



CITY OF YORK COUNCIL

SACRE **(Standing Advisory Council On Religious Education)**

- To:** Councillors Cullwick, Cuthbertson, Fitzpatrick and Rowley, Kate Bailey, Deborah Evans, John Thompson, Daryoush Mazloum, Ben Rich, Rev Keith Albans, Penny Coppin-Siddall, Ian Hodgson, Olivia Seymour, Katherine Harper, Claire Hennigan, Brenda Christison
- Date:** Wednesday, 2 December 2020
- Time:** 5.00 pm
- Venue:** Remote Meeting

AGENDA

- 1. Apologies for Absence and Declarations of Interest**
- 2. Minutes of Previous Meeting** (Pages 1 - 4)
To approve the minutes of the previous SACRE meeting held on 14 October 2020.
- 3. Membership Update** (Pages 5 - 6)
A verbal update on SACRE membership will be given.
- 4. National Data** (Pages 7 - 10)
Members will receive a report on the national data for GCSEs and A Levels.
- 5. Approval of Annual Report** (Pages 11 - 16)
To receive and approve Annual Report. This is a requirement at this meeting in order to meet the national deadline for final approval to send to the Secretary of State.

6. SACRE Development Plan

Verbal report on progress towards the Development Plan and review of priorities in light of pandemic arrangements.

7. Monitoring of Standards (Pages 17 - 24)

A verbal update will be given on the current context of Ofsted Reports, Local Authority monitoring and SACRE support.

8. National RE and Collective Worship updates

To receive a report detailing NASACRE updates.

Please see:

THEOS Worldviews in Religious Education

<https://www.theosthinktank.co.uk/cmsfiles/Worldview-in-Religious-Education---FINAL-PDF-merged.pdf>

<https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2020/10/20-19438-REC-Worldview-Report-A4-v2.pdf>

9. Correspondence on complaints / determinations

A verbal update will be given on complaints received and the determinations in respect of those complaints.

10. Urgent Business

11. Future meeting dates

SACRE Membership November 2020

NAME	GROUP
John Thompson	LA
Daryoush Mazloum (Spiritual Assembly of the Bahai'is of York)	Faith/Bahai'i/A
Kate Bailey	Faith/Catholic/A
Ben Rich	Faith/Jewish/A
Rev Keith Albans (on sabbatical)	Faith/Methodist/A
Deborah Evans	Faith/Catholic/A
Penny Coppin-Siddall	The Church of Jesus Christ of Latter Day Saints
Ian Hodgson	Humanist/Faith/A
Olivia Seymour	CofE/B
Katherine Harper	CofE/B
Claire Hennigan	Teachers/C
Brenda Christison	Teachers/C
Cllr Martin Rowley Con	Councillors/D
Cllr Chris Cullwick LD	Councillors/D
Cllr Fiona Fitzpatrick Lab	Councillors/D
Cllr I Cuthbertson LD	Councillors/D

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Religious Studies A-level and GCSE National picture 2020

We cannot as yet report to SACRE the data for York schools however this paper using information provided by the Religious Education Council of England and Wales and the National Association of Teachers of Religious Education gives the national picture for A-level and GCSE entries this year.

Religious Studies A-level

The number of Religious Studies A-level exam entries has declined at a lower rate than other humanities in 2020, performing better than some subjects despite a backdrop of overall declining entries and changes to the examination system. 15,692 RS A-level entries were recorded in England and Wales this year, compared with 17,490 in 2019. Although this represents a decline of 10.3%, it compares favourably with Geography (down 13.9%) and History (down 13.2%). The overall number of A-Level entries in England and Wales fell this year by 2.6% from 768,217 in 2019 to 748,905 in 2020. The reduction reflects both a smaller cohort of 18 year olds (599,393 in 2020 compared with 618,873 in 2019 [Office for National Statistics]) and changes to the assessment of A level and AS examinations that had an effect in 2018, when the majority of schools changed their policies to recommending three A-levels, versus four in previous years. The number of AS exam entries also declined by 24.6% following AS and A-level reforms. The demographic shift and changes to the examination system mean that it is difficult to draw concrete conclusions from comparisons with previous years, however the key outcomes of the 2020 A-level results in England and Wales for Religious Education are as follows:

- 15,692 RS A-level entries were recorded, a decrease of 10.3% on 2019.
- Despite the decrease in entries for RS, there are still 41% more entries than in 2003 (11,132 entries were recorded in 2003).
- The 10.3% decrease in entries for RS is smaller or the same as equivalent figures for some other subjects such as Geography (down 13.9%), History (down 13.2%), and Political Studies (down 11.1%).
- The increase of 41% in the number of entries for RS A-level since 2003 is greater than equivalent changes over the same period for subjects such as Geography (down 14.9%), Law (down 5.4%), and History (up 7.1%).
- Among arts, humanity, or social science subjects, only Sociology (up 61.9%), Economics (up 80.1%) and Political Studies (up 90.5%) have seen stronger growth since 2003.

The relative stability of entries suggests that candidates continue to recognise the value of RS A-level for Higher Education entry, graduate employment, and as a valuable life skill.

Religious Studies GCSE

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.

In England, RS GCSE entries for the full course fell by less than 1% to 225,719 compared to 227,913 in 2019. In Wales, entries fell by a similar amount from 10,129 in 2019 to 10,037 in 2020. Overall entries in England, including both full and short courses, fell by 2.3% to 243,786, compared with 249,443 in 2019.

Full course entries in 2020 were still almost one third higher than in 2010. In Wales, combined entries fell by just under 2% from 16,327 in 2019 to 16,003 in 2020. 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%.

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). In Wales combined entry figures were 16,003 a fall of 1.98% from 2019 (16,327).
- 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). In Wales entries for the full course are 65% higher in 2020 (10,037) than in 2010 (6,100).

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
History	199852	200992	198316	202630	238928	236304	227619	242834	239027	244401	261537	273778
Geography	176034	175347	163604	169968	204497	207857	211721	228463	231297	242268	251121	255344
Religious Studies Full	164647	170767	199752	216373	239409	258067	271917	271973	256729	229189	227913	225719
Religious Studies Short	261399	254698	233998	211269	150621	99661	68890	53093	36962	26229	21530	18067
Religious Studies Combined	426046	425465	433750	427642	390030	357728	340807	325066	293691	255418	249443	243786

Sources:

<http://www.icq.org.uk/examination-results/gcse>

Looking ahead to Religious Studies A-level and GCSE examinations 2021

Ofqual confirms changes to some GCSEs, AS and A levels next year (2021) but not to examinations in RS

Following a national consultation, Ofqual released their decisions on 3rd August regarding the cohort of students who will be taking their GCSE's, AS or A levels in 2021. There are a few headlines to report.

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. The examination season has been put back by three weeks.

Final arrangements for examinations in 2021 have yet to be announced, but the government has confirmed that exams will be held three weeks later than usual in order to allow for more teaching time. The Schools Minister referred to exams in a debate in the House of Commons on 23 November:

"We have delayed this summer's exams of GCSEs and A levels by three weeks to free up teaching time. Ofqual have consulted in the summer on changes to assessment on issues such as science practicals, field trips, spoken language and optionality in history and English literature to help further reduce pressure on teaching times. And we'll be shortly announcing other measures to help ensure the exams are fair, including the approach to grading to ensure the 2021 cohort is treated fairly to previous years' cohorts of students."

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

As noted above there will be further announcements from government. 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."

Sources:

<https://www.gov.uk/government/news/exams-and-assessments-in-2021>

<https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2021>

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"*.



December 2020

The Annual Report of the City of York Standing Advisory Council for Religious Education (SACRE)

Note: This report is the first to reflect an academic year instead of a calendar year cycle; it therefore effectively covers the second two terms of the academic year 2019-20

Summary

This report provides members and NASACRE with details of the work of the City of York Standing Advisory Council for Religious Education (SACRE) from January to December 2020.

1. Background

Under the provision of the 1988 Education Reform Act every local education authority has a responsibility to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), together with an occasional body, called an Agreed Syllabus Conference.

In September 2018 SACRE published revised versions of its constitution, roles and responsibilities of SACRE members and a guide to York SACRE. These are all available at www.york.gov.uk/sacre

2. Membership

The people who serve on SACREs are invited to do so by the Director of Children's Services, Education and Skills on the recommendation of various bodies in the local community with a concern for the religious education of school children. The law prescribes that there have to be four "committees" each comprising representatives of specified groups. Those four committees can together co-opt further non-voting members, provided a majority are in agreement. The actual members change over time and the current SACRE is constituted as follows:-

Representing Other Denominations / Faith Communities:-

Kevin Duffy (Catholic)

Ben Rich (Jewish)

Keith Albans (Methodist)

Vacant (Muslim)

Tracey Copestake (Religious Society of Friends)

Vacant (Salvation Army)

Vacant (Sikh)
Daryoush Mazloum (York Baha'i Community)
Penny Coppin-Siddall (The Church of Jesus Christ of Latter-day Saints)
Ian Hodgson (Humanist)

Representing the Church of England:-

Olivia Seymour (Diocese of York)
Katherine Harper (Archbishop Holgate's CE Academy)

Representing Teachers:-

Claire Hennigan (Yearsley Grove)
Jenny Mooney (Westfield)
Brenda Christison (Naburn)

Representing the City of York Council are Councillors:-

Ian Cuthbertson (Lib Dem)
Martin Rowley (Con)
Chris Cullwick (Lib Dem)
Fiona Fitzpatrick (Lab)

In attendance:-

John Thompson (Education Adviser)
Janie Berry / Angela Bielby (Clerk)

Mike Jory (Education Adviser) who has supported SACRE since 2015 stepped down from this role in February 2020. Clerking and facilitation of meetings has been carried out by Naomi Watson of the Schools Effectiveness and Achievement service. Under revised arrangements for the council's support of SACRE (see item 5 below) she has also relinquished her role. We would like to acknowledge, and thank them for, their contributions.

3. Religious Education

During the period January 2020 to March 2020 Ofsted inspection reports indicate that those schools inspected appear to be compliant in the statutory provision of RE. There were two inspections in this period, both of primary schools.

Due to the impact of the ongoing Covid-19 pandemic, including the closure for many pupils during the summer term, no Ofsted inspections have taken place since March 2020 and they will not start again until January 2021. Research visits to schools by Ofsted are taking place in the Autumn Term. Whilst these are technically inspections, no reports are being published but letters are being sent to schools following visits. Two primary schools and one secondary school have been visited. None of the resulting letters reference RE.

There was one SIAMS inspection in York in the spring term, at Elvington primary school which was graded good.

All the reports are public documents and are available on the respective school websites.

There will be no published public examination results for the summer of 2020 due to the Covid-19 pandemic. Information about examination entries, which were made prior to the cancellation of the examinations can be found in item 7 below.

It had been intended to introduce some monitoring of provision by SACRE in 2020 through visits to schools. Due to the Covid-19 pandemic this has not been possible but the issue was discussed at the SACRE meeting of July 2020. Protective measures in place in schools under Covid-19 arrangements mean that it is unlikely that visits will be possible during the 2020-21 academic year and SACRE will need to consider alternative methods of monitoring.

4. Collective Worship

Besides Religious Education each local authority must work with its SACRE to monitor the provision of daily collective worship. As a result of changes to the Ofsted framework and in the absence of further guidance, the City of York SACRE published new guidance in 2017 to support Collective Worship in schools in the City, which it continues to promote within schools. The guidance is available on the City of York SACRE website (www.york.gov.uk/sacre).

5. Update on the work of SACRE

- The following priorities for the development of SACRE were discussed and agreed as part of the SACRE plan for 2018-20:
 - (1) Continue to raise the profile of SACRE and develop RE
 - (2) Contribute to the development of a professional CPD programme to develop the quality of RE teaching
- York SACRE is a member of the Learn Teach Lead RE regional hub
- Since January 2020 two SACRE meetings have been held, but these were not quorate. Following previous efforts to recruit new members, especially current teachers, and to fill the faith group vacancies it was decided to raise the profile of SACRE as a statutory committee of the council and formally incorporate it into the council's formal governance processes. This means that meetings will now be organised, facilitated and minuted by the council's Democratic Services team.
- The closure of schools for most pupils in March and pandemic infection protection measures prevented further work on actions identified at the January meeting including the Jewish Living Exhibition which had been scheduled for June. However, signposting to national and local resources had continued to be provided to schools and added to the City of York Council website, national updates to the agreed syllabus had been sent to schools,

Learn, Track and read RE had held some workshops online and the Humanist workshop had also moved online.

- The March meeting was cancelled due to the pandemic and a meeting in July focused on updating members about the new arrangements for managing SACRE, the situation in schools during the summer term, information about full opening of schools in September and preparation for the Agreed syllabus review.
- As a result of the new arrangements for managing SACRE, including the election of Cllr. Ian Cuthbertson as Chair in October 2020, Olivia Seymour will no longer act as Interim Chair. She continues to be a member of SACRE but her considerable contribution in the academic year 2019-20 is recognised.
- A key piece of work for SACRE in 2021 will be agreeing its new syllabus. In light of the continuing pandemic and resulting pressures on schools, the SACRE development plan will need to be reviewed with actions which can realistically be taken forward identified and prioritised.

6. Examinations in Religious Studies/Education Summer 2020

As noted above, there are no published examination results or performance tables for 2020 because of the cancellation of exams and the use of alternative grading and assessment methodology.

All five school sixth forms entered students for A Level RE, with the total number of entries being 47, which is one less than last year when only four schools made entries.

At GCSE there were 1273 GCSE entries across the nine secondary schools and a further 26 entries for GCSE short course. GCSE entries had declined from 1047 in 2015 to 744 in 2018 before increasing to 910 in 2019. In 2020 there was, therefore, a significant increase in the level of entries whereas nationally the number of entries was stable.

7. Methods of Teaching

The Agreed Syllabus provides a comprehensive framework for teaching and learning and assessment of pupils' knowledge and understanding of religions. As noted in item 5 above, the Agreed Syllabus will be reviewed for academic year 2021-22.

8. Complaints regarding the teaching of RE

None were made to SACRE during this reporting year.

9. Determinations

From time to time a school may request from the SACRE a "determination"; i.e. permission to waive the legal requirements for religious education and collective

worship to be 'wholly or mainly Christian'. The SACRE has received no requests for determinations during this reporting year.

10. Complaints regarding Collective Worship

There have been no complaints about Collective Worship.

Report produced by John Thompson, Schools Effectiveness and Achievement: Head of Secondary and Skills.

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RE School Self-Evaluation (Primary)**School:**

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the sacre@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

2. Where are there weaknesses/areas for improvement?

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

9. What CPD have other teachers taken part in (over the last year) and what was its impact?
10. Do you have links with a local group of teachers ?

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)
12. How much time does each pupil spend on RE-related work each week on average?

EYFS:

KS1:

KS2:

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?
- Yes/No
15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt
16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?
- Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?
18. How does the SoW ensure progression between the key stages?
- a. In respect of subject knowledge?
 - b. In the development of skills?

Resources

19. Are the resources sufficient to support the RE programme? Yes/No
20. Are there any resources that you would recommend to other schools?
21. Are there any resources that you are lacking?
22. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?
23. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll

24. Name of subject leader:
25. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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26. Other comments/notes (*Continue overleaf if necessary*)

RE School Self-Evaluation (Secondary)

School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return sacre@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

2. Where are there weaknesses/areas for improvement?

3. Do you have an example of good practice you would like to share with others?
If so, please provide details below.

4. What are your priorities for development in RE? Please attach your current development plan

5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?
9. What CPD have other teachers taken part in (over the last year) and what was its impact?
10. Do you have links with a local group of teachers ?

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)
12. How much time does each pupil spend on RE-related work each week?

Key Stage 3:

Key Stage 4:

Post-16:

13. Who delivers the RE in your school?
 - a. How many individual teachers?
 - b. How many teachers with post-A level qualifications in the subject?
 - c. What proportion of the timetable is delivered by teachers who spend most of their timetable delivering another subject?

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Agreed Syllabus ?

Yes/No

15. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt

Scheme of work (SoW)

16. When was the current SoW drawn up or revised?

17. To what extent does it match the requirements of the Agreed Syllabus you have adopted?
E.g. Fully/ Mostly/Not at all

18. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

19. How does the SoW ensure progression between the key stages?
- a. In respect of subject knowledge?

 - b. In the development of skills?

Resources

20. Are the resources sufficient to support the RE programme? Yes/No
21. Are there any resources that you would recommend to other schools?
22. Are there any resources that you are lacking?

23. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

24. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll

25. Name of subject leader:

26. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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27. Other comments/notes *(Continue overleaf if necessary)*