

Agenda

Standing Advisory Council on Religious Education

Tuesday, 2 October 2018, 2.00 pm
County Hall, Worcester

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DISCLOSING INTERESTS

There are now 2 types of interests:
'Disclosable pecuniary interests' and **'other disclosable interests'**

WHAT IS A 'DISCLOSABLE PECUNIARY INTEREST' (DPI)?

- Any **employment**, office, trade or vocation carried on for profit or gain
- **Sponsorship** by a 3rd party of your member or election expenses
- Any **contract** for goods, services or works between the Council and you, a firm where you are a partner/director, or company in which you hold shares
- Interests in **land** in Worcestershire (including licence to occupy for a month or longer)
- **Shares** etc (with either a total nominal value above £25,000 or 1% of the total issued share capital) in companies with a place of business or land in Worcestershire.

NB Your DPIs include the interests of your spouse/partner as well as you

WHAT MUST I DO WITH A DPI?

- **Register** it within 28 days and
- **Declare** it where you have a DPI in a matter at a particular meeting
 - you must **not participate** and you **must withdraw**.

NB It is a criminal offence to participate in matters in which you have a DPI

WHAT ABOUT 'OTHER DISCLOSABLE INTERESTS'?

- No need to register them but
- You must **declare** them at a particular meeting where:
 - You/your family/person or body with whom you are associated have a **pecuniary interest** in or **close connection** with the matter under discussion.

WHAT ABOUT MEMBERSHIP OF ANOTHER AUTHORITY OR PUBLIC BODY?

You will not normally even need to declare this as an interest. The only exception is where the conflict of interest is so significant it is seen as likely to prejudice your judgement of the public interest.

DO I HAVE TO WITHDRAW IF I HAVE A DISCLOSABLE INTEREST WHICH ISN'T A DPI?

Not normally. You must withdraw only if it:

- affects your **pecuniary interests** **OR** relates to a **planning or regulatory** matter
- **AND** it is seen as likely to **prejudice your judgement** of the public interest.

DON'T FORGET

- If you have a disclosable interest at a meeting you must **disclose both its existence and nature** – 'as noted/recorded' is insufficient
- **Declarations must relate to specific business** on the agenda
 - General scattergun declarations are not needed and achieve little
- Breaches of most of the **DPI provisions** are now **criminal offences** which may be referred to the police which can on conviction by a court lead to fines up to £5,000 and disqualification up to 5 years
- Formal **dispensation** in respect of interests can be sought in appropriate cases.

Standing Advisory Council on Religious Education

Tuesday, 2 October 2018, 2.00 pm, County Hall, Worcester

Membership:

Group A (Representatives of Christian and other faiths)

Mrs L Thorne (Ba'hai - Chairman), Mr G Bounds (Free Church Representative), Mrs T Khawaja (Muslim Representative), Mr J Loyal (Sikh Representative), Mrs C Parker (Methodist Representative) and Dr Y Stollard (Jewish Representative)

Group B (Church of England Representatives)

Mrs S Boulter (Church of England) and Mrs T Lister (Church of England)

Group C (Representatives of Recognised Teachers Associations)

Charlotte Betteridge (NASUWT) and Mr C Giles (Teacher Representative)

Group D (Elected representatives of the Local Authority)

Mr M E Jenkins (Worcestershire County Council), Mr R C Lunn (Worcestershire County Council) and Dr K A Pollock (Worcestershire County Council)

Co-opted Representatives

Ms E Hill (University of Worcester) and Ms A Hooper (Humanist Representative)

Agenda

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4	Hub Leaders Project To receive a presentation from Stephen Pett and Ellie Hill on the project findings.	
5	Feedback from Secondary Conference	7 - 8
6	Future Support for Teachers Getting a coherent plan to support schools via networks, conferences etc, together with the Diocese and University.	

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All the above reports and supporting information can be accessed via the Council's website.

Date of Issue: Friday, 21 September 2018

Item No	Subject	Page No
	Update on plans for primary and secondary support.	
7	Commission on RE: to consider the report and its implications for Worcestershire	9 - 28
8	Agreed Syllabus To discuss the process for the revision of the 2015 syllabus for 2020.	
9	GCSE / A level Results	
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11	Annual Report	29 - 32
12	Interfaith Week	
13	Feedback from Members	
14	Any Other Business	
15	Future Meeting Dates Dates for 2019 <ul style="list-style-type: none"> • Tuesday 5 February 2019 • Wednesday 15 May 2019 • Wednesday 2 October 2019 All at 2pm at County Hall Worcester unless otherwise notified.	

Standing Advisory Council on Religious Education Tuesday, 15 May 2018, County Hall, Worcester - 2.00 pm

Minutes

Present:

Mrs Lindsay Thorne (Chairman), Mrs Charlotte Betteridge, Ms Stephanie Boulter, Ms Ellie Hill, Mrs Tasnim Khawaja, Mrs Tracy Lister and Mrs Christine Parker.

Also attended:

Stephen Pett, RE Today - Adviser to SACRE
Kate Griffiths, Democratic Services

621 Apologies for Absence and Substitutions

Apologies for absence were received from Chris Giles, Matthew Jenkins, Jatinderpal Loyal, Ken Pollock and Yvonne Stollard.

The meeting was not quorate as there was no member of Group D at the meeting. It was proposed that the SACRE clerk gain agreement from absent members for any proposals made at the meeting. Members present at the meeting agreed to this proposal.

622 Confirmation of the Minutes

The minutes of the last meeting were agreed to be a correct record of the meeting and were signed by the Chairman.

Action points from the minutes which were not covered in the agenda:

- A flyer about the Faith Encounter Programme had been distributed to Members
- Jatinderpal Loyal was happy to be the Sikh contact for the University
- The Visits to Places of Worship information had received some minor updates and would be distributed to SACRE members. If no further updates were received within two weeks the list would be made available at various places such as the conferences from 18 June, the Diocesan World Religions course and the Diocesan Moderation meetings. The Diocese would also be able to distribute it to teachers who enquired about it. Tasnim Khawaja agreed to be the contact for visits to mosques and would be able to advise schools on what they needed to know before their visit
- Stephen Pett had created a survey and following consultation with Jatinderpal Loyal would request conference attendees to complete it following the

**623 Monitoring RE
in Schools -
Sub Group**

conference

- Steph Boulter would ask Kate Brunt about a venue for the October SACRE meeting
- Tracy Lister requested that the Inter Faith Toolkit be sent round to SACRE members. She hoped that an event could be organised for Inter Faith Week 11-18 November. Ben Smith Education Director from Worcester Cathedral had agreed that the Cathedral could host an event if people wished to support it
- The Chairman noted that an Inter Faith picnic was taking place on 24 July at Holland House. Members should let her know if they wished to attend.

Stephen Pett explained that previously SACRE had considered workforce data and exam results which had suggested that some schools were not fulfilling their requirements for RE. It was decided that a sub-group would be formed to look at the data more closely. NASACRE and Natre wanted SACREs to contact schools which appeared to be not fulfilling the requirements.

Steph Boulter explained that some Church Schools had appeared to be in that category but it had transpired that RE was being taught but as part of other PSHE or Citizenship classes. Some schools also taught RE on drop down days.

Stephen agreed to ask Chris Giles and Robin Lunn to help with the analysis of information and report back to the October meeting.

It was clarified that Ofsted did not check the quality or amount of specific subject teaching but instead looked at how well schools prepared pupils for modern life.

RESOLVED that SACRE:

- a) Agreed that Stephen Pett should speak to Chris Giles to collate and analyse workforce data and exam results; and**
- b) A report would be brought to the next meeting of SACRE in October 2018.**

624 Conferences

The 2018 conferences would take place on

- 19 June - Primary Schools
- 28 June – Secondary Schools
- 3 July – Special Schools

The difficulty of contacting someone who could communicate with schools was discussed. This was partly because there was no representation at SACRE meetings from Babcock.

RESOLVED that SACRE agreed to make renewed efforts to send conference details to Babcock, the County Council and any other contacts in order to advertise the conferences to schools.

625 Draft Annual Report

A draft SACRE Annual Report for the academic year 2016/17 had been sent to SACRE members. It was anticipated that the Annual Report could be presented to County Council and then sent to the Department for Education and NASACRE.

The Commentary on exam results still needed to be included and it was accepted that quality of teaching was difficult to assess. A survey was planned to be ready for the conferences to be completed when delegates accessed the supporting information following the event.

RESOLVED that SACRE:

- a) **Approved the annual report subject to Stephen Pett contacting Chris Giles to finalise the report and survey; and**
- b) **Once complete the Annual Report would be sent to the County Council, NASACRE and the DfE.**

626 Hub Leaders Project

Ellie Hill explained that the project had recruited seven hub leaders who had a range of experience, with some teachers being fairly new to RE while some were very experienced. They had all taken part in 2 days of training where particular papers were presented and were then available for the teachers to take away with them to disseminate to other teachers. The sessions also gave ideas for pedagogy and had time for lesson planning.

A third day of training was coming up and would be held at the University when the Hub Leaders would plan some sessions to be delivered at the conferences.

RESOLVED that SACRE:

- a) **Noted that Stephen Pett and Ellie Hill would be taking a paper about the Hub Leaders Project**

to the joint NASACRE, AULRE and AREIAC conference in October; and
b) A further update would be brought to the next SACRE meeting in October.

627 SACRE Funding

NASACRE had reported that since the Education Services Grant had been abolished some SACREs were having their funding cut by Local Authorities. NASACRE clarified that SACREs would continue to be funded by central government. From 2018 – 19 funding would be through the central school services block.

Worcestershire SACRE has been fortunate to have received an agreement from Babcock that funding had been set for the remainder of its contract with the Local Authority. The SACRE receives £8626 for the academic years 2018/19 and 2019/20 and £4313 from April to September 2020 which is the end of their contract.

RE Today had proposed finding out comparator information to see how much funding Local Authorities were providing for SACREs and Agreed Syllabus Conferences. Further enquiries would be made to ascertain where the funding came from and at what level Worcestershire was funding SACRE.

RESOLVED that SACRE would ascertain which figures RE Today required for its comparison work and then then request the relevant information from the County Council and Babcock.

628 SACRE Development Plan

As SACRE had a guaranteed level of funding for 3 years it had been possible to put a development plan in place.

Part 2 of the plan was the 'monitoring and review of Worcestershire agreed syllabus'. As a way of reviewing the syllabus and its use by teachers it was proposed that a survey be made available to teachers who attended the conferences. Attendees would have to complete the survey in order to be able to access the information from the conferences.

Part 3 of the plan was to improve partnership working between SACRE, the Local Authority and other bodies. In October Stephen Pett and Ellie Hill would be reporting to the joint NASACRE, AULRE and AREIAC conference. If SACRE members were interested in that conference or any others please let Kate Griffiths know.

RESOLVED that SACRE noted the update on the on-going work as detailed in the Development Plan.

629 Feedback from Members

None.

630 Any Other Business

Tasnim Khawaja updated SACRE on 'Bromsgrove and Redditch Welcome Refugees'. This volunteer group welcomed five Syrian families to Redditch in 2016 and gave practical help such as sourcing practical items and form filling but also offered friendship and social events. It was anticipated that 50 more people were expected to arrive in Worcestershire.

The group also worked on awareness raising and went into schools as part of SMSE teaching. A Syrian refugee evening would be held on 23 June in Redditch.

631 Future Meeting Dates

The next SACRE meeting would be held on **Tuesday 2 October** at 2pm at County Hall, Worcester.

The meeting ended at 16:45pm

Chairman

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**Three Counties SACREs: Secondary RE Conference
28 June 2018 EVALUATIONS 30 delegates, 24 responses**

	excellent	good	satisfactory
Engaging students at GCSE – not just ‘getting through’ <i>Lat Blaylock 22</i>	95%	5%	
A1. Five ways to encourage excellence in writing. <i>Lat Blaylock 16</i>	100%		
A2. Practical strategies to develop religious literacy in Islam. <i>Chris Giles 8</i>	88%	12%	
B1. Salvation and atonement in Christian thought and practice. <i>Stephen Pett 9</i>	100%		
B2. Teaching concepts of God creatively and thoughtfully in Islam and Christianity. <i>Lat Blaylock 16</i>	88%	12%	
C1. Raising the profile of the RE Department. <i>Rebecca Davidge and Chris Giles 7</i>	71%	29%	
C2. Christians and life after death: authority, diversity and implications. <i>Stephen Pett 5</i>	100%		
Keynote 2. More learning, less marking: assessment models that work <i>Stephen Pett [Michelle Dodd] 21</i>	62%	38%	
TeachMeet: Teachers 15	80%	20%	
Venue: how do you rate it? 24	96%	4%	
Overall value of the conference 24	100%		
<p>Comments on the conference</p> <ul style="list-style-type: none"> • Great quality as ever – content of presentations and discussions based on these. Great use and examples of resources to immediately use and/or adapt. CH Wycliffe College • Really good day. The morning sessions were especially useful. I always look forward to these conferences. Lat and Stephen are inspirational. KP Maidenhill • It is so refreshing to come to a conference which is inspiring, gives you ideas that you put into practice, and makes you think. Brilliant! MC Waddesdon • It is always good to meet people who share your passion for the most valuable subject on our curriculum. Being given resources that will excite and engage our young students is so valuable. Great value for money. Challenging and thought-provoking. A must for all secondary school teachers. LBa Bishops Hereford • I found all the presentations engaging and will leave with a lot of practical ways to improve our RE – maybe even some whole-school improvement! LE Ribston • Thought-provoking. Lots of ideas to take away. Useful to network with other teachers. CG St Egwin’s Middle School • An inspirational refresher. A reminder of why I teach this subject with excellent ideas to take home. AR Bristol Free School • Excellent, generous sharing from Lat and Stephen. Always good to meet up with the RE community. RD Uni of Worcs • Excellent. Now just need time to put it into practice. JN Cleeve • Always makes me stop and think. Developing ideas and revisiting old ideas are all relevant. Sharing ideas is essential. The conference allows all of this to happen. LC Bewdley 			

Please continue overleaf if you need to!

- Great seminars, very informative and useful. AH Wyedean
- Very informative and offers practical ways of implementing knowledge and SMSC in practice. AP Uni of Worcs
- Excellent as ever. JE Fairfield.
- Lots of ideas to take back to school. I'd like to hear more about current research and what they may look like in RE. JR. Chelt Ladies College.
- Brilliant and practical ideas. MD Pittville.
- A really helpful, thought-provoking and useful (resources) day! Definitely come again! FF St Benedicts Alcester.
- Great day – so many ideas to go on with. Useful to engage with colleagues; to be encouraged that what we're doing is good and that there are ways to constantly improve. JH Stroud High

Suggestions for how we can recruit more teachers?

- Topics to cover/date/location/any other ideas etc.
- Topics were *very* relevant to specs, so don't think this was the issue. Date and location also good from my perspective! CH
- More fabulous resources to help make the new GCSE more engaging. The ideas today were great. Timing – just after half term in the summer term. LBa
- Ways to combat misconceptions. LE
- Bristol please! AR
- GCSE conference – teachers bring examples of how they are teaching new spec and how to improve. Every other year? Start later – give teachers a lie-in! RD
- Convince CPD budget holders about value for money. JN
- Reduce cost. Not all departments can afford the cost of the conference. AP
- Better advertising on Facebook, SaveRE etc. Email drop to local schools (incl independent schools). More religions – Buddhism. JR
- Write to the Head to sell the benefits and release the cash! JH

Actions you will undertake as a result of this conference

- Review all of the SoWs and resourcing for GCSE (plus some tweaks for A level) CH
- I have a long list of ideas to put into the classroom, thank you. KP
- Go back and share ideas with dept. MC
- Continue to try raising the profile of RE. Breathe life into the lessons activities to enthuse and engage the students. Visit Severn Vale. See HT to discuss assessment. LBa.
- Re-visit assessments. Look at possibility of RS advocates and philosophy magazine. Inform re planning and adjustments for next year. LE
- Lots of ideas to revamp lessons at KS3 and LS4. Will ask to join NATRE if budgets allow! Ideas to raise the profile of RE to increase recruitment. AR
- Inclusion of comparative judgement; whole class assessment; ways of concept cracking Trinity. RD
- Literacy strategies for GCSE. Smart marking modelling. Engagement strategies at GCSE. Implement life after death strategies. JN
- Assess the work I do and change some of my schemes to include new ideas learnt today. LC
Review class marking and feedback. Look at a focus on engagement planning for GCSE. AH
- Greater focus on spiral learning. 4-piece jigsaw. JH



Commission on
Religious Education

EXECUTIVE SUMMARY

RELIGION AND WORLDVIEWS: THE WAY FORWARD

A national plan for RE

SEPTEMBER 2018



EXECUTIVE SUMMARY

INTRODUCTION: THE CASE FOR CHANGE

1. The study of religious and non-religious worldviews is a core component of a rounded academic education. This has long been recognised as essential in Britain. Indeed, one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves. One need only glance at a newspaper to know that it is impossible fully to understand the world without understanding worldviews – both religious and non-religious.
2. This report reaffirms the central importance of learning about religious and non-religious worldviews for all pupils, regardless of their background, personal beliefs or the type of school they attend. Knowledge of religious and non-religious worldviews is an essential part of all young people’s entitlement to education. This report seeks to articulate that entitlement.
3. Despite its central importance, Religious Education (RE) in too many schools is not good enough to prepare pupils adequately for the religious and belief diversity they will encounter, nor to support them to engage deeply with the questions raised by the study of worldviews. Our report sets out a National Plan to ensure that all pupils receive their entitlement to an academically rigorous and rich study of religious and non-religious worldviews. This National Plan has three core elements.
 - a. There is a need for a new and richer vision of the subject. Our vision preserves the best of current practice and demands new developments drawn from the academic study of religious and non-religious worldviews as well as broader social changes in England and globally. We discuss this new vision below, and propose that the subject should be called *Religion and Worldviews* to reflect the new emphasis.
 - b. Too many pupils are not currently receiving their entitlement to knowledge of religious and non-religious worldviews. This is an essential subject for all pupils, so we propose that there should be a statutory National Entitlement to the study of Religion and Worldviews which applies to all publicly funded schools and is subject to inspection. This entitlement reflects our vision for the subject, which is widely shared among teachers and subject experts, while retaining the flexibility for schools of all types to interpret it in accordance with their own needs, ethos and values.

- c. The study of religious and non-religious worldviews requires high-quality, well-informed specialist teaching. Religious and non-religious worldviews are complex, diverse and plural. Understanding them requires a nuanced, multidisciplinary approach. Therefore, there will need to be sustained investment in developing knowledgeable teachers, as well as investment in high quality curriculum materials to support them, particularly at primary level. Local communities have often played a key role in supporting teachers, and they form an essential component of our recommended structures to develop and support high-quality teaching.
4. Academisation and the move towards a school-led system have transformed the educational landscape. The structures and systems supporting Religious Education have not kept pace with these changes. The evidence that we have gathered confirms the need identified in many previous reports for a change to the structures supporting Religious Education so that the subject is taught well across all schools in all localities. The National Entitlement is a direct response to this need, as are our recommendations for developing and supporting teachers nationally and locally.
5. We have carefully analysed the evidence that we have received. Our recommendations set out a coherent structure which preserves the best of the excellent practice that exists in some schools and localities, and strengthens the subject across all schools and localities.

RELIGION AND WORLDVIEWS: THE CASE FOR A NEW VISION AND A STATUTORY NATIONAL ENTITLEMENT

WHAT IS A WORLDVIEW?

The English word ‘worldview’ is a translation of the German *weltanschauung*, which literally means a view of the world. A worldview is a person’s way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person’s worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.

We use the term ‘institutional worldview’ to describe organised worldviews shared among particular groups and sometimes embedded in institutions. These include what we describe as religions as well as non-religious worldviews such as Humanism, Secularism or Atheism. We use the term ‘personal worldview’ for an individual’s own way of understanding and living in the world, which may or may not draw from one, or many, institutional worldviews.

6. It is one of the core tasks of education to enable each pupil to understand, reflect on and develop their own personal worldview. This is a whole-school responsibility and the explicit, academic study of worldviews is an essential part of it. Through understanding how worldviews are formed and expressed at both individual and communal levels, the ways in which they have changed over time, and their influence on the actions of individuals, groups and institutions, young people come to a more refined understanding of their own worldview – whatever this happens to be – as well as those of others. Currently, this study takes place mainly through RE.
7. Studying religious and non-religious worldviews gives young people the opportunity to develop the knowledge, understanding and motivation they need to engage with important aspects of human experience including the religious, spiritual, cultural and moral. It provides an insight into the sciences, the arts, literature, history and contemporary local and global social and political issues. The young people we have spoken to have told us that RE enables them to have better friendships and to develop greater respect and empathy for others. Learning about worldviews helps young people to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes. In an increasingly diverse society, understanding religious and non-religious worldviews has never been more essential than it is now.
8. The nature of RE has changed over time to reflect new understandings and new social realities. At the time of the 1944 Education Act, it was known as Religious Instruction, was limited to Christianity and was the only compulsory subject. Over time, subject experts came to recognise that young people needed to understand both a wider range of religious and non-religious worldviews and the idea of diversity within worldviews. This was reflected in the Education Reform Act of 1988, which also changed the name of the subject to Religious Education. Thirty years on, the local, national and global religious landscape and academic understandings of the subject have changed significantly.
9. The presentation of religious worldviews in schools has not always placed enough emphasis on their diverse and plural nature and the ways that they have changed over time. While many teachers and subject experts do present diversity within religions, this can often be reduced to crude differences between denominations. RE has sometimes inadvertently reinforced stereotypes about religions, rather than challenging them¹. As we learn more about diversity and change within religious worldviews, it becomes even more important that the presentation of worldviews in schools reflects this.

¹ See, for example, *Thobani (2011). Islam in the school curriculum: symbolic pedagogy and cultural claims. London, Routledge.*

10. Non-religious worldviews have also become increasingly salient in Britain and Western Europe. According to the most recent British Social Attitudes survey, over 50% of adults identify as not belonging to a religion, with 41% identifying as Christian. The proportion of adults identifying as not belonging to a religion has increased from 31% in 1983 and has remained fairly stable around 50% since 2009². While some of these individuals may identify with non-religious worldviews such as Humanism, many have looser patterns of identification or do not identify with any institutional worldviews.
11. Deeper academic study of the experience of those who hold both religious and non-religious worldviews suggests that the distinction between religious and non-religious worldviews is not as clear-cut as one might think. Individuals may draw on aspects of both religious and non-religious worldviews in their own personal worldviews.³
12. The time is right for a new vision for the subject if we are to prepare children and young people for living in the increasingly diverse world in which they find themselves. We need to move beyond an essentialised presentation of six ‘major world faiths’ and towards a deeper understanding of the complex, diverse and plural nature of worldviews at both institutional and personal levels. We need to ensure that pupils understand that there are different ways of adhering to a worldview – you may identify with more than one institutional worldview, or indeed none at all. More still needs to be done to ensure that a wider range of institutional worldviews is taught, particularly Hinduism, Buddhism and Sikhism, which are sometimes neglected. And there needs to be a greater understanding, at a conceptual level, of how worldviews operate, the accounts they provide of the nature of reality, and how they influence behaviour, institutions and forms of expression. It is this powerful, conceptual knowledge that all pupils need to have.
13. This is why we have set out a statutory National Entitlement for all pupils in all publicly funded schools. The National Entitlement makes clear the central importance of understanding religious and non-religious worldviews as well as the conceptual categories which lead to this understanding. It sets out a clear purpose and core knowledge which all pupils across all schools must gain. It also reflects the new vision that we have outlined here, which will effectively prepare all pupils for the world of religious and belief diversity in which they find themselves.

2 NATCEN (2017). *British Social Attitudes Survey*. www.natcen.ac.uk/news-media/press-releases/2017/september/british-social-attitudes-record-number-of-brits-with-no-religion/

3 Wallis, S (2014). *Ticking ‘no religion’: a case study amongst ‘young nones.’* *Diskus* 16:2. Woodhead, L (2016), *‘The rise of “no religion” in Britain: The emergence of a new cultural majority’*, *Journal of the British Academy*, 4: 245–261. DOI 10.85871/jba/004.245

14. Our new vision is also signified by a new name for the subject: Religion and Worldviews. The shift in language to ‘worldviews’ captures, as best we can, the shifts in vision that we have outlined above, in particular the complex, diverse and plural nature of worldviews. The name also removes the ambiguity in the phrase ‘Religious Education’, which is often wrongly assumed to be about making people more religious. We are keeping the word ‘religion’ in the subject name both to provide continuity and to signify that young people need to understand the conceptual category of ‘religion’ as well as other concepts such as ‘secularity’, ‘secularism’ and ‘spirituality’.

THE CASE FOR IMPROVED SYSTEMS AND STRUCTURES

15. As we have stated above, the structures supporting RE have not kept pace with the changes to the education system. This has led to a situation in which, despite pockets of excellent practice in some schools and localities, the provision and quality of RE is not good enough in too many schools.
16. The quality of RE is highly variable across all school types. The last Ofsted subject review (2013) found RE to be to be less than good in just under half of secondary schools and in six out of ten primary schools observed by Ofsted.⁴ In *Making a Difference*, a review of standards in RE in Church of England schools, the reviewers found that RE was good or better in 70% of secondary schools, but only 40% of primary schools⁵. No evidence was forthcoming on the quality of RE in Catholic schools or other schools of a religious character. Since 2013, there has been no mechanism to gather evidence on the quality of RE in primary and secondary schools at a national level. The evidence that we have gathered suggests that there has been little positive change in the past five years and that the situation has got worse in some areas.
17. One reason for this variability in quality is some confusion over the purpose of RE, which we hope will be resolved through our new vision for the subject and the common National Entitlement which provides clarity on the aims and purposes of RE.
18. Another key reason for this variability in quality is the lack of adequate training and support for teachers. A majority of recently qualified primary teachers received fewer than three hours of subject specific training for RE

4 Ofsted (2013). *Religious Education: Realising the potential*. www.gov.uk/government/publications/religious-education-realising-the-potential

5 *Archbishops' Council of the Church of England, Education Division (2014). Making a Difference: a review of Religious Education in Church of England schools*. http://www.churchofengland.org/sites/default/files/2017-10/2014_making_a_difference_-_a_review_of_religious_education_in_church_of_england_schools_web_final.pdf

during their Initial Teacher Education (ITE)⁶. At secondary, almost three times⁷ as many RE lessons as History lessons are taught by non-specialists. We therefore set out plans for improving training and support for teachers, so that they have the knowledge that they need to teach this important subject.

19. Successive surveys of teachers, especially at primary level, have shown that teachers lack confidence to teach RE and to tackle the sensitive and controversial issues that are the lifeblood of the subject.
20. An increasing number of schools, particularly academies, offer no provision for RE at Key Stages 3 and 4. In 2016, 33.4% of all schools did not offer any RE at Key Stage 4 and 23.1% did not offer any RE at Key Stage 3. This represents nearly 900 schools offering no RE at Key Stage 4, and a significant increase from 22.1% (nearly 600 schools) in 2015.⁸ Curriculum time for primary is also limited, with nearly 30% of schools which responded to the 2016 NATRE primary survey offering less than 45 minutes per week.
21. There is a clear, and increasing, disparity between school types in terms of provision of RE. For example, the percentage of schools without a religious character offering no RE at Key Stage 4 in 2016 (38.9%) is almost four times that of schools with a religious character (11.2%)⁹. If something is not done urgently to re-establish the subject, there is a real risk that it could disappear from schools without a religious character, depriving pupils of their entitlement to this vital area of knowledge.

6 NATRE (2016). *An Analysis of the provision for RE in primary schools*. www.natre.org.uk/uploads/Free%20Resources/NATRE%20Primary%20Survey%202016%20final.pdf

7 NATRE (2016). *An Analysis of the provision for RE in primary schools*. www.natre.org.uk/uploads/Free%20Resources/NATRE%20Primary%20Survey%202016%20final.pdf

8 Source: *School Workforce data 2015 and 2016, analysed by Deborah Weston for NATRE.*

9 Source: *School Workforce data 2016, analysed by Deborah Weston for NATRE.*

Figure 1: Schools offering no RE at Key Stage 3¹⁰

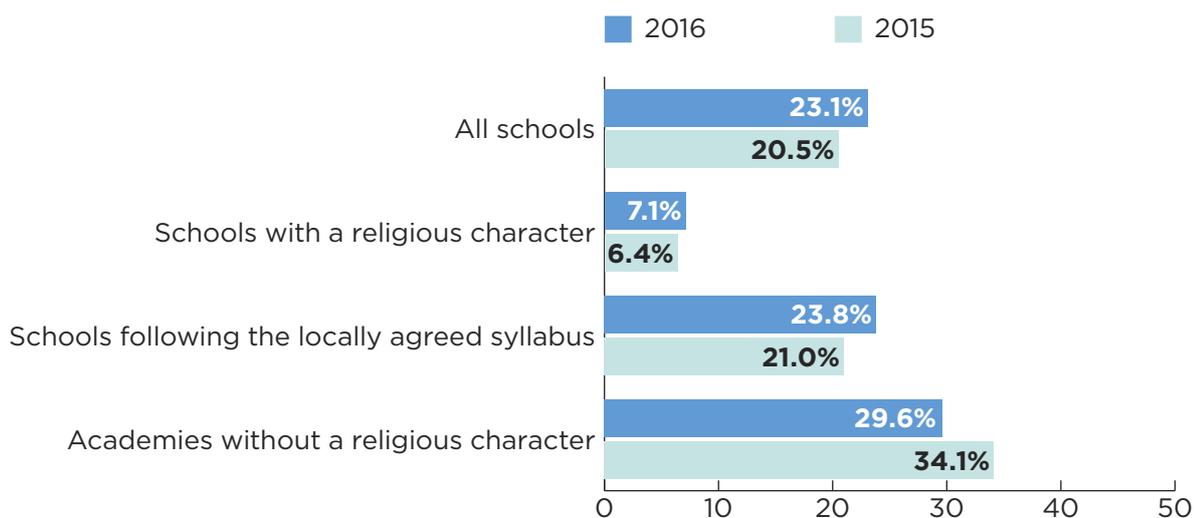
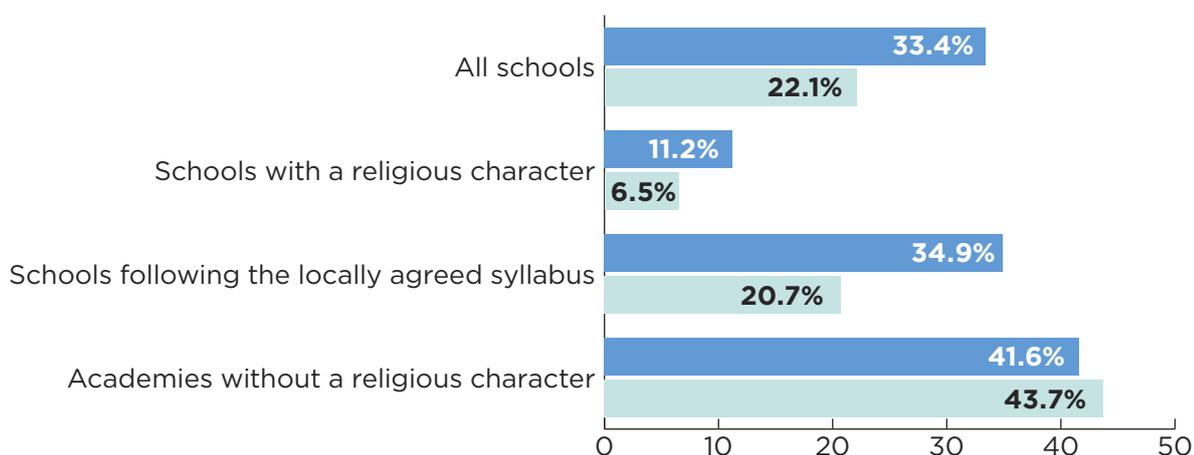


Figure 2: Schools offering no RE at Key Stage 4¹¹



22. Academisation and reductions in funding have reduced local authority support for RE via Standing Advisory Councils on Religious Education (SACREs) and professional advisers, to the point where such support is unsustainable in many areas and already disappearing in some. This further increases the disparity between schools with a religious character, where support structures remain relatively robust, and those without, where they are increasingly in jeopardy.

¹⁰ Source: School Workforce Data 2016, analysed by Deborah Weston for NATRE.

¹¹ Source: School Workforce Data 2016 analysed by Deborah Weston for NATRE.

23. Changes to accountability systems have created an environment where there is less and less incentive for schools to offer good RE, particularly at secondary level. These include Ofsted no longer inspecting individual subjects, the removal of GCSE Short Courses from school performance measures and the non-inclusion of Religious Studies GCSE in the Ebacc. This has led to a significant drop in students taking a Key Stage 4 qualification in RE¹² and has affected, for example, the number of specialist teachers at secondary level.

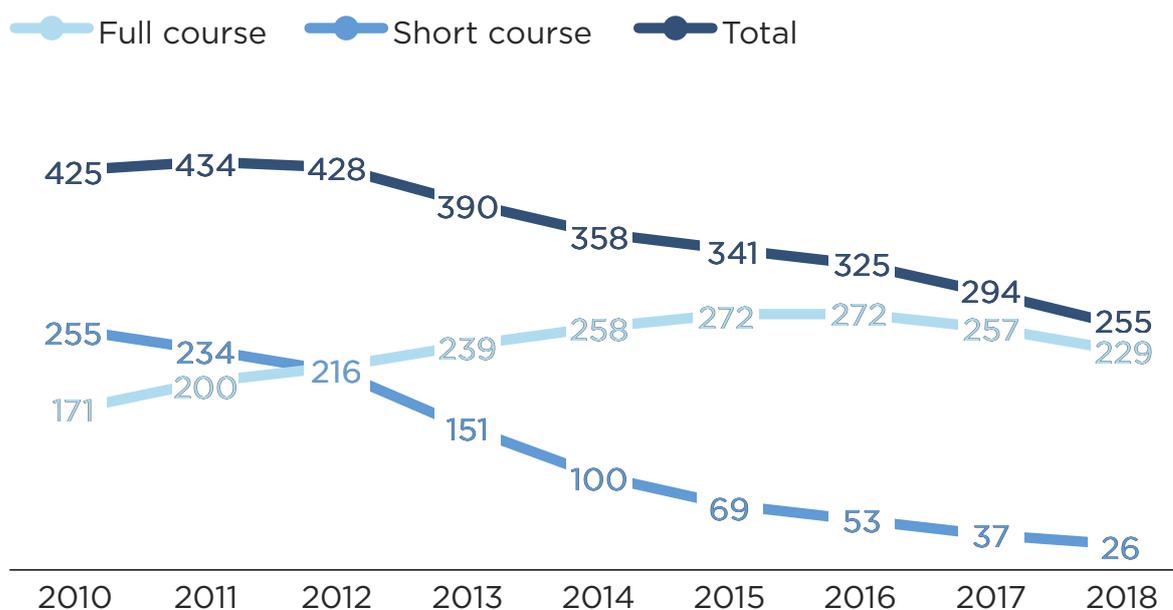


Figure 3: Trends in GCSE entries for Religious Studies¹³
Religious Studies GCSE entries in England 2010–2018 (thousands)

24. All of these issues mean that urgent action needs to be taken to reform and strengthen the structures that support Religion and Worldviews in schools. We therefore recommend changes to accountability systems, curriculum development, local and national support structures and initial teacher education, creating a robust and coherent structure for Religion and Worldviews. Our recommendations, as set out below, will enable all pupils in all schools to receive high quality education in Religion and Worldviews and will support and strengthen the subject for the foreseeable future.

¹² 260,300 pupils entered for a Key Stage 4 qualification in Religious Studies in 2018, down from a high of 433,750 in 2011.

¹³ GCSE entry figures for 2017 and 2018 do not include the Channel Islands and the Isle of Man. In 2016, there were 1,142 Full Course entries and 938 Short Course entries from the Channel Islands and the Isle of Man. Source: JCQ: www.jcq.org.uk/examination-results/gcses

25. We are aware that rapid change is disruptive and counterproductive for teachers and schools. We therefore suggest a phased approach in which programmes of study and support structures are established before schools are required to change their curriculum to align it with the National Entitlement to the study of Religion and Worldviews. We have set out our proposed timeline in Appendix 1.

LIST OF RECOMMENDATIONS

RECOMMENDATION 1

The name of the subject should be changed to Religion and Worldviews. This should be reflected in all subsequent legislation and guidance.

RECOMMENDATION 2

The National Entitlement to the study of Religion and Worldviews should become statutory for all publicly funded schools.

- a. For community, foundation and voluntary controlled schools, the requirement for Religion and Worldviews to be provided in accordance with the National Entitlement will replace the requirement in the Education Act 1996 (Section 375) to follow their locally agreed syllabus.
- b. For academies, all funding agreements should be amended to state that all academies must provide Religion and Worldviews in accordance with the National Entitlement.
- c. For voluntary aided schools of a religious character, a requirement should be introduced to provide Religion and Worldviews in accordance with the National Entitlement as well as the requirements of their Trust Deed.

THE NATIONAL ENTITLEMENT TO THE STUDY OF RELIGION AND WORLDVIEWS

All pupils are entitled to be taught Religion and Worldviews in every year up to and including year 11. Post-16 students, including those in Further Education should have the opportunity to study Religion and Worldviews during their post-16 course of study.

Schools must publish a detailed statement about how they meet the National Entitlement and ensure that every pupil has access to it through the curriculum, lessons and wider experiences they provide.

Pupils must be taught:

1. about matters of central importance to the worldviews studied, how these can form coherent accounts for adherents, and how these matters are interpreted in different times, cultures and places
2. about key concepts including 'religion', 'secularity', 'spirituality' and 'worldview', and that worldviews are complex, diverse and plural
3. the ways in which patterns of belief, expression and belonging may change across and within worldviews, locally, nationally and globally, both historically and in contemporary times
4. the ways in which worldviews develop in interaction with each other, have some shared beliefs and practices as well as differences, and that people may draw upon more than one tradition
5. the role of religious and non-religious ritual and practices, foundational texts, and of the arts, in both the formation and communication of experience, beliefs, values, identities and commitments
6. how worldviews may offer responses to fundamental questions of meaning and purpose raised by human experience, and the different roles that worldviews play in providing people with ways of making sense of their lives

7. the different roles played by worldviews in the lives of individuals and societies, including their influence on moral behaviour and social norms
8. how worldviews have power and influence in societies and cultures, appealing to various sources of authority, including foundational texts
9. the different ways in which religion and worldviews can be understood, interpreted and studied, including through a wide range of academic disciplines and through direct encounter and discussion with individuals and communities who hold these worldviews.

Programmes of study must reflect the complex, diverse and plural nature of worldviews. They may draw from a range of religious, philosophical, spiritual and other approaches to life including different traditions within Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, non-religious worldviews and concepts including Humanism, secularism, atheism and agnosticism, and other relevant worldviews within and beyond the traditions listed above, including worldviews of local significance where appropriate.

Teaching must promote openness, respect for others, objectivity, scholarly accuracy and critical enquiry.

Pupils are therefore entitled to be taught by teachers who:

- a. have secure subject knowledge
- b. are capable of addressing misconceptions and misunderstandings and handling controversial issues
- c. demonstrate a critical understanding of developments in the study of religion and worldviews
- d. promote the value of scholarship.

In order for all pupils to have equal access to high quality education in Religion and Worldviews, the subject must be given adequate time and resources commensurate with the place of Religion and Worldviews as a core component of the curriculum.

RECOMMENDATION 3

- a. Non-statutory programmes of study for each of Key Stages 1–4 should be developed at a national level, at a similar level of detail as those for History and Geography in the National Curriculum. These should be ratified by the DfE.
- b. Programmes of study should be developed by a national body of a maximum of nine professionals, including serving teachers. This body could choose to take advice from other organisations as relevant.
- c. The core purpose of the national body should be to develop and revise the programmes of study. It will also make recommendations to the government and advise the profession on issues relating to Religion and Worldviews and the resources and support needed to deliver high quality Religion and Worldviews for all pupils.
- d. The national body should be appointed by the DfE on the basis of recommendations from the Religious Education Council of England and Wales, following an open application process.
- e. Members of the national body should be appointed on the basis of commitment to the approach taken to Religion and Worldviews in the National Entitlement and proven expertise in some or all of the following:
 - i. specialist knowledge of Religion and Worldviews with both research and classroom experience
 - ii. curriculum development, within or beyond Religion and Worldviews
 - iii. initial teacher education or continuing professional development of teachers
 - iv. current or recent classroom experience in either primary or secondary phases.
- f. The national body should be a standing body with a third of members changing every three years. It should be funded on a *per diem* basis by the DfE.
- g. Programmes of study should be reviewed whenever the National Curriculum is reviewed, but the national body should also have the power to request the DfE for a review if they believe this is warranted.

RECOMMENDATION 4

Section 375ff of the Education Act 1996 should be amended to remove the requirement for local authorities to convene Agreed Syllabus Conferences and develop locally agreed syllabuses.

RECOMMENDATION 5

- a. When GCSE and A-level specifications are next reviewed, this should be done in the light of the National Entitlement.
- b. The national body should also consider how the study of Religion and Worldviews may be incorporated into vocational qualifications, either as a stand-alone course or as modules within existing vocational courses.

RECOMMENDATION 6

All Initial Teacher Education (ITE) should enable teachers, at primary and where relevant at secondary level, to teach Religion and Worldviews based on the National Entitlement and with the competence to deal with sensitive issues in the classroom, and the teachers' standards should be updated to reflect this. In order to support this, the following should be implemented.

- a. There should be a minimum of 12 hours of contact time for Religion and Worldviews for all forms of primary ITE including School Direct and other school-based routes.
- b. Bursaries for ITE in Religion and Worldviews should be set at parity with other shortage subjects.
- c. Funding for Subject Knowledge Enhancement courses should be reinstated at parity with Ebacc subjects. Funding should be allocated for Subject Knowledge Enhancement for primary.
- d. Two new modules for Religion and Worldviews should be developed for primary ITE, and also made available as continuing professional development (CPD) modules: one for those with limited experience and one for those with proficiency in the subject who would like to be subject leaders or work beyond their own classrooms. These modules should focus on the delivery of the national programmes of study.

RECOMMENDATION 7

The government should allocate funding for CPD for Religion and Worldviews to support the delivery of the new non-statutory national programmes of study. This funding should be for a period of at least five years and be sufficient to cover:

- a. a national programme of online and face-to-face CPD, including an online platform with both massive open online courses (MOOCs) and static resources
- b. the development of curriculum materials and supplementary guidance, including resources for local studies
- c. support for local face-to-face CPD including teacher hubs and networks, with specific allocations for areas of opportunity and of a sufficient level to cover adequate professional advice and support.

All of the above funding streams should be administered and overseen by the national body as part of their remit.

RECOMMENDATION 8

Legislation regarding the establishment of Standing Advisory Councils on Religious Education should be amended as follows.

- a. The name of the body should be changed to Local Advisory Network for Religion and Worldviews.
- b. The Local Advisory Network for Religion and Worldviews must facilitate the implementation of the National Entitlement to the study of Religion and Worldviews in all schools within the local authority boundaries by providing information about sources of support available, and must connect schools with local faith and belief communities and other groups that support the study of Religion and Worldviews in schools.
- c. The Local Advisory Network for Religion and Worldviews must submit an annual report to the DfE and to their local authority. The DfE and the local authority must publish the annual reports on a dedicated web page.
- d. The Local Advisory Network for Religion and Worldviews should be made up of members from five groups:
 - i. teachers of Religion and Worldviews from all phases including Higher Education
 - ii. school leaders and governors
 - iii. ITE and/or CPD providers
 - iv. school providers including the Local Authority (LA) and Multi Academy Trust (MAT), dioceses etc
 - v. religion, belief and other groups that support RE in schools or wish to do so (this might include local museums and galleries as well as religion and belief groups).

- e. The Local Advisory Network for Religion and Worldviews may also:
 - i. provide CPD support for schools
 - ii. develop programmes of study to support the National Entitlement and supplementary curriculum materials for use within and across their local authority boundaries
 - iii. provide extra resources for schools on local faith and belief communities to support local studies
 - iv. provide further support for learning outside the classroom
 - v. provide advice to schools and school providers on matters of religion and belief in schools
 - vi. facilitate school-to-school collaboration
 - vii. celebrate success including through offering prizes and competitions
 - viii. promote good community relations within and outside schools.

Statutory funding must be provided for all Local Advisory Networks for Religion and Worldviews, calculated by size of local authority and of a sufficient level to enable the group to carry out its activities effectively. This should be ring-fenced within the Central Schools Services Block (CSSB) of funding provided to local authorities.

RECOMMENDATION 9

- a. Ofsted or Section 48 inspectors must report on whether schools are meeting the National Entitlement.
- b. There should be a one-off, in-depth review of the impact of the National Entitlement and national programmes of study once these have been implemented. This should be conducted by Ofsted.
- c. The DfE should publish data on hours taught in all subjects (Key Stages 1-4) and GCSE entries for all subjects, including trend data, in an easily accessible format on their website.

RECOMMENDATION 10

- a. The DfE should consider the impact of school performance measures on the provision and quality of Religion and Worldviews, including the impact of excluding Religious Studies GCSE from the Ebacc and of excluding GCSE Short Courses from school performance measures.

- b. In the light of the evidence, the DfE should make amendments to school performance measures to ensure that the study of Religion and Worldviews is not neglected or disadvantaged.
- c. The Russell Group universities should review the list of facilitating subjects and consider whether, given their stated comments on the academic rigour and value of Religious Studies A-level, it should be included.

RECOMMENDATION 11

- a. The DfE should review the right of withdrawal from Religion and Worldviews and provide legal clarification on:
 - i. whether parents have a right to withdraw selectively from parts of Religion and Worldviews
 - ii. whether parents have a duty to provide an alternative curriculum for Religion and Worldviews
 - iii. whether children withdrawn from Religion and Worldviews can access other curriculum subjects or special educational needs and disabilities (SEND) support during the time they would normally be studying Religion and Worldviews.
- b. The DfE should work with school leaders to develop a code of good practice for managing the right of withdrawal.
- c. The DfE should monitor how the right of withdrawal is being used on an annual basis and provide data on the number of full and partial withdrawals and the reasons for withdrawal where given.



Commission on Religious Education

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Worcestershire Standing Advisory Council on Religious Education (SACRE)

Draft SACRE Annual Report for the Academic

Year 2016/17

1 Worcestershire SACRE Annual Report 2016-2017

The Standing Advisory Council on Religious Education (SACRE) is a statutory body set up to advise the Local Authority on matters related to religious education and collective worship. Its members are drawn from teachers, Local Authority representatives including Councillors, faith representatives from the Church of England and a range of Christian denominations, and representatives from other religious groups represented in the region.

SACRE's key functions include monitoring the provision and quality of RE, and providing advice and support on the effective teaching of RE in accordance with the agreed syllabus. This includes advice on methods of teaching, choice of teaching material and provision of teacher training. This is primarily done through the review and implementation of the locally agreed syllabus, a process which is required every five years. This is followed by on-going monitoring of its effectiveness in the light of changing national education policy.

The Learning and Achievement functions of Worcestershire County Council were commissioned out to Babcock International for 2016-2017. SACRE is grateful to Worcestershire County Council for its continuing support, via Babcock International, and in particular for agreeing a three-year funding arrangement, which has enabled us to create a Development Plan for these three years. Limits to funding inevitably limit the scope of SACRE's activities. SACRE endeavours to offer maximum support to schools through its use of conferences and network meetings, and this year has enabled the setting up of the Hub Leaders' project.

Worcestershire SACRE met three times in 2016-2017: 4th October 2016, 1st February 2017 and 9th June 2017. The minutes of these meetings are available on the County Council Website. Membership is kept under review each year. In 2016-2017, membership was as follows:

Committee A: Christian denominations and other religions	Mrs L Thorne (Ba'hai - Chairman) Mr G Bounds (Free Church Representative) Mrs T Khawaja (Muslim) Mrs C Parker (Methodist) Dr Y Stollard (Jewish)
Committee B: Church of England	Ms S Boulter Mrs T Lister Ms K Poole
Committee C: Teachers	Ms C Betteridge Mr C Giles
Committee D: Local Authority elected representatives	Mrs S Askin (until May 2017) Mr I Hopwood (Vice-Chairman) (until May 2017) Mr R C Lunn Mr M Jenkins (from May 2017)
Co-opted	Ms E Hill (University of Worcester) Ms A Hooper (Humanist Representative)

2 Supporting RE in Worcestershire

The key activities of SACRE over the period 2016-17 have focused on maintaining support for teachers as they implement the revised agreed syllabus for RE. SACRE representative, Tracy Lister from Whittington School has been working on developing a guide for visits and visitors for schools, including contact names and details. This will be distributed at the conferences in summer 2018.

Worcestershire and Herefordshire SACREs now share the same agreed syllabus, so training that is available for either county has been made available to neighbouring schools.

3 SACRE Primary RE Conferences 2017

Herefordshire and Worcestershire share the same agreed syllabus, and so two conferences were offered this summer. They were held on Monday 19th June (Pear Tree Inn, Worcester) and Tuesday 20th June (Whitecross School, Hereford). The conferences had the same programme and they were both offered to teachers in both counties. 24 teachers attended the Worcester conference, on an exceptionally hot summer day, and 21 teachers attended the Hereford conference.

The programme was on the theme of 'Thoughtful RE: preparing pupils for life'. It was led by Julia Diamond-Conway and Stephen Pett from RE Today, with sessions on living religion and belief, ideas for RE with 4-7s, and flexible strategies for using the visual and performing arts to deepen pupils' understanding. Razwan Ul-Haq, a Muslim artist and educator, joined the day to explore how to handle difficult issues in RE, in particular with regard to Islamophobia. Teachers also took part in a 'speed dating' activity to share classroom ideas.

Comments from head teachers and teachers attending included the following representative sample:

- *Very good conference with lots of useful ideas and resources to take back to school.*
- *Fantastic opportunity to share ideas in a friendly and informative way. Teaching strategies suggested (e.g lesson starters, everyone/no one believes, can be adapted for all age groups). Great to share experiences of places of worship/visitors.*
- *I would have been interested to attend both workshops, as they were both valuable, rather than sharing ideas with other teachers. It was very useful to hear ideas about using thinking skills in RE in practical ways.*
- *Great resources; great to have perspective from Razwan; thank you for all links etc. Easy listening, great connections.*

It was welcome that the Worcestershire conference was able to go ahead, despite lower take-up from schools than in previous years. SACRE will be looking at ways of encouraging participation in 2018.

4 Secondary RE Conference: June 2017

In 2016, numbers for the joint Worcestershire/Herefordshire secondary conference were very low, in part because an additional day conference had been arranged in the Spring term by South Bromsgrove High School, Worcestershire. SACRE agreed that for 2017 it would be better to join the two conferences, to maximise numbers and impact through support and cooperation rather than competition.

As a result of this decision, a joint conference was held on 29th June 2017, partnering with Herefordshire SACRE, South Bromsgrove Teaching School Alliance, Wigmore Teaching School Alliance (Hereteach), RE Today and the National Association for Teachers of RE (NATRE). Over 80 teachers attended, with a focus on subject knowledge for GCSE. Faith representatives from the six major world faith traditions were present, with keynote addresses from Kate Christopher and Stephen Pett (RE Today). 90% of delegates rated the event as 'excellent'.

5. Support for special school RE

A day for RE in special schools was held in October 2016. Anne Krisman, Head of RE at Little Heath Special School, Redbridge, and senior Tibetan Buddhist nun, Tsuiltrim Tenzin Choesang, led the day, including sessions on planning, teaching Islam, British Values and SMSC, and using singing bowls in reflective practice. Comments from the 17 delegates included:

- *A well-balanced and focused course*
- *Everyone REALLY friendly. Lovely to have a specific SEN day*
- *Lots of examples given but less about strategies and ideas to take away. Good to network and meet people in other special schools.*
- *A really nice relaxed day, which provided time to chat with other schools about different strategies/practices used. The different sessions have given me confidence in my planning, resourcing and a next step plan.*
- *Sharing ideas with other teachers was beneficial*
- *It has been useful to talk to other teachers who lead RE – swap ideas etc. It’s given me the confidence that what I have planned and developed is ok!*

Actions teachers intended to pursue in response included:

- *Dissemination of info gained from planning RE. Exploration of use of singing bowls within the school*
- *More individual-based teaching; focus on key points/themes; use of RE days and RE weeks*
- *Looking at how to fit 5 Keys approach into the school curriculum; encourage staff to address RE in explicit way*
- *Getting to the core; being more creative/experiential*
- *Network with other schools; add to resources; buy singing bowls!*
- *Network with people from the course. Send a staff survey around to gauge current understanding; plan for multimedia sessions*

A further follow-up day is planned in 2018.

6 Excellent RE Hub leaders project

SACRE has been planning to find sustainable ways of supporting local teachers, through the use of local hub groups. We have sought funding to train a group of excellent primary RE practitioners in order to set up local school-based network groups in different regions of the county. This will be a partnership between SACRE, the Diocese of Worcester, RE Today, National Association of Teachers of RE, and Culham St Gabriel’s Trust. We are grateful to Culham St Gabriel’s for matching SACRE funding, as part of their support for the ‘Excellent RE Project’ run by RE Today.

A number of excellent RE subject leaders have been identified from their involvement in network meetings in the past, also in consultation with the Diocese, Worcestershire University ITE lecturers and LA School Improvement Partners. Schools have been invited to join, with a regional spread across the county. Funding enables schools to receive training for 3.5 days, led by Stephen Pett (RE Today) and Ellie Hill (University of Worcestershire), to develop their RE leadership and practice. Teachers then use what they have learnt to set up and run a local group, affiliating it to NATRE and sustaining this group beyond the training period. Schools receive supply costs for their teachers on the project, and the project will be written up as a research project.

7 Commentary on exam results summer 2017

[To follow]

8 Quality of teaching in Worcestershire.

SACRE has received reports on quality of teaching in Church schools through an analysis of current SIAMS reports. Additional ways of monitoring will be considered by SACRE in 2017-2018 as part of the monitoring of the impact of the revised agreed syllabus. A survey is planned as one method of monitoring.

9 Future support for RE

On-going support for teachers, developing their ability to plan, using the new agreed syllabus planning steps, and for improving teaching and learning in RE, is planned for 2017-2018, including:

- A day for teachers in local Special Schools is planned for 3rd July 2018 at the new Buddhist retreat centre near Ledbury, Herefordshire.
- Annual SACRE conference for primary teachers, focusing on ideas for teaching and learning, based on the new syllabus, including planning, assessment and deeper learning in four religions, in partnership with Worcestershire SACRE.
- Annual SACRE secondary conference, in partnership with Herefordshire SACRE, Gloucestershire SACRE, Hereteach (Wigmore TSA), South Bromsgrove High School TSA, RE Today and NATRE, focusing on supporting teachers in deepening their understanding of Christianity and Islam, as part of the challenge of teaching the new GCSE specifications, as well as ways of developing assessment and planning for progress.
- School Survey to assess impact and value of revised agreed syllabus.

9 Other matters:

SACRE considered several pertinent issues over the year, including:

- 'The geography of anti-Muslim hatred in 2015', a paper presented by Ms T Khawaja; discussion included concern about the needs of refugees in Worcestershire schools.
- GCSE and A level results
- NASACRE survey of SACREs
- Commission on RE
- Local events

Lindsay Thorne
Chair of SACRE
May 2018