

AGENDA SUPPLEMENT 1

SACRE (Standing Advisory Council on Religious Education)

To: Cllr Cuthbertson (Chair), Cllr Hunter, Cllr Fitzpatrick, Cllr Rowley, Kate Bailey, Brenda Christison, Penny Coppin-Siddall, Claire Hennigan, Ian Hodgson, Imam Mirazam, Daryoush Mazloum, Ben Rich, Olivia Seymour, Maxine Squire

Date: Tuesday, 5 October 2021

Time: 6.00 pm

Venue: The George Hudson Board Room - 1st Floor West Offices (F045)

The Agenda for the above meeting was published on 27 September 2021. The attached additional documents are now available for the following agenda item:

- 6. Draft Annual Report** (Pages 1 - 2)
To report that the Annual Report will be drafted using the new DFE template.
- 9. National RE and Collective Worship updates** (Pages 3 - 8)
To receive a report detailing NASACRE updates.

This agenda supplement was published on 28 September 2021.

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New SACRE Annual Report framework

Format for the new Annual Report. NASACRE in conjunction with the DfE will be doing a national analysis of Annual Reports using this framework from September 2021.

1. An introduction including:

- Table of contents
- Words from the Chair of SACRE
 - welcoming new members, celebrating successes, thanks, etc.
- Overview, number of times SACRE has met and attendance at meetings, venues, and a brief overview of content of these meetings including Self-evaluation too – link to SACRE Development plan
- Overview as above for the ASC if this is currently sitting, working groups, progress
- *Executive summary (if report is over 10 A4 pages long this might be helpful as a separate document, so readable for schools?)*

2. A section on RE (statutory responsibilities) including:

- The local agreed syllabus and RE in schools, including whether any academies have adopted the LAS
 - Monitoring the AS, relationship with an AS review
 - Work of the ASC and associated working parties if this is currently sitting showing progress, links to other work nationally or locally
- Standards and monitoring of RE
 - This can include monitoring by scrutinising exam data, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
 - Have any schools applied for or achieved REQM awards?
- Teacher training and materials and advice for schools
- Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, complaints)
- Advice to the LA

3. A section on Collective Worship (statutory responsibilities) including:

- Standards and monitoring of CW
 - This can include monitoring by scrutinising Ofsted reports, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
- Determinations
 - How many are current and how many have been applied for and what happened? Link to Determination Process documents online. Is that refreshed, or does it need updating?

- Teacher training provided (locally or national training circulated to schools) materials and advice for schools
 - Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, Complaints)
 - Advice to the LA
4. A section on links with other bodies
- National bodies, e.g. NASACRE, the REC, central faith and belief organisations
 - Local bodies, e.g. Dioceses, Inter Faith Groups, Peace Walks, HMD events
5. A section on other areas of SACRE involvement locally
- Governor training
 - Advice on issues within the community, e.g. Ramadan advice for schools in partnership with the local communities
6. A section on SACRE's own arrangements (**statutory responsibilities**) including:
- Professional and administrative support and how the LA supports the SACRE (clerking, adviser, links to council initiatives)
 - Membership, representation & recruitment - quoracy, issues and successes with recruitment
 - Training for SACRE (and ASC) members
 - Finance given to SACRE for its work
7. Appendices
- Table of GCSE – short and full, A/S & A Level RS results
 - Details on CPD provided to schools
 - Any LA/SACRE policy statements on RE or CW
 - Development plan tied to funding
 - Circulation details for this AR

National updates

British public values an understanding of worldviews and role of RE

Earlier this summer, Culham St Gabriel's Trust conducted research among 2,000 UK adults, in partnership with Savanta, to find out to what extent the public values an understanding of religious and non-religious worldviews and people's views on the role of religious education.

The results were surprising and very encouraging, with key findings including:

On understanding religious and non-religious worldviews:

- Around two-thirds of UK adults say it's important to understand the beliefs of others in at least four contexts:
 - In everyday life (69%)
 - In relationships with friends and family (65%)
 - In school (65%)
 - In local communities (64%)
 - In the workplace (61%)
- Two-thirds (64%) think that an understanding of their own beliefs is important to them, while over half (57%) agree that this understanding has a positive impact on their wellbeing

On the importance and role of Religious Education:

- Nearly two-thirds (64%) of UK adults think that it is important that RE is part of the school curriculum today
- Two-thirds (65%) of respondents agree that RE has an impact on people's ability to understand each other in wider society
- 71% stated that RE should reflect the diversity of backgrounds and beliefs in the UK today

Our main conclusion is that:

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.

Regional training for Schools through LTLRE and NATRE Regional Ambassador role

As regional Ambassador for RE I am running the following training for teachers in the region this term (all online).

Primary	Secondary
Designing an Effective RE Curriculum Gillian Georgiou	From conversation to implementation: constructing an RE curriculum Ben Wood
Engaging in research in the primary RE classroom Emma Salter	Engaging in research in the secondary RE classroom Kathryn Wright
EYFS and the RE curriculum – Catriona Card	Developing a coherent curriculum for A-Level – Rachael Jackson-Royal

Anti-racist RE – Saima Saleh	Anti-racist RE – Ashish Kundi
Text and story – Fiona Moss	Diversity in Islam Zameer Hussain
	Developing a coherent curriculum for GCSE – Rachael Jackson-Royal

NASACRE Training programme 2021-22

A new programme of virtual webinars has been planned for SACRE members. This started on 22 June with ***How can national data help SACREs speak with authority?*** which was a re-run of a conference workshop.

If you weren't able to be there, here is the [link](#) to the recorded event. Access Passcode: %9ff2uHJ

[Click here for the training programme for 2021-22 and to find out how to make a booking.](#)

Inter Faith Week 2021

Inter Faith Week 2021 takes place from **14-21 November**. SACREs play an important role in making schools and local authorities aware of Inter Faith Week and its importance for promoting mutual understanding and respect between those of different faiths and beliefs. Of more than 600 events in 2020, one of the most challenging years in living memory, around a sixth were school-based.

This year Inter Faith Week starts on Remembrance Sunday and ends the following Sunday. For details about the week, the best place to look is the [Inter Faith Week website](#) which contains a rich bank of resources for those wishing to hold events.

A **new section** has been created for schools. It contains bespoke materials for both **Primary** and **Secondary** schools that are designed to support the delivery of a locally agreed syllabus. There is also a **Golden Rule** poster on eleven different faith traditions, to download for display in a classroom or meeting room.

Holocaust Memorial Day

Holocaust Memorial Day is 27 January. SACREs, LAs and schools can find a wide variety of resources on the [Holocaust Memorial Day Trust \(HMDT\)](#) website.

Resources were launched at a special online event on 9 September. The event provided an opportunity for participants to learn about the past through an exploration of the new resources and hear from two guest speakers, Vera Schaufeld and Lord Alf Dubs, who both came on the Kindertransport.

The Trust is aware that some SACREs are heavily involved in themselves holding an event, or encouraging schools to mark HMD, but others may not have done this regularly, so please

consider increasing your local involvement, especially at a time when hate crime, intolerant/extremist views, anti-Semitism and anti-Muslim hate is increasing.

The Trust also commends **Generation to Generation (G2G)**, a charity that provides speakers to tell their family Holocaust stories online or face-to-face to a variety of audiences. Through these engaging and historically accurate presentations, integrating first-hand survivor testimony, **G2G** works to ensure the lessons of the Holocaust are learned, promoting tolerance of all groups in society.

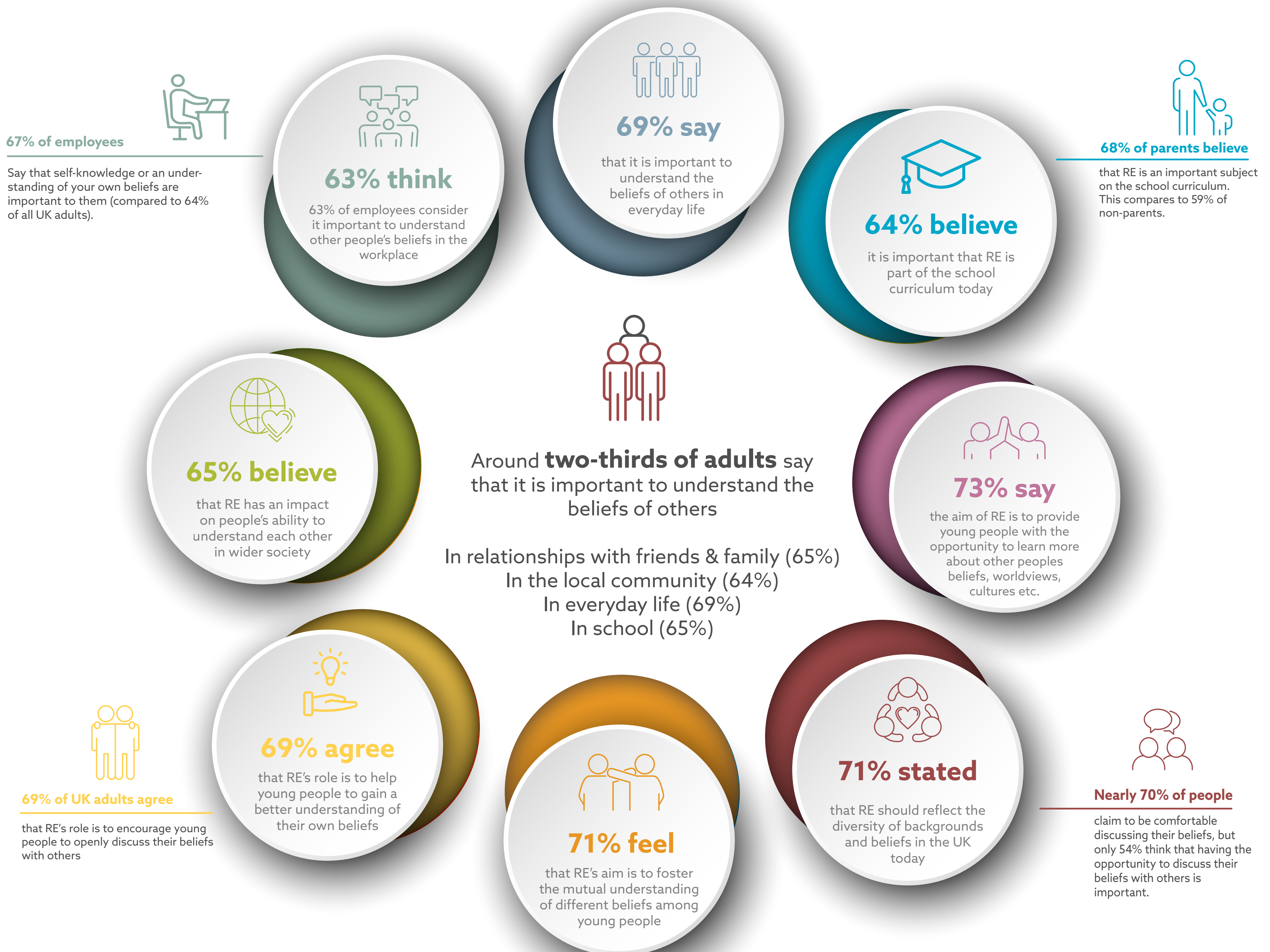
To consider how **G2G** can support SACRE or your schools and to book a speaker, visit <https://www.generation2generation.org.uk>
or book onto a free introductory event for educators:
<https://www.generation2generation.org.uk/news/events/>

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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.

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