups also valued the 'character-forming' aspect
- Parents welcomed the different purposes....
- Whilst academics and policy professionals saw lack of clear purpose as a problem.



Challenges to RE / R&W

1. Structural Issues – e.g.
 - A lack of specialist teachers and a lack of support and funding for initial training and ongoing CPD
 - A lack of resources and time for teaching RE
 - RE's unique status, exclusion from Ebacc, exam constraints
2. Public Perception Issues – e.g.
 - Negative public perception of RE
 - Parents seen as a particular problem by other stakeholders
3. Conceptual Issues – e.g.
 - Lack of clarity around the current purpose of RE
 - but also around the purpose of the RW approach – particularly the definition of 'worldviews' and what could be included in the syllabus under this title.

Strengths of R&W approach

- It is more inclusive of all pupils, particularly those who are non-religious
- It recognises diversity
- It recognises historical and social context
- It encourages critical analysis of worldviews
- It encourages self-reflexivity
- It has greater potential for cross-over with over curriculum subjects.
- 65% of SACRE members had a generally positive view of the R&W approach.
- 51% of parents had a generally positive view.
- SACRE members were concerned with how to get other stakeholders on board – especially parents and government.

Challenges with the R&W approach

- What is a worldview? Not clearly defined and not a neutral term
- The R&W approach might be a dilution or 'watering down' of the 'religion' component of RE
- Or it could just become a means of adding in extra content about 'non-religious' with the term 'worldviews' reserved only for this content
- Is it correct to assume that everyone has a worldview?
- Do worldviews prioritise individualism at the expense of community and tradition?
- Does the approach overemphasise cognition, belief and ways of 'seeing' the world, rather than materiality, corporeality, and social networks?
- Could R&W's critical approach lead to greater child withdrawal from religious parents?
- Could there be defensiveness around worldviews - from pupils/parents or at a higher level from community groups/religious organisations with a stake in schooling?
- How relativistic will an education in R&W be? Will all worldviews be considered equal? How will issues of, for example, extremism and minority religions be engaged with?

Ways Forward

Practical suggestions included:

- Greater opportunities for networking, support and resource sharing, perhaps in the model of 'knowledge hubs'.
- Schools could network with their local university Religious Studies department for advice and support.
- Involving community groups in resource creation, as speakers in schools, and hosting lessons in places of worship.
- Parents could be provided with sample RE lessons in order to break down barriers and misunderstandings, and they could be included in RE lessons delivered in places of worship.

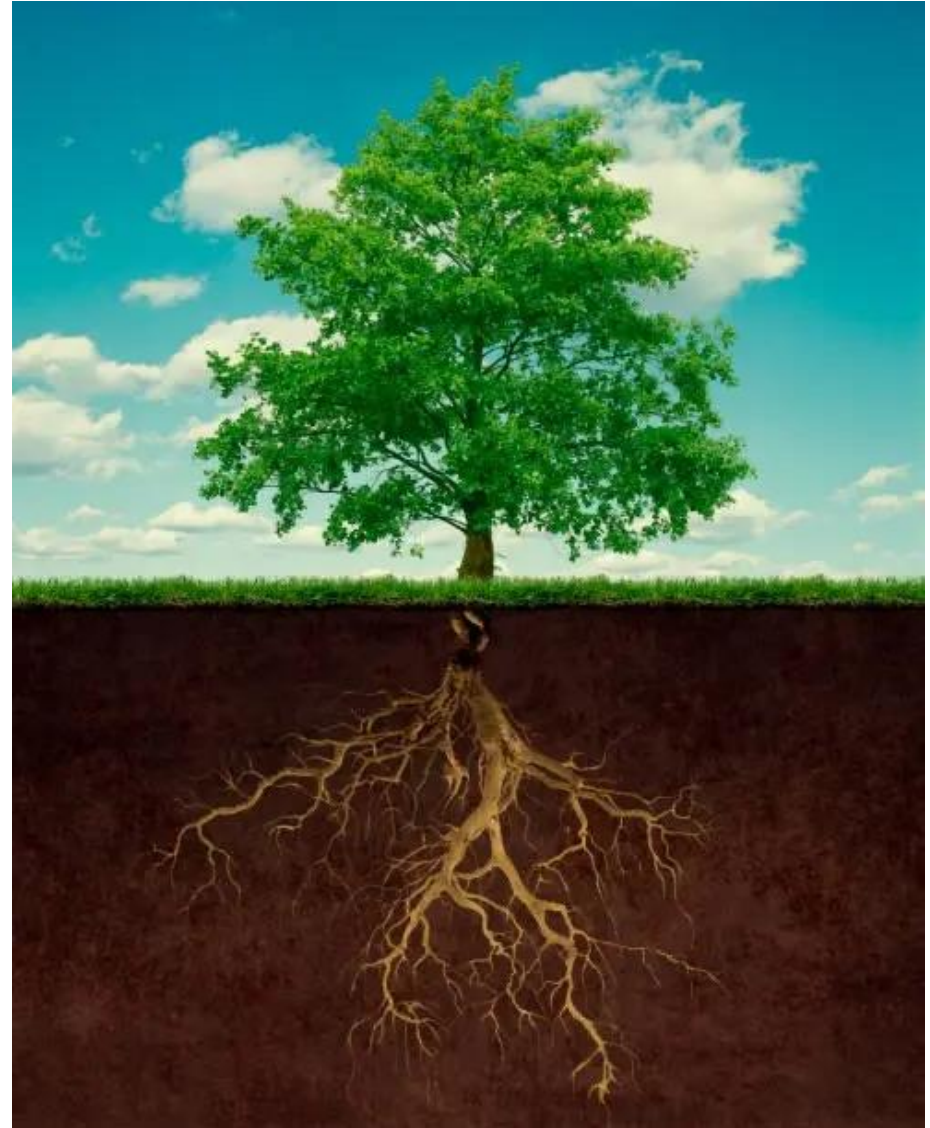
Our data suggests that there is a need and appetite for greater **engagement** between the different stakeholders we have reached. Schools, SACREs, community groups and parents all expressed enthusiasm for working together and suggested that support and best practice guidance on this would be appreciated. Academics were keen to host and/or facilitate networking meetings.

Greater community engagement could also contribute to greater **positive perceptions** of RE/RW education and hence to greater critical **religious literacy** in the long term. Greater interaction with academics could ensure that school and university-level teaching on religion can be more in-line, whilst recognising the differences between the two.

Any questions?



Identity tree activity



Break out rooms:
10 minutes



Discussion: what can we take forwards?

Thank you for coming!

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sarah.harvey@kcl.ac.uk

suzanne.newcombe@kcl.ac.uk

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NASACRE Conference 2022

Ambitious SACREs

Working together for high quality education in religion and worldviews

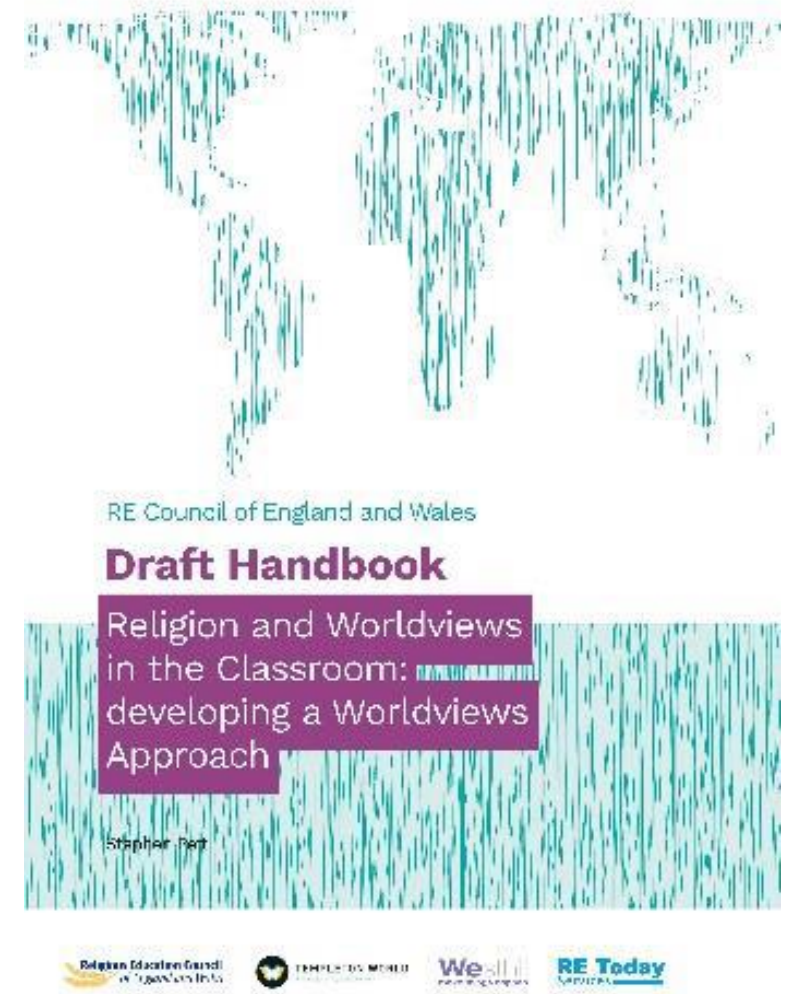
- What is the Religious Education Council (REC)?
- Why is the Draft Handbook on Religion and Worldviews a landmark?
- How has the REC been working with its partners to improve RE?

- Ed Pawson
- Deputy Chair of the Religious Education Council (REC)
- efpawson@gmail.com

Draft Handbook on Religion and Worldviews in the Classroom: Developing a Worldviews Approach

Published May 2022

Produced for syllabus writers and curriculum developers to support them on translating the REC's vision of an excellent education for all in **Religion and Worldviews** into practical resources for teachers



<https://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/>

The purposes of this Handbook are to:

- present a 'national statement of entitlement' (NSE)
- equip syllabus and curriculum developers
- set out the nature of a religion and worldviews approach



This approach means enabling all pupils to become open-minded, critical participants of public discourse, who make academically informed judgements about important matters of religion, belief and practice which shape the global landscape. It is a subject for all pupils, whatever their own family background and personal worldviews (P2).

The Religious Education Council (REC)



- Established in 1973 to represent the collective interests of a wide variety of professional associations and faith and belief communities
- To deepen and strengthen provision for religious education
- Providing a multi-faith forum where national organisations share concerns and promote RE

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Commission on RE (CoRE) set up (2016)

Vision (2021)

Every young person experiences an academically rigorous and personally inspiring education in religion and worldviews

Mission (2021)

The REC campaigns and advocates for a high quality education in religion and worldviews for every young person

The REC has over 60 members:

- Accord Coalition
- Al-Khoei Foundation
- Archbishop's Council
- Association of Christian Teachers
- ...
- ...
- ...
- World Congress of Faiths
- World Federation of KSIMC
- Zoroastrian Trust

What does the REC do?

Campaigning and advocating for a high quality education in religion and worldviews for all young people, as proposed by the CoRE report (Commission on RE, 2018)



Leading the Beyond the Ordinary Teacher Recruitment Campaign to address the shortage of secondary RE specialists



Hosting and co-ordinating the RE Quality Mark



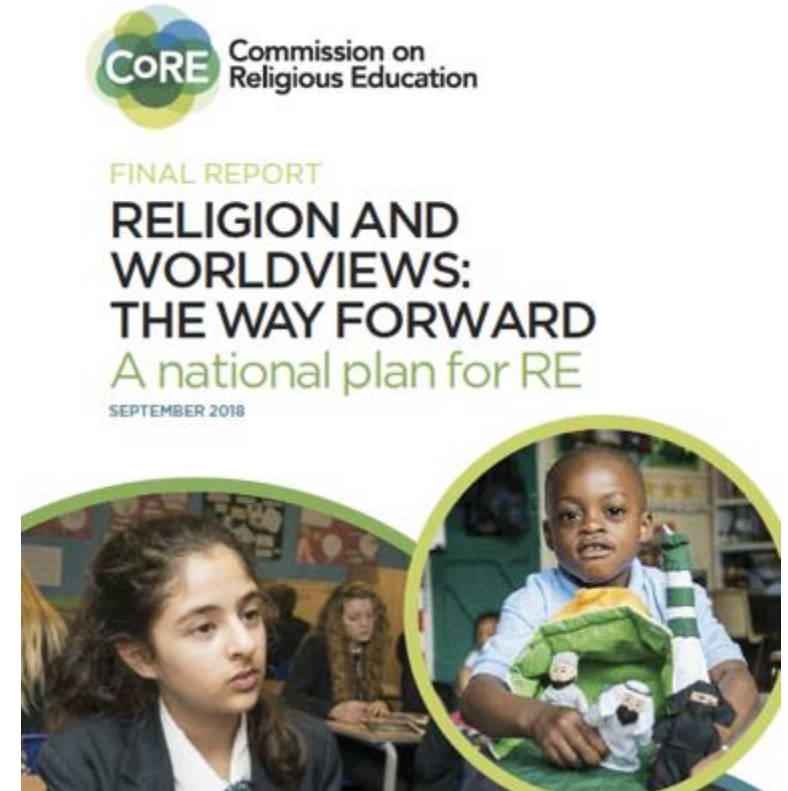
Engaging politically, including representing RE to MPs and decision-makers, the DfE, Ofsted etc



A New Vision for RE

CoRE recommendations (2018):

1. A name change to '**Religion and Worldviews**', reflecting a broader and more inclusive emphasis for the subject
2. All pupils should have access to high quality teaching in RE. A National Entitlement should apply to all schools
3. A significant investment to ensure the provision of highly qualified and knowledgeable teachers



Lived Experience



‘The shift in language from ‘religion’ to ‘worldview’ signifies the greater attention that needs to be paid to individual **lived experience**, the **complex, plural and diverse nature of worldviews** at both **institutional** and **individual** levels, and the extension of the subject beyond six major world faiths and humanism.’

RE Commission report (P30)

Moving beyond the 'World Religions' paradigm

- The concept of 'religion' is the product of colonialism and Protestant Christianity
- 'Other' 'religions' have been categorised by the yardstick of Christianity
- A 'religion' needs to conform to a checklist of features: prophets, holy books, places of worship, rituals, divine beings, liturgy and prayers etc
- The 'World Religions' paradigm assumes that particular sub-traditions within those religions are normative - the true version of a religion - and everything else is somehow 'less than'



The World Religions paradigm can imply that 'religions' are understood as fixed, bounded entities

Vision of an education in religion and worldviews

New REC vision statement:

‘every young person experiences an academically rigorous and personally inspiring education in religion and worldviews’

The REC has put in place:

- A comprehensive operational plan to implement this strategy
- A whole series of projects and initiatives to promote the vision with the RE community and the wider public

Examples of this vision in action:

- A 2021 Culham St Gabriel’s Trust/Savanta survey shows that 73% of people believe that RE’s role is to provide pupils with the opportunity to learn more about other people, beliefs, worldviews and cultures
- Changes to the RE Quality Mark award criteria reflect the new vision

Improving Structures for RE support

REC and NASACRE project

- Still Standing (2021) report made a number of recommendations for government, SACREs and NASACRE
- Piloting the concept of local advisory networks (LANs) for religion and worldviews

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RE Today Services and the REC infrastructure project

- Enhancing RE at a regional level and improving communication from classroom to the research community
- Supporting NATRE local groups
- National lead director, 10 regional hubs leads

STILL STANDING

A report on future directions for SACREs



A report on the joint REC/NASACRE LAN Pilot project 2020-21

Claire Clifton
November 2021

Impact of CoRE on the RE Curriculum

Templeton World Charity Foundation Project (£150,000 grant):
Developing new model curriculum frameworks utilising a
worldviews approach

Draft Handbook published May 2022

Page 9

Bids for 3 successful groups to write exemplar curricula for
religion and worldviews being decided this week (May 2022)

Since 2018, analysis of the 5 yearly reviews of local agreed
syllabi demonstrates that a significant number are embracing a
religion and worldviews approach



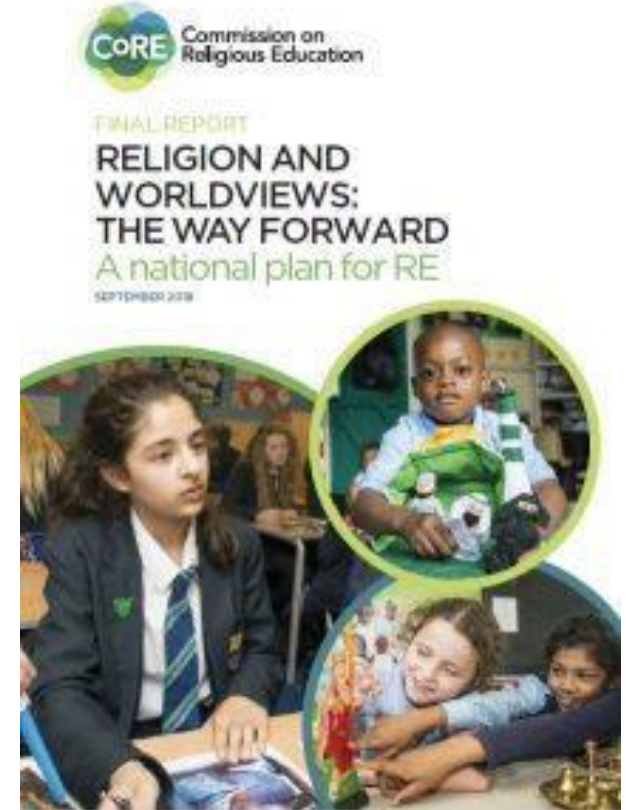
RE in Academies and Free Schools

The issue of how we set curriculum standards and expectations for high quality education in religion and worldviews in MUST be solved

Questions

What can SACREs contribute to high quality education in religion and worldviews?

What are the main challenges facing your SACRE at present?



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