

Agenda

Standing Advisory Council on Religious Education

**Monday, 10 February 2020, 2.00 pm
County Hall, Worcester**

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Standing Advisory Council on Religious Education

Monday, 10 February 2020, 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), Ade Couper (Quaker 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)

Kate Cope (Church of England), Danielle Evans (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

Item No	Subject	Page No
1	Apologies for Absence and Substitutions	
2	Confirmation of the Minutes	1 - 6
3	Welcome to New Members Welcome to new members: Ade Couper, who will become a Member of Group A, as a representative of the Quakers, and Danielle Evans who will become a Member of Group B and representative of the Church of England.	
4	Agreed Syllabus Review	
5	Launch Conference(s)	

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Date of Issue: Friday, 31 January 2020

Item No	Subject	Page No
6	Continuing Professional Development <ul style="list-style-type: none"> • Update on recent CPD – hub meetings and regional conferences • Future hub meetings and conferences 	
7	Information from Schools <ul style="list-style-type: none"> • Exam Results and follow up on schools fulfilling statutory duties. 	7 - 10
8	National News Update <ul style="list-style-type: none"> • Ofsted • New national resources 	11 - 12
9	Feedback from Members	
10	Future Meeting Dates DATES 2020 Wednesday 10 June 2020 Thursday 15 October 2020	

Standing Advisory Council on Religious Education

Wednesday, 2 October 2019, County Hall, Worcester - 2.00 pm

	Minutes
Present:	Mr Robin C Lunn (Chairman), Mr Graham Bounds, Ms Kate Cope, Mr Chris Giles, Mr Matthew Jenkins, Mrs Tasnim Khawaja, Mr J Loyal, Mrs Christine Parker, and Dr Yvonne Stollard.
Also attended:	Mrs Mandy Smith and Mr Ade Couper from Worcestershire Quakers meeting for Item 3. Mr S Pett, RE Today - Adviser to SACRE
668 Apologies for Absence and Substitutions	Apologies had been received from Charlotte Betteridge, Ellie Hill, Tracey Lister, Ken Pollock and Lindsay Thorne. As the Chairman had sent her apologies the Vice Chairman, Robin Lunn took the Chair for the meeting.
669 Confirmation of the Minutes	The minutes of the meeting on 15 May 2019 were agreed to be an accurate record of the meeting and were signed by the Chairman.
670 Militarism in schools	The Chairman welcomed Mandy Smith and Ade Couper from the Worcestershire Quakers meeting. They wished to raise their concerns about their perceived impression of increased militarism in schools. Mandy Smith explained that she visited Tudor Grange Open evening two years ago as she was considering secondary school places for her son. She had been shocked to be greeted by Army cadets who had been passing round rifles. After writing to the Head Teacher about her concerns, she had received a response to say that the school was part of a national scheme which allowed cadets to wear army fatigues one day a week. The national scheme included millions in funding from the Department of Education to bring the military ethos into schools. Mandy explained that she didn't believe in the way military personnel were taught to obey without question or that the UK was the only place in Europe to recruit young people below the age of 18 and cadets at an even earlier age. After a second visit to Tudor Grange she acknowledged that the cadets were doing First Aid rather than showing rifles but the schools still allowed fatigues a day a week and held military skills

671 Agreed Syllabus

competitions.

Ade Couper asked that SACRE support them in raising the issue of military ethos as one of concern and mentioned the documentary War School, a battle for hearts and minds. For the future he hoped that SACRE would be willing to welcome a member from the Worcestershire Quakers' meeting to future meetings.

The Sikh member of SACRE wished to comment that he didn't believe this was a faith issue and therefore shouldn't be taken up by SACRE. He pointed out that Sikhs wore swords as part of their ceremonial dress and felt that most faiths had to fight at some point but that was not to harm but rather to protect. Other SACRE members agreed that this should not be a SACRE issue but could perhaps be raised with local Councillors.

The Agreed Syllabus included a question at Key Stage 3 about whether religion was a power for peace or a source of conflict in the world today. It was suggested that the Quakers point of view could be mentioned within that point.

The Chairman clarified that the SACRE would welcome someone from the Worcestershire Quakers meeting attending their meetings but they felt that the issue of militarism was not something that SACRE should be involved in as it was more of an education issue rather than a religious one.

The SACRE meeting was temporarily suspended and an Agreed Syllabus Conference was convened.

Stephen Pett outlined the two options which were on offer. A third option of writing a completely new syllabus just for Worcestershire had previously been ruled out as the cost was prohibitive.

Option A – Renew the current syllabus.

The current syllabus aimed to ensure that all pupils:

1. Knew and understand a range of religions and worldviews
2. Expressed ideas and insights about religions and worldviews
3. Gained and deployed the skills to engage seriously with religions and worldviews

Questions within the syllabus were split into 3 strands of

Believing, Expressing and Living.

The benefit of this option was that it would just involve a 20-30 page insert so schools could keep the syllabus copies they already had and were familiar with.

Option B – A newer syllabus which looked at what people believed and how they lived. Questions were according to religion rather than in strands, which made the syllabus more systematic rather than thematic. The syllabus made use of the Understanding Christianity resources which were already in use by all Church of England school and a small proportion of community schools.

The benefits of option 2 were that many schools were already using the Understanding Christianity resource and that students learnt the basics of religions and then in spiral learning returned to the topics to look at more advanced ideas.

Members of SACRE discussed the merits of the two options:

- They believed that by continuing with the existing syllabus then schools which were not fulfilling their obligations were unlikely to change but by choosing Option B then a syllabus launch would be seen as a fresh start and would be an opportunity to reach more schools and engage with them
- It was noted that although the law required schools to teach RE, SACREs had no powers to enforce that
- In one of the areas which used Option B, more schools were now engaged in using the new syllabus

Members split into their separate groups to discuss the two options.

When the groups returned the Chairman asked each one which Option they wished to take. The groups voted unanimously for Option B.

RESOLVED that each Group which constituted the SACRE (Group A – Representatives of Christian and other faiths; Group B – Church of England Representatives; Group C – Representatives of Recognised Teachers Associations; and Group D - Elected Representatives of the Local Authority) voted

		to adopt Option B as the Agreed Syllabus for Worcestershire from September 2020.
672	Feedback from Conferences	The Agreed Syllabus Conference was closed and the meeting of SACRE was re-opened. Chris Giles gave feedback on the Sixth Form Conference which had been held at the University of Worcester. The Conference gave students a taste of University Life and had featured a market place where different activities were organised by different faiths. The conference focused on the topic of suffering and evil and the different faiths were asked to explain their position. This activity provided quotes for students to use in exams. It was hoped that the conference could be run again in future. Stephen Pett explained that the Primary and Secondary teacher conferences had been well received. The conferences allowed teachers to gain resources and meet contacts and the evaluations showed that delegates found the conferences very useful with excellent ideas to take back to school.
673	Feedback from Hub Groups	Chris Giles updated SACRE about the hub groups. There had been 3 meetings of the secondary group and lots of planning for the Sixth Form Conference had happened at the meetings. As well as the NATRE group at the Rivers MAT, a new NATRE local group was being set up in Stourbridge and there would be a joint Primary and Secondary RE meeting on 17 October at the University of Worcester to consider ideas for an RE Conference in the Summer of 2020. Malvern also had a local group and Ipsley was setting up a group, led by teachers who were part of the hub leader project.
674	Plans for teacher support in 2019-2020	Future support for teachers included a conference being held at a Birmingham school in November. The School would be closed for the day to allow Governors and teachers to attend the conference. This conference was in a Birmingham school which was within the area covered by Chris Giles in his role as NATRE Regional Ambassador. Stephen Pett explained that there would need to be a conference in 2020 to launch the new syllabus. He would work with Chris Giles to plan and advertise the

conference as it would need to be done before the next SACRE meeting.

RESOLVED that SACRE agreed that the planning and advertising of the conference should be progressed by Stephen Pett with help from Chris Giles.

675 Responding to workforce data and ensuring schools fulfil their statutory duties

After looking at the school data regarding the teaching of RE, various schools had been contacted about their apparent lack of RE. Schools were becoming more receptive to the idea of allowing adequate time for RE as Ofsted were looking at their provision as part of inspections. Arrowvale had been contacted and had explained that they covered RE in their Personal and Social Education but planned to introduce more.

The Chairman explained that a letter had been sent to Tenbury High School but as no response had been received he had tried to phone the school on three occasions but had not been able to speak to anyone who could help and his calls had not been returned. He would continue his efforts to speak to the school.

If schools wished for help in increasing or improving their RE teaching, Chris Giles as a NATRE Regional Ambassador would be able to help.

676 SACRE News Update

Due to changes in the Ebacc schools had not been prioritising RE; points from the short course used to contribute to a school's average points score but RE had been taken out of this and only full course RE could contribute to the Progress 8 scores. A NATRE survey had shown that up to 50% of schools were not fulfilling their obligations with regard to RE; it was suggested that as Ofsted had said it was not their job to check compliance, schools knew they could get away with little or no RE. However, the new Ofsted inspection framework would be looking at the breadth of the curriculum rather than focusing on exam results which should mean an increased focus on the teaching of RE.

It was mentioned that the Labour party had said that they would scrap Ofsted as they thought Local Authorities could be checking the quality of schools. NATRE attended all party conferences so they were aware of the potential future policies.

Although total numbers of GCSE entries fell for the third year in a row, 100 more RE teachers were being trained in 2019 than the year before. Training opportunities were

available at various conferences but it was pointed out that the subsidy for Worcestershire schools for the RE Quality Mark had ended, although schools could still apply for the award.

677 Feedback from Members

Jatinder Loyal reported back that the celebration and exhibition to celebrate the Guru Nanak's birthday had been a huge success and the digitised exhibition would now tour around different locations. He also agreed that he would follow up with organising a visit to a Gurdwara.

It was suggested that a visit to a mosque could be organised for the same day as the Gurdwara visit.

Two events supported by Worcestershire Interfaith Forum had been organised:

- 'Climate Change – Challenges to Faith' which would be held at Holland House Crofton on 11 November 2019, and
- Mitzvah Day on 17 November 2019 which was asking for volunteers to help at the Alexandra Hospital in Redditch

678 Future Meeting Dates

DATES 2020

Monday 10 February 2020
Wednesday 10 June 2020
Thursday 15 October 2020

All to take place at 2pm at County Hall, Worcester

The meeting ended at 3.55 pm

Chairman

RE: Statutory requirements, compliance and OFSTED

Statutory requirements and curriculum information

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
 - **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**
- All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.**

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE. Further information concerning RE in academies and free schools is given below.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

In brief, legislation requires that:

- in maintained community, foundation or voluntary schools without a religious character, RE is taught in accordance with the local Agreed Syllabus;
 - academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';
 - for foundation and voluntary controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless, parents request RE in accordance with the trust deed of the school; and
 - in voluntary aided schools RE must be taught in accordance with the trust deed.
- RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:
- pupils in nursery schools or nursery classes in primary schools;
 - any person aged nineteen or above for whom further education is being provided at school; and
 - any person over compulsory school age who is receiving part-time education.

More detailed information on Academies and free school can be found here

www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools

More detailed information on maintained schools can be found here

www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010

**How do we know whether schools in Worcestershire are following the law or their funding agreements?
How can we find out?**

OFSTED and RE

The new Education Inspection Framework has been used in schools for one term. There have been a large number of reports that have mentioned RE. In November NATRE produced a summary of those published so far.

www.natre.org.uk/news/latest-news/101-re-mentions-in-ofsted-primary-and-secondary-reports/

In November NATRE also had conversations with OFSTED over the number of deep dives in RE and noted that the number of these deep dives have increased. In simple terms a deep dive is something that happens within an inspection and is a review of the subject, how it is planned and taught in the school and evidence of the impact that it is having on pupil learning.

Evidence is also being collected by OFSTED for a thematic review in RE.

It is interesting to consider the themes that are emerging from these reports;

1. Pupils need to learn subjects in sufficient depth so that they remember what they have learnt
2. Rushing content, including in secondaries where there is a two-year key stage 3, sometimes leads to gaps in pupils' knowledge and understanding and makes it harder for pupils to comprehend the more advanced GCSE content
3. Where RS is an option at key stage 4, those who do not choose GCSE RS must have enough opportunity to study RE
4. All pupils need to follow a broad curriculum which is similar in breadth and ambition to the basic/national curriculum
5. Where time for RE and PSHE is contracted into shared provision, this limits pupils' understanding of both areas
6. Planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before
7. Visits to places of worship, handling artefacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding
8. Learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain
9. Where the curriculum is well planned, the interaction between subject content and skills, such as across the Humanities is made explicit which strengthens learning
10. Well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more
11. Effective training leads to primary teachers having good subject knowledge that they use to help pupils learn more effectively
12. RE makes a valuable contribution to pupil's personal development and to their understanding of the wider world

Examples of recent statement on RE in OFSTED reports

Primary

Good: The organisation of the curriculum allows pupils to build on what they have learnt before. Pupils are able to make links across the subjects. For example, pupils talk with confidence about history and how this links to the learning in religious education and geography

Good: Teachers make lessons interesting. Pupils enjoy learning about other cultures, for example when handling Sikh artefacts. They debate arguments, for example 'for and against' having rules, with enthusiasm. Pupils find out about different cultures when listening to visiting speakers such as a rabbi.

RE Deep dive

Good: Pupils learn well because, linked to the school's agreed policy, teachers plan interesting and creative topics. They develop positive attitudes to learning. Following a visit to the church, for example, Year 2 pupils considered why it is a special place for Christians. They were articulate when asking questions and giving their views. They explained why the artefacts they saw are special to some people, including other pupils in their class, but not to others.

RE Deep dive

Outstanding: Leaders have thought carefully about what pupils should learn in each subject during their time at school. They have sequenced knowledge and skills well so that pupils build on what they already know. This is important because it helps pupils to have a secure understanding of their learning. The school provides an excellent quality of education for its pupils.

The development of pupils' personal, social and emotional intelligence is a great strength. Pupils have a range of worthwhile, well-taught activities and experience

RE Deep Dive

Inadequate: Leaders' ambition for pupils is not high enough, so pupils do not learn enough. Pupils study the full range of subjects, but teachers do not consider deeply what pupils need to learn and when. This means pupils do not gain as much knowledge as they should. This includes learning about, and appreciating, different religions and other cultures.

The planned personal, social, health and economic education (PSHE) does not support pupils to be confident, determined and independent in their learning. Neither does the planned curriculum provide pupils with a rich knowledge of religion and other cultures.

Pupils are not well prepared for life in modern Britain. Leaders should ensure that the curriculum gives pupils sufficient understanding and appreciation of religion and different cultures.

RE Deep dive

Good: In most other subjects, including science, history, geography, art and physical education, the curriculum is well planned and organised. However, religious education (RE) is not planned with such precision. Information provided for teachers is short of detail. This, combined with limited training in this subject, leads to uncertainty about important knowledge. As a result, pupils do not learn the knowledge they should. Planning in most subjects, including reading, mathematics and science, is thorough. However, in RE, it lacks important detail. Teachers do not have the knowledge or the training to teach this subject well. Consequently, pupils' knowledge in RE is not as strong as it is in other areas of the curriculum. Leaders should ensure that the RE programme of study is reviewed and revised to give greater detail about the knowledge to be taught and learned. They should also ensure that teachers are provided with the training needed for them to teach RE knowledgeably and with confidence.

RE Deep dive

Secondary

Requires improvement: Most teachers are now teaching pupils the subject content that matters the most, apart from religious education, which is limited.

Currently, some pupils in key stage 3 do not cover subject content sufficiently well to be able to draw upon their learning in the future. This is because subjects such as religious education lack prominence in the curriculum. Additionally, the time pupils spend learning new content is limited in some subjects as teachers attempt to teach a broad and balanced curriculum that is commensurate with the national curriculum.

However, time is limited, and teachers sometimes gloss over important learning points. This leads to gaps in pupils' understanding. Leaders must ensure that pupils are afforded sufficient time to learn important subject content in detail for as long as possible, including in religious education.

Requires improvement: Parents and carers are overwhelmingly positive about the school. They value the balance the curriculum provides between religious and secular studies.

Pupils learn about different world religions. This helps them to understand the similarities and differences between faiths. It also helps pupils to become understanding and tolerant of others.

Good: Most leaders ensure that subjects are planned in a logical sequence. For example, in Year 7 religious studies, pupils learn about how communities develop, through a well-sequenced series of learning activities. However, in some subjects, such as geography and design technology, learning is not yet sequenced as well.

Good: In many subjects, teachers know what content to teach and when to teach it. This is helping pupils to build on their previous knowledge and to know and remember more. For example, in English, religious education, music and science, content is demanding and teachers make sure that they give pupils the chance to recall prior learning. In these subjects, pupils said that teachers explain work clearly and help them to fill gaps in their knowledge.

Requires improvement: Pupils start too many GCSE courses at the beginning of Year 9. Often, they study their GCSE courses over three years rather than the recommended two. Where this occurs, pupils do not have Year 9 as a preparation year for GCSE. As a result, pupils have gaps in their knowledge and understanding. This makes it harder for pupils to comprehend the more advanced GCSE content. It also limits the connections pupils make to prior learning. Leaders have also stopped the practice of pupils unnecessarily sitting GCSE exams a year early in religious education (RE) and citizenship.

Requires improvement: In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum. In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. Few pupils choose to continue to study a modern foreign language. Leaders have put plans in place to improve pupils' enjoyment of this subject so that more pupils choose this as an option.

Leaders and governors need to ensure that pupils follow a broad curriculum which is similar in breadth and ambition to the national curriculum. They should further improve the curriculum by increasing the depth of learning for pupils in different subjects in key stage 3. Leaders should also increase the opportunities for key stage 4 pupils to study RE in greater depth.

What are OFSTED reports saying about Worcestershire schools?

What can we do with information as we get it?

SACRE National Update: Spring 2020

Ofsted reports

In late November 2019 NATRE published a document showing all the Ofsted reports (published by the end of November) that mentioned RE. There are 101 of them! Teachers including middle and senior leaders might find it interesting to discuss some of the points that have emerged so far.

The document also picks out some of the key themes from the reports.

Read the [**Ofsted primary and secondary Autumn 2019 NATRE report**](#) here.

How will Worcestershire SACRE communicate with schools who get particularly positive reports or reports that show areas for improvement?

Guidance on RE and collective worship in academies

In 2012, NATRE supported the Department for Education in the production of some 'Questions and Answers' about Religious Education and Collective Worship in Academies and Free Schools. This document has now been updated to a new format and should be helpful to teachers and others looking for guidance on Government Policy with references to legislation.

Collective Worship in Academies and Free Schools

www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools

This document is also linked to and from: [**Religious Education guidance in English schools non-statutory guidance 2010**](#)

Collective Worship

Some of you may have noticed some coverage in the [**press**](#) last term regarding two children who had been withdrawn from Collective Worship in a primary school in Oxfordshire. The school concerned is a community primary. Although it has joined the Oxford Diocesan MAT, Oxford Diocesan Schools Trust (ODST), this didn't change the status of the school. It must still provide daily collective worship of a 'wholly or mainly of a broadly Christian character' in line with current legislation. One family, supported by Humanists UK, chose to withdraw their children from this Collective Worship, as is their right. The parents were seeking a judicial review because they felt that during CW, the school should provide an alternative of equal educational worth for their children to attend.

Before the Judicial Review took place the family and the school [**agreed**](#) an [**out of court settlement**](#).

The DfE have clearly stated that this case has no immediate implications for SACREs or schools. IT stated: 'The complaint was settled by the two parties outside of court and as such has no bearing on current legislation or the current national policy on collective worship'.

Legislation and guidance have not been altered and community schools should still continue to provide a daily act of Collective Worship of a broadly Christian nature, unless a determination is in place, or parents withdraw their children. There is no requirement for the school to provide alternatives for children withdrawn from CW, although as a result of the case, schools and SACREs may receive enquiries and requests.

What does Worcestershire SACRE know about Collective worship in schools? What support might be given to schools?

Increase in Secondary RE ITE trainees

Recruitment for secondary trainees of RE has seen a dramatic boost this year after the DfE accepted our argument that it needed to do more to encourage and support applicants. Bursaries were increased from £4,000 to £9,000 and subject knowledge enhancement (SKE) courses were funded such as the **TeachRE 200 hours course** which is endorsed and certified by NATRE. The end result is we have a bumper crop of trainees for 2019-20 and we reached 93% of our target. This will make it easier for schools ensure more pupils in all schools to have access to high quality teaching. In 2018-19, we reached only 58% of the target, so this is a significant step forward.

Timing of SATs tests in 2021: Adaptations available for Muslim pupils

In 2021, Eid-ul-Fitr is likely to begin on the evening of Wednesday 12th May. Given the significance of RE the DFE are aware that pupils are likely to be absent from school and so have given advice to schools on how to rearrange tests for some or all pupils if deemed necessary.

How will Worcestershire SACRE make sure schools understands the guidance?

NASACRE National Conference and AGM 2020: Monday 18th May "Authority in RE"

The **2020 NASACRE Conference and AGM** will be held on Monday 18 May at: Crowne Plaza London - The City, 19 New Bridge St, London EC4V 6DB

The hotel is across the road from Blackfriars underground (Circle and District line)) and mainline station. It is less than a 10-minute walk from the excellent, modern and very fast Thameslink service.

Coffee and tea and pastries will be available from 10,30 and we will start at 11 AM. The keynote speaker is Matthew Purves, Ofsted's Deputy Director, Schools.

A number of excellent workshops will be offered (see **conference programme**); you will need to indicate your preference of workshops when you book. Also, please make certain you indicate any dietary requirements.

At the conference, there will be some filming for an informational video about SACREs and NASACRE at the conference. If you don't wish to be filmed, there is a place on the booking form to indicate this. Please make sure you complete this; you will then be issued with a special badge to indicate that you should not be filmed.

This promises to be an outstanding conference and all SACREs are encouraged to send representatives. Bookings can be made [here](#).

Who could represent Worcestershire?

Resources for schools:

British Library *Discovering Sacred Texts* resource free online

www.natre.org.uk/news/latest-news/discovering-sacred-texts-highlights-from-the-british-library-is-now-online/

www.bl.uk/sacred-texts