

Agenda

Standing Advisory Council on Religious Education

Tuesday, 11 October 2022, 2.00 pm
Lakeview Room, County Hall,
Worcester

This document can be provided in alternative formats such as Large Print, an audio recording or Braille; it can also be emailed as a Microsoft Word attachment. Please contact Democratic Services on telephone number 01905 843579 or by emailing democraticServices@worcestershire.gov.uk

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, 11 October 2022, 2.00 pm, County Hall, Worcester

Membership:

Group A (Representatives of Christian and other faiths)

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)

Danielle Evans (Church of England) and Rev Duncan Hutchison (Diocese of Worcester)

Group C (Representatives of Recognised Teachers Associations)

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

Group D (Elected representatives of the Local Authority)

Cllr Mel Allcott (Worcestershire County Council), Cllr Matt Jenkins (Worcestershire County Council) and Cllr Emma Marshall (Worcestershire County Council)

Co-opted Representatives

Ms E Hill (University of Worcester)

Agenda

Item No	Subject	Page No
1	Apologies for Absence and Substitutions	
2	Confirmation of the Minutes	
	Support for Schools	
3	Feedback from Primary and Secondary Conferences 2022	1 - 6
4	Update on Courses <ul style="list-style-type: none"> • Help! I'm the RE Co-Ordinator • Excellent RE for primary teachers 	

Agenda produced and published by Assistant Director for Legal and Governance, County Hall, Spetchley Road, Worcester WR5 2NP

To obtain further information or a copy of this agenda contact Kate Griffiths, Committee Officer on 01905 846630, KGriffiths@Worcestershire.gov.uk

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

Date of Issue: Monday 3 October 2022

Item No	Subject	Page No
5	Update on Local Groups Reports from Members on Primary, Secondary and Diocesan groups	
6	Plans for Teacher Support Planning conferences 2023 – To discuss themes and topics and outline plans	
	Monitoring Provision for RE in Worcestershire	
7	Secondary Workforce Data Survey	
8	How can we monitor primary RE in Worcestershire beyond conference feedback - Survey on syllabus impact 2 years on.	
	General	
9	RE Report Card - Follow-up	7 - 12
10	SACRE Annual Reports <ul style="list-style-type: none"> • New SACRE Annual Report framework • The draft Worcestershire SACRE Annual Report • Analysis of SACRE Annual Reports 2020-2021. Report giving an overview of what SACREs around the country have achieved, along with the barriers they have faced. The report is available on the NASACRE website 	13 - 20
11	National News Update	21 - 26
12	Feedback from Members	
13	Future Meeting Dates <ul style="list-style-type: none"> • Monday 6 March 2023 • Thursday 8 June 2023 • Monday 9 October 2023 <p style="text-align: center;">All 2pm start at County Hall</p>	

AGENDA ITEM 3

Worcestershire SACRE Primary Conference 22 June 2022

76 teachers signed up; 67 attended online, with some schools allowing several teachers and TAs to attend for all or part of the day; 11 requested the recordings

23 teachers filled in the online survey

	excellent	good	satisfactory
Session 1: Ways of knowing Fiona Moss [23 evaluations]	74%	22%	4%
Session 2: Ways in through art: encountering religions Stephen Pett [23]	87%	13%	
Session 3: Words, words word: improving pupils' writing in RE – Fiona Moss [22]	73%	27%	
Session 4: What in the world is a worldview? Stephen Pett [23]	78%	18%	4%
Session 5: Meeting faith and belief reps [20]	80%	20%	
Overall value of the conference [23]	83%	13%	4%

Any comments on the conference?

1. It was an uplifting and informative day and introduced fantastic teaching strategies and resources to bring RE up to date and relevant
2. Content and delivery was excellent. Very engaging and lots of ideas to use in the classroom. Hearing the speakers at the end of the day was a lovely touch and very thought provoking. Thank you.
3. Had a bit of trouble with my internet, so missed part of the initial session with Fiona. These conferences really help me to think about how I can approach RE planning in a different, more engaging way. I am a TA who plans and delivers for LKS2 and UKS2 and find the sessions really help to support me. It's also good to be reassured that I am doing what I need to do to make the content accessible for the children.
4. The sessions were very useful and presented excellently. There were lots of resources and teaching ideas shared that have given me a lot to take back to school.
5. A brilliant day! Very informative, useful and interesting! Thank you to everyone involved. I really enjoyed it.
6. Very informative and engaging. Thank you.
7. Some great ideas to take away and it's useful to know things are being delivered by clearly very knowledgeable and well researched presenters
8. I enjoyed the practical application of how subjects covered can be utilised in the classroom.
9. Very helpful and engaging thank you.
10. All very informative.
11. It was really interesting and made me consider the nuances of the subject.
12. Very informative and useful, new ideas and really enjoyable.
13. This was very useful in giving updates about RE and the resources available to support these updates.
14. This was a well organised conference. Although there was a lot of information and plenty of teaching ideas, I didn't feel overloaded or overwhelmed.
15. There was lots of content and it was sometimes difficult to keep up with the pace of the sessions. Trying to listen, make notes and participate was very hard work. The sessions all over ran, meaning the break times between each one was shortened.

16. I felt a bit lost as it's all a bit new to me at the moment - I found the tech a bit hard to navigate but that could be me! Hard when you're on virtually.

Points to note for next year:

Online...

- great on zoom - lots of time saved re travelling and better than being all in one hall. and can see and hear everything! high quality of conference evident by not getting bored or multi tasking
- We always find the conference so valuable for 'staying in touch' with RE across the county/worldwide. Like so many schools, we are busy, but we find the flexibility of Zoom enables different colleagues to join for the different 'workshops'. So today, four of us from Tenbury have joined at some point! I look forward to sharing our notes later! Thank you!

Or not online...?

- I would prefer the next conference to be in person. I missed being able to network with fellow practitioners during the breaks.
- Excellent conference. Would prefer to meet in person in future if possible as I find a whole day on a screen hard going and more difficult to engage with.

Actions you will take to follow up from this conference:

1. Lead staff meeting to share resources 6.7.22 Spirited Art competition RE Writing focus for 22/23
2. Share resources and thoughts with my RE leader partner when she returns from maternity leave to create an action plan for sharing information with the staff team. Request a place on the subject leaders course.
3. I will speak to the RE Lead (Deputy Head), and provide her with my notes and with the resources. I can see where I will be able to adapt lessons that I am teaching, to incorporate some of the strategies given today. While I have used the artwork in delivering the Easter story, I can see how we can widen discussions to incorporate worldviews. The session on writing will help to develop the quality of the writing I am asking children to provide. I particularly liked the 'because, but, so' work, and can see how this would help children to better articulate what they have learnt. I was interested in the session on worldviews, and can see how this would help with diversity within the delivery of lessons.
4. I will feedback to staff the ideas raised during these sessions and work to implement many of the strategies and teaching ideas in the coming academic year.
5. Read back through 8 pages of notes! Share with staff. I would also like to use the last 45 minutes with my juniors as an collective Worship - the speakers were wonderful.
6. Reading through the handouts provided, looking into purchasing the books mentioned and using strategies mentioned today e.g. because but so.
7. Consider current units of work and where ideas from today can be fit in to ensures depth of learning which shows religious literacy and philosophical understanding.
8. share with returning RE leader and plan to use conference sessions for enthusing staff and training. it will be good to add some good ideas to our syllabus.
9. I will ensure I am using words such as 'most/many/some' when discussing aspects of religion and will be sharing this with other staff in school. I really like the idea of using but/because/so sentences - something I regularly use in an English lesson context but hadn't really considered how useful these would be when writing within RE!
10. Inform my action plan for next year to include a staff meeting on worldviews and disseminate ideas on writing strategies.
11. I will definitely try to embed the term 'worldview' and the use of the multidisciplinary approaches.

12. Lots! Lots of things to feedback to different year groups. Check on not generalising and language of some, many, few, most. Adding more art and discussion of art into our units. Review assessment tasks for year groups.
13. Share some of this training with other members of staff.
14. investigating art resources look up the draft handbook
15. I want to investigate a worldview approach so I'm ready for the future. Want to get more art as a starting point and the use of different artists.
16. Using kernel sentences and because, so, but
17. Sharing lesson ideas, reviewing some planning to include worldviews, staff meetings as a refresh for diversity/worldviews/writing
18. It gave me food for thought about using art and writing to enhance the teaching of RE and I will be looking at our RE medium term plans in light of this.
19. I will use the ideas for writing - I particularly liked the 'because, but and so'. I will also try to source quality texts for lessons.
20. Feedback to staff - ideas for including more art focused activities and how to incorporate some of the other resources shared to suit our curriculum. Preparing ourselves for changes to the syllabus at some point to include worldviews
21. Passing on relevant strategies to my colleagues
22. Share some ideas with staff of recording. Art ideas and discussion based recording. Audit resources.
23. complete assessment using sentence starters and conjunctions because, but, so . Use representations of different types of art for a whole school project

Suggestions for future training/support in Worcestershire:

1. Please share a list of recommended places of worship to visit and how to prepare for the visit
2. One participant mentioned linking the unit questions to specific resources; I would find this really useful. I have found, when using the units of work, that the links listed are no longer active; this then leads to extra time when planning, to try and find resources to use.
3. Keep up the good work!
4. It would be really helpful to have the schemes of work available through the country if possible please, to support primary teachers who don't feel as confident teaching this subject and ECTs. Many thanks.
5. As previously mentioned too much time spent in my last 20 years in introducing the New Syllabus, no child goes through the school without a new syllabus being introduced, so don't necessary have the well planned consistent RE we would like. Having said that The new syllabus is very good, best yet!
6. It would be really great to have a document that tells us which of the resources in the big questions series and the inspiring RE series matches to the questions for each topic for the Worcestershire Agreed Syllabus. I pay for gold membership every year but don't feel I make the use of these fabulous resources for the whole school. Also, would love to know which disciplinary lens each question is best suited to for the Worcestershire Agreed Syllabus.
7. Being ready for Ofsted in RE. Sharing deep dive experience of Ofsted - I'm terrified
8. Links with faith leaders to talk to the children.
9. In person, please, rather than on zoom. A day looking at the screen is not good for anyone's health and well being
10. Thanks - it was great!

This page is intentionally left blank

Three Counties Secondary RE Conference 23 June 2022
EVALUATION 13 delegates, 13 responses.
(Gloucestershire 7; Herefordshire 1; Worcestershire 5)

	excellent	good	satisfactory
Religion and worldviews (13 responses) Stephen Pett	100%		
Approaches to Sikh worldviews (13) Lat Blaylock	100%		
Ways of knowing (13) Stephen Pett	85%	15%	
TeachMeet (12) Local teachers	54%	46%	
Venue: how do you rate it? (13)	85%		
Overall value of the conference (13)	100%		
<p>Comments on the conference:</p> <ol style="list-style-type: none"> 1. Thank you so much for giving up your time. Really enjoy/interested in research behind worldviews and how to explore worldviews. Practical examples modelled by Lat - thank you! <u>Loved</u> how we explored ideas and turned methods upside down. 2. This is my annual 'plugin'! I love meeting other RE teachers and gaining such amazing knowledge and understanding. 3. Engaging. informative and progressive. Excellent! 4. Excellent day with amazing resource is that can be adapted and taken into the classroom. Great to see some different approaches to how to deliver resources to students. 5. Superb as usual. Inspirational and directly relevant to RE now. Lovely update on current dialogue and looking ahead. 6. Ways of knowing: this is such a huge, complex area. Very much appreciate the CPD on it, but feel a little overwhelmed with trying to include them across KS3. 7. Excellent day full of useful ideas and links to learning. Good to be able to plan in some more up to date ideas. Good to share with others, making links. 8. Fantastic day to really 'hone in' on key skills. Great content on both pedagogy and faith / worldview. World views was great to get to grips with. I liked the practical suggestions for use in the classroom. 9. So good to be able to work collectively and in the real world again. I met some stimulating and supportive colleagues which is vital. 10. Really enjoyed the segment on world views and excited to see how this develops. The venue was excellent! Really enjoyed the depth of the content on Sikhi. 11. Really interesting themes and topics. Lots of resources, handout sheets and teaching ideas. Lots of info - jam packed. Ways of knowing felt a little heavy compared to others but still good and interesting. 12. Brilliant conference with so many activities that can be used in my RE classroom. Doesn't always SACRE conferences are thought provoking and full of practical ideas. 13. As always inspirational and informative. 			

[Gloucestershire] As we undertake the review of the current syllabus, to reflect the focus on worldviews, do you have any comments, suggestions or requests?

1. Some SEN resources for KS3, especially for students with KS1 literacy levels.
2. Make disciplinary does explicit and simplified as possible, and then build up, ESP for those who have never looked at all of these disciplines eg Worcs LAS updated but not focused on disciplines. Request freebies 😊 Perhaps lesson resources, just like the examples in RE Today books.
3. More teaching ideas about other religions, revision tips etc.
4. Love the idea of moving towards will views with a focus on diversity in worldviews! Excited to see what the future holds for RE in Gloucestershire!

Actions you will take to follow up from this conference

1. Review Sikhi SOW. Use examples across KS3- 4 curriculum. Liaise with people I've met. Consider how we can introduce worldviews.
2. We are about to overhaul the whole KS3 curriculum - lots of ideas for what to include and approaches to take.
3. The idea of starting from the floor up. Introducing an individual and build on top of that. Resource is produced.
4. Incorporates the worldviews resource is into our KS3 curriculum. Review our KS3 curriculum to revisit how Sikhism is taught - incorporate stories and use of BBC bitesize clips.
5. Redesign Sikh syllabus. More research into ways of knowing.
6. Taking time to go through materials again at leisure. Disseminating these ideas/concepts to colleagues back at school.
7. Collate content to help inform teaching, particularly worldview frameworks/tasks and the key content on Sikhi.
8. I will look at the resource is and implement ideas into my teaching and school curriculum, share ideas with staff. It would be great to connect with other schools / RE departments.
9. Updating my SOW on Sikhi. Implementing more of a 'worldview' approach.
10. Sharing ideas with rest of department.

Suggestions/requests for future support in Gloucestershire, Herefordshire and Worcestershire

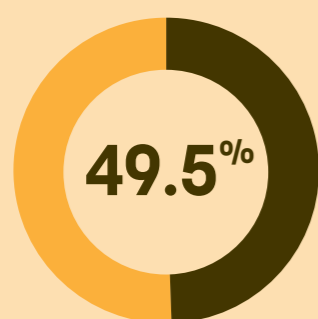
1. A level teaching?
2. Moving tables around. It would have been nice to have touched base with all the staff in the conference
3. More 'teachmeet'/small ideas/resources emailed around throughout the year.
4. More teachmeets and opportunities to share resources and SOW across the counties.

A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



VALUE
OF THE QUALIFICATION

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



INCREASE IN A-LEVEL ENTRIES FOR RS

== SINCE 2003 ==
BEATING GEOGRAPHY, LAW AND HISTORY²



*RE IN PRIMARY AND SECONDARY SCHOOLS ENABLES PUPILS TO TAKE THEIR PLACE WITHIN A DIVERSE MULTI-RELIGIOUS AND MULTI-SECULAR SOCIETY. AT ITS BEST, IT IS INTELLECTUALLY CHALLENGING AND PERSONALLY ENRICHING.*³



OFSTED RE RESEARCH REVIEW MAY 2021



HIGHER ATTAINMENT **8 SCORES ON AVERAGE** IN SCHOOLS WITH HIGHER RATES OF ENTRY FOR GCSE RS⁴



95% of teachers say that the subject is more or equally relevant than ten years ago⁵

ACADEMICALLY RIGOROUS AND CHALLENGING, RE STUDENTS GO ON TO STUDY AT THE UK'S TOP UNIVERSITIES AND ENTER CAREERS IN LAW, MEDICINE, POLITICS AND JOURNALISM⁶



¹ <https://www.religiouseducationcouncil.org.uk/news/call-for-national-plan-as-religious-studies-gcse-entries-slip/>

² <https://www.religiouseducationcouncil.org.uk/news/news07-20-2/>

³ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education#conclusion>

⁴ <https://www.natre.org.uk/news/latest-news/does-studying-rs-gcse-improve-your-overall-academic-attainment/>

⁵ <https://www.natre.org.uk/news/latest-news/how-satisfied-are-re-teachers/>

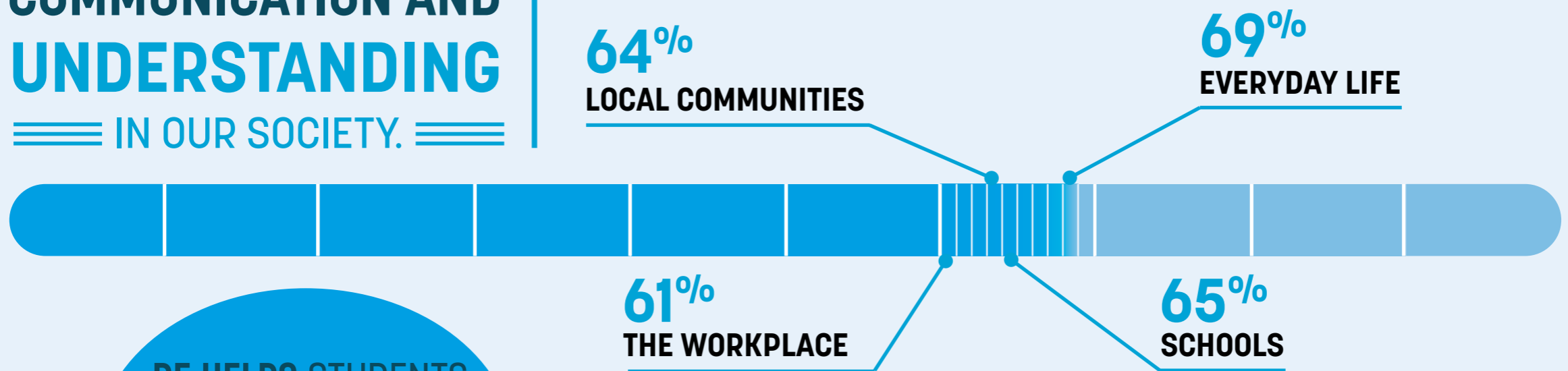
⁶ <https://blogs.bmj.com/bmj/2021/08/04/encourage-students-with-a-humanities-background-to-become-doctors/>

RE IN SOCIETY

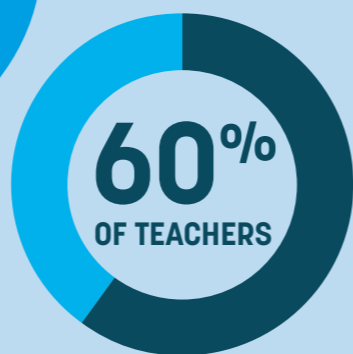
64% of the **UK adult population** think an education in **religion and worldviews** (or RE) is an important part of the **school curriculum**.⁷

HIGH-QUALITY RE IS THE BACKBONE OF COMMUNICATION AND UNDERSTANDING IN OUR SOCIETY.

AROUND TWO-THIRDS OF UK ADULTS SAY IT'S IMPORTANT TO UNDERSTAND THE BELIEFS OF OTHERS IN:



RE HELPS STUDENTS UNDERSTAND AND DEBATE THE BIGGEST ISSUES OF THE DAY⁸



DRAW INSPIRATION FROM DISCUSSING TOPICS IN THE NEWS

The public also recognises RE's positive impact on society. In a 2021 survey a majority believed RE can:

- 69%** Help young people gain a better understanding of their own beliefs
- 71%** Foster mutual understanding of different beliefs among young people
- 65%** Provide young people with the opportunity to learn more about other people

GOOD RELIGIOUS EDUCATION CREATES INDEPENDENT AND CRITICAL THINKERS, PREPARED FOR THE DIVERSITY OF BELIEF IN MODERN BRITAIN AND THE WIDER WORLD.



⁷ Religion & Worldview survey by Savanta on behalf of Culham St Gabriel's Trust, June 2021

⁸ <https://www.natre.org.uk/news/latest-news/how-satisfied-are-re-teachers/>

SCHOOL PERFORMANCE


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

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

46% of academies without a religious character have reported an increase in time to teach RE⁹



The 2021 Ofsted Research Review identified barriers to high-quality RE teaching in schools including:¹⁰

Insufficient time to teach an ambitious RE curriculum 

A lack of a 'scholarly approach'

Insufficient professional development for teachers of RE

Some teachers embedding **unhelpful misconceptions**



Gaps in teacher subject knowledge



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

34% of academies report no timetabled RE¹¹



Around 500 secondary schools still report **zero hours** of RE provision in Year 11¹²

RE also continues to be neglected on the school timetable in favour of EBacc subjects: On average 5 hours of RE are allocated to each 'teacher of RE' at **Key Stage 3** as opposed to **7** for history¹³



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



⁹ <https://www.natre.org.uk/news/latest-news/over-95-of-primary-teachers-report-time-spent-on-teaching-re-has-increased-or-stayed-the-same/>

¹⁰ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

¹¹ <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

¹² <https://www.natre.org.uk/uploads/NSS%202021%20Infographic.pdf>

¹³ www.thebritishacademy.ac.uk/documents/288/theology-religious-studies.pdf



GOVERNMENT PERFORMANCE

“ THE GOVERNMENT FIRMLY BELIEVES THAT RE IS IMPORTANT. GOOD QUALITY RE IS ESSENTIAL IN DEVELOPING CHILDREN’S KNOWLEDGE OF BRITISH VALUES AND TRADITIONS, AND THOSE OF OTHER COUNTRIES. RE IS A VITAL PART OF FOSTERING UNDERSTANDING AMONG DIFFERENT FAITHS AND BELIEFS...”



MINISTER OF STATE FOR SCHOOL STANDARDS, ROBIN WALKER



YET DESPITE THIS...

£0 SPENT ON RE PROJECTS BETWEEN 2016-2021

AT A TIME WHEN:¹⁴

ENGLISH:
£28.5 MILLION

MUSIC:
£387 MILLION

MATHS:
£154 MILLION

SCIENCE:
£56 MILLION

AMIDST A DECADE LONG CRISIS IN ATTRACTING NEW TALENT:

The 2021-22 teacher training bursary for RE was scrapped despite RE teacher recruitment targets not being met for nine of the last ten years.¹⁵



AND A LACK OF RE SPECIALISM IN SCHOOLS:

25% of RE lessons are taught by teachers with no post A-level qualification in the subject. Three times as many as history (8%).¹⁶



AND A FALL IN GCSE ENTRIES

Progress made in GCSE entries since 2010 is starting to unravel. Between 2016 and 2021 entries for the full course fell by almost 20%.¹⁷

WORDS NEED TO BE BACKED UP WITH ACTION



¹⁴ <https://www.natre.org.uk/uploads/NATRE%20News/REPU%20March%20Roundtable%20Report.pdf>

¹⁵ <https://www.natre.org.uk/uploads/NATRE%20News/REPU%20March%20Roundtable%20Report.pdf>

¹⁶ DfE School workforce census (NATRE Freedom of Information request 2019)

¹⁷ <https://www.natre.org.uk/uploads/GCSE%20results%20media%20release%20FINAL%202012-08-21.pdf>

THE FUTURE OF RE



WE WANT A HIGH-QUALITY EDUCATION
IN RELIGION AND WORLDVIEWS
FOR ALL PUPILS IN ALL SCHOOLS,
TAUGHT BY WELL-QUALIFIED AND
TRAINED TEACHERS

WE CAN ACHIEVE THIS BY:

1

REINSTATING THE
TEACHER TRAINING
BURSARY FOR RE



2

SCHOOLS ENSURING HIGH-QUALITY
PROVISION BY ADOPTING THE
VISION FOR RE SET OUT IN THE 2022
REC NATIONAL STATEMENT OF ENTITLEMENT in its
Draft HANDBOOK¹⁸

3

OFSTED WORKING WITH THOSE
SCHOOLS NOT CURRENTLY
TEACHING SUFFICIENT RE
TO ENSURE THEY COMPLY
WITH THE LAW

4

GOVERNMENT RECOGNISING PUBLIC,
PARENT AND PUPIL SUPPORT
FOR THE SUBJECT BY PROPERLY
FUNDING IT IN LINE WITH THE
REST OF THE CURRICULUM

I've really enjoyed the last two years studying RE, for not only the deeper understanding of life it intends, but the analytical mind it encourages.

NAT, YEAR 9

WHAT PUPILS SAY:



RE is the one time in school where you can talk, listen and try to make sense of people, events and beliefs in the world.

SHREYA, YEAR 10

THE FINAL WORD:

In neglecting religious education, we leave a gaping hole in our school curriculum. It leaves young people unprepared for the ethical, moral and religious debates that influence life in modern Britain and the wider world. Put simply, we miss an opportunity to positively enhance our children's and our society's future.

SIR PETER BOTTOMLEY MP, FATHER OF THE HOUSE

¹⁸ www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

This page is intentionally left blank

New SACRE Annual Report framework

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

1. An introduction including:

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

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

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

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

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

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

Worcestershire

Standing Advisory Council on Religious Education (SACRE)

Annual Report
for the Academic Year
2021-2022

DRAFT

Worcestershire SACRE Annual Report 2021-2022

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.

Foreword from the Chair

1. Introduction and overview

Worcestershire Children First is responsible for delivering children's services across the county of Worcestershire. These services include children's social care, education, early help and fostering. The company is 100% owned by Worcestershire County Council and delivers its children's services on behalf of the local authority working with partners across the county to ensure children, young people and families receive the best possible service.

SACRE is grateful to Worcestershire County Council for its continuing support, via Worcestershire Children First. Its three-year funding arrangement has enabled SACRE to create a Development Plan for these three years. SACRE endeavours to offer maximum support to schools through its use of conferences, training opportunities and network meetings.

Worcestershire SACRE met three times in 2021-2022, at County Hall, Worcester

- 14 October 2021
- 10 February 2022
- 8 June 2022

The minutes of these meetings are available on the County Council Website.

The meetings included discussion of the following:

- Support for teachers, through local network meetings and annual conferences
- Gathering feedback on the new agreed syllabus
- National exam data
- RE provision in schools, including using school workforce data
- Draft Education White Paper and Draft Education Bill
- RE Council Draft Handbook on religion and worldviews
- National and local news updates

2. Membership

Membership is kept under review each year. In 2021-2022, membership was as follows:

Committee A: Christian denominations and other religions	Mrs L Thorne (Ba'hai) Mr G Bounds (Free Church Representative) Mrs T Khawaja (Muslim) Mrs C Parker (Methodist) Dr Y Stollard (Jewish) Mr A Couper (Quaker) Mr J Loyal (Sikh)
Committee B: Church of England	Ms Danielle Evans Mr Duncan Hutchison
Committee C: Teachers	Ms C Betteridge Mr C Giles
Committee D: Local Authority elected representatives	Cllr M Jenkins Cllr M Allcott (Chair) Cllr E Marshall
Co-opted	Ms E Hill (University of Worcester)
Clerk to SACRE LA Officer Adviser	Ms K Griffiths Ms N Jones (Worcestershire Children First) Ms L Bradbury (Worcestershire Children First) Mr S Pett (RE Today)

SACRE would like to record its gratitude to Mrs Lindsay Thorne for her many years on SACRE, including as Chair from 2017 to 2020.

3. Supporting RE in Worcestershire: local groups

There are a number of active local groups, most affiliated to NATRE. The Rivers MAT holds a regular NATRE primary local group meeting each term, with up to 35 teachers attending. Diocesan primary Hubs are based in Malvern and South Bromsgrove, and a local group in Redditch has also started. The secondary NATRE group met in **October 2021** and **February 2022**. **Their plans for another GCSE conference with the University of Worcestershire are on-going.**

Free training on multidisciplinary approaches to RE took place during the year, as part of the Templeton World Charity Foundation Big Questions in Classrooms programme. A group of 14 Worcestershire primary schools attended three and a half days of CPD over the year, as part of a research project led by RE Today, to examine the impact of multidisciplinary approaches. The material connects with the Ofsted use of 'ways of knowing', and supports them in delivering the Worcestershire agreed syllabus. Teachers' feedback is part of the national research project due to report in June 2023.

4. Supporting RE in Worcestershire: summer conferences

Primary Conference 2022:

The primary conference was held online on 22 June 2021. 76 teachers signed up; 67 attended, with some schools allowing a number of teachers and TAs to attend; 11 requested the recordings, as they were unable to attend on the day.

The conference was led by Fiona Moss and Stephen Pett, national advisers from RE Today, and included sessions on:

- 'Ways of knowing' in RE
- Ways in through art: encountering religions
- Words, words, words: improving pupils' writing in RE
- What in the world is a worldview?
- Meeting local faith and belief reps: Q&A

83% of delegates rated the conference as excellent overall.

Some teachers appreciated the flexibility offered by online training, where more than one teacher could attend, and added travel time was avoided. Others yearn to return to face-to-face interactions with colleague. Representative feedback comments:

- *It was an uplifting and informative day and introduced fantastic teaching strategies and resources to bring RE up to date and relevant*
- *Content and delivery was excellent. Very engaging and lots of ideas to use in the classroom. Hearing the speakers at the end of the day was a lovely touch and very thought provoking. Thank you.*
- *The sessions were very useful and presented excellently. There were lots of resources and teaching ideas shared that have given me a lot to take back to school.*
- *A brilliant day! Very informative, useful and interesting! Thank you to everyone involved. I really enjoyed it.*
- *Very informative and engaging. Thank you.*
- *Some great ideas to take away and it's useful to know things are being delivered by clearly very knowledgeable and well researched presenters*
- *This was a well organised conference. Although there was a lot of information and plenty of teaching ideas, I didn't feel overloaded or overwhelmed.*

Secondary Conference 2022:

The annual secondary conference saw the three counties of Herefordshire, Worcestershire and Gloucestershire join together once again. Held in person at Puckrup Hall Hotel, Tewkesbury on 23 June, the conference was attended by only 13 teachers. Led by Lat Blaylock and Stephen Pett, national advisers from RE Today, the programme included:

- Religion and worldviews
- Approaches to Sikh worldviews
- Ways of knowing
- TeachMeet

100% rated the conference as excellent overall.

Teachers valued the opportunity to meet face to face, sharing experiences and talking through ways to apply the ideas they encountered in the training sessions. Representative feedback comments include:

- *Thank you so much for giving up your time. Really enjoy/interested in research behind worldviews and how to explore worldviews. Practical examples modelled by Lat - thank you! Loved how we explored ideas and turned methods upside down.*
- *Engaging. informative and progressive. Excellent!*
- *Excellent day with amazing resource is that can be adapted and taken into the classroom. Great to see some different approaches to how to deliver resources to students.*
- *Superb as usual. Inspirational and directly relevant to RE now. Lovely update on current dialogue and looking ahead.*
- *Ways of knowing: this is such a huge, complex area. Very much appreciate the CPD on it, but feel a little overwhelmed with trying to include them across KS3.*
- *Excellent day full of useful ideas and links to learning. Good to be able to plan in some more up to date ideas. Good to share with others, making links.*
- *Fantastic day to really 'hone in' on key skills. Great content on both pedagogy and faith / worldview. World views was great to get to grips with. I liked the practical suggestions for use in the classroom.*
- *So good to be able to work collectively and in the real world again. I met some stimulating and supportive colleagues which is vital.*
- *Really enjoyed the segment on world views and excited to see how this develops. The venue was excellent! Really enjoyed the depth of the content on Sikhi.*

- *Brilliant conference with so many activities that can be used in my RE classroom. Doesn't always SACRE conferences are thought provoking and full of practical ideas.*
- *As always inspirational and informative.*

5. Monitoring secondary provision

One of the regular discussions at SACRE is around provision at secondary schools. This is prompted by data from the school workforce survey. Previously, SACRE has reviewed all secondary school websites to check the data, leading to contact from SACRE to two secondary schools. In response to the 2020 SWF data, SACRE has undertaken its own survey of secondary school provision. Results will be scrutinised in autumn 2022 to corroborate the most recent SWF data and to enable discussion on targeted school support.

6. Exam results summer 2022

Due to the pandemic, GCSE and A level exams were cancelled this summer. Instead, centre assessed grades (CAG) were awarded to pupils who sat GCSE and A level RS this year. However, in line with DFE guidance, these should not be used for analysis so there is no examination data to report on. [What exam data will we have this year?]

7. 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 2022-2023, including:

- Annual SACRE conference for primary teachers, focusing on ideas for teaching and learning, based on the new syllabus, including planning, Ofsted's types of knowledge, and the worldviews approach.
- Annual SACRE secondary conference, in partnership with Herefordshire and Gloucestershire SACREs. This will focus on supporting teachers in exploring
- Making use of school surveys to assess impact and value of revised agreed syllabus.
- Offer of free training on multidisciplinary approaches to RE, as part of the Templeton World Charity Foundation Big Questions in Classrooms programme. A group of Worcestershire primary schools will be able to attend three and a half days of CPD over the year, as part of a research project led by RE Today, to examine how the impact of multidisciplinary approaches.

Cllr Mel Allcott
Chair of SACRE
October 2022

This page is intentionally left blank

National news update Autumn 2022

A Muslim reflects on the Queue

Former journalist, now head of RE in Birmingham, Waqar Ahmedi reflects on the experience of being in the queue during the Queen's lying in state.

www.reviewofreligions.org/39865/the-queen-the-queue-and-the-quran/

A level Religious Studies numbers drop for first time in 20 years

After two decades of growth, numbers of students taking an A level in RS dropped by 2.7% in 2021. The National Association of Teachers of RE (NATRE) and the Religious Education Council of England and Wales (REC) have warned this period of growth is now under threat after a five-year funding gap that has impacted current and future young people taking the subject.

www.natre.org.uk/news/latest-news/a-level-religious-studies-results-prompt-call-for-government-support/

This comes as research demonstrates that, in state schools in England, RS A level is one of the most likely subjects to be taken by disadvantaged students (fourth after sociology, psychology and English Lit), and that it is more accessible to students with lower prior attainment than many (11th out of 31). See <https://ffteducationdatalab.org.uk/2022/04/do-disadvantaged-students-choose-different-subjects-from-their-peers-at-key-stage-5/> and www.natre.org.uk/news/latest-news/

How can SACRE respond?

GCSE numbers

- The number of students in England and Wales taking a GCSE course in Religious Studies GCSE has risen to 253,225, an increase of 0.6% from last year.
- The increase was largely driven by a surprise rise in the short course in England, up 16.5% from 15,672 to 18,257.
- In Wales, amid an overall 5% drop in pupils taking GCSEs, the number of entries to RS courses fell by 11%.

The strong entry results in England saw the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE) reiterate their call for a National Plan for the subject. They warn that an ongoing funding crisis and lack of a specialist teacher recruitment strategy now seriously threatens the provision of high-quality learning for the quarter of a million students who take the subject annually.

Joining the call for a National Plan was Lord Karan Bilimoria, CBE, DL, Vice President of the Confederation of British Industry (CBI) and Chancellor of the University of Birmingham who pointed to the number of disadvantaged students going on to take the subject at A level. A study in April (see above) found they were twice as likely to take the subject than their peers, favouring it over history and geography:

"When it comes to levelling up education, the latest data shows that giving more support to religious education students at GCSE is an easy win. If RS is the humanity that disadvantaged young people are most likely to take, then backing this up with a properly funded National Plan is a must. The subject will provide those young people with the crucial skills of analysis, curiosity and intellectual confidence as part of a broad, balanced education and give them a headstart in the global workplace."

www.natre.org.uk/news/latest-news/take-action-on-re-say-leading-politicians-as-more-students-take-the-subject-at-gcse/

How can SACRE respond?

RE report card 2022

The reactions to the above information on examination numbers draw on the report cards mentioned in previous news updates. The RE Policy Unit from the RE Council has gathered together data on RE from the last five years and written a report card on the state of RE. There is some excellent news (such as how schools with higher rates of GCSE RS entry get higher Attainment 8 scores!) but far too much bad news (34% of academies report no timetabled RE).

The full set can be found here: www.rethinkre.org/re-report-card

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

**£0 SPENT ON RE
PROJECTS BETWEEN
2016-2021**

AT A TIME WHEN: "

ENGLISH:
**£28.5
MILLION**

MUSIC:
**£387
MILLION**

MATHS:
**£154
MILLION**

SCIENCE:
**£56
MILLION**

Online responses to the state of RE:

Kate Penfold Attride, primary DHT, makes the case for RE

- www.theheadteacher.com/attainment-and-assessment/teaching-practice/making-the-case-for-stronger-re-lessons-in-the-primary-curriculum

Imam Sabeh Ahmedi urges a rich RE curriculum:

- <https://schoolsweek.co.uk/poor-or-no-re-is-a-gaping-hole-in-the-curriculum/>

Regional RE Hub leads in place and ready to go!

Under the leadership of Claire Clinton, Lead Director, a fantastic team of Regional Leads will be supporting ten regions of England and Wales. They have been recruited to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. The Regional Leads will also act as conduits between the regional providers of research, CPD, resources, places of worship and so on for the benefit of all RE/Religion and Worldview stakeholders.

The Regional Hub structure aims to increase accessibility for all teachers to local and regional professional development and research, and to enable teachers to teach with greater confidence through their access to the support, knowledge, training and resources available in their region.

Details and the list of Regional Leads:

www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/

West Midlands Regional Lead is Chris Giles: how can he help connect Worcester teachers to SACRE training and resources, and other local opportunities?

Culham St Gabriel's 'In conversation' series

Three conversations are programmed for the autumn:

- 17 Oct: Christian ethics, animal welfare and the religion and worldview classroom (Prof David Clough and Scarlett Hayward)

- 21 Nov: Understanding understanding! What do we mean by understanding? (Prof Trevor Cooling and Dr Kate Christopher)
- 19 Dec: Conceptualising religion and worldviews for the school (Dr Kevin O’Grady)

Details and booking info here: www.cstg.org.uk/activities/events/in-conversation/

Extensive back catalogue here: www.reonline.org.uk/research/in-conversation/

How can SACRE respond? Perhaps a SACRE member volunteers to watch an ‘In conversation’ event and to report back on its implications for SACRE and local schools.

NASACRE online training programme

NASACRE is continuing its training and support for SACREs and SACRE members. Here are the sessions coming up in the next 4 months:

- 13 Oct: 7.00-8.30 Applying for and gaining a Westhill/NASACRE award
- 17 Nov: 7-8pm SACREs – a way forward...?
- 19 Jan 2023: 7-8.30 om Being an effective Chair, part 2

Full details of all sessions and costs: <https://nasacre.org.uk/training-and-support/>

Are any of these sessions a priority for SACRE members?

Inclusive Judaism: resources from the Jewish Museum of London

Classroom resources, including an extensive image library, open up the diversity of Jewish communities. Developers, Shereen Hunte and Eliana Mendelsohn, say:

The teaching of Inclusive Judaism is important for many reasons and ensures that:

- *The Jewish community is represented authentically.*
- *Students truly understand what it means to be Jewish, in all its diversity.*
- *We are able to connect to each other’s experiences with empathy and compassion.*

See: [Inclusive Judaism - The Jewish Museum London](#)

How can SACRE enable schools to access this rich resource?

NATRE’s annual Strictly RE conference returns on 28-29th January 2023

Taking place online for the third year, the conference themes explore: **depth, diversity and Abrahamic worldviews**

Before the weekend: 13 weekday seminars

On the weekend: 3 keynotes, 21 workshops, seven virtual staffrooms

Workshops include:

- Thinking out loud- joining the dots to help children think more critically (Primary)
- Introducing Philosophy and Philosophers to the Primary Classroom (Primary)
- Dharmic Lenses on the Climate Crisis (Secondary)
- Creating a core RE Programme for KS4 (Secondary)
- Interfaith conversations - exploring creative projects that deepen pupils’ understanding in RE (Crossphase)
- Special RE (Crossphase)
- Championing and advocating for RE with parents (for SLT’s)

Pay for the weekend, get access to recordings and downloads for ALL sessions!

Details and booking info, including Early Bird deals before 31 Oct...

www.natre.org.uk/courses-events/strictlyRE-2023/

How can SACRE respond? Could a SACRE member attend and report back?

NATRE Spirited Arts 2023 – new themes announced

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

The 5 themes

1. "We have more in common than that which divides us."
2. Green faith, green future? ['God's good earth?']
3. Where is God today?
4. Faith in action, values in action.
5. Sacred space and holy buildings

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

2022 results will soon be available on the NATRE website

How can SACRE encourage schools take part in this competition? Can this link in with anything going on locally? Some SACREs have held local Spirited arts competitions and worked to display entries in a local museum. Is this something this SACRE might consider?

Visits, videos and other resources for the classroom

Birmingham faith visits

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

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

Actual visits to the places of worship may be arranged by contacting them directly. Contact details are provided on the Illustrated Guides.

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

Free webinars for primary and secondary ECTs – a taster for NATRE ECT membership

Early Career Teachers have access to a range of free support through a series of online sessions. 'Café' sessions give you a chance to talk with experienced teachers and experts from different worldview backgrounds. The taught sessions offer expert input with a focus on practical classroom strategies.

Date – All Mondays 4.00-5.30pm	Topic
10 Oct	Café NATRE – Subject knowledge Islam
14 Nov	Taught session: Focus on Disciplinary RE
12 Dec	Café NATRE: Subject knowledge Buddhism
9 Jan	Taught session: Focus on Non-religious worldviews
13 Feb	Taught session: Focus on Hindu Dharma
13 Mar	Café NATRE – Subject knowledge Judaism
8 May	Taught session: Focus on Worldviews
12 June	Taught session: Focus on Sikhi
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link <http://ow.ly/VupG50KG3cP>

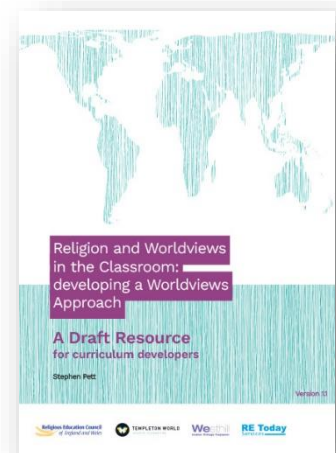
Draft Resource for Religion and Worldviews in the Classroom

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

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

Sections include:

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



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

You can download copies of here: www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

This is a next step towards a worldviews approach in our subject. How might SACRE consider this and its implications for our local syllabus?

This page is intentionally left blank