

County Offices
Newland
Lincoln
LN1 1YL

1 July 2013

Standing Advisory Council on Religious Education Meeting

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 9 July 2013** in **Committee Room One, County Offices, Newland, Lincoln LN1 1YL** at **2.00 pm** transaction of the business set out on the attached Agenda.

Yours sincerely



Tony McArdle
Chief Executive

Membership of the Standing Advisory Council on Religious Education

Christian and Other Religious Denominations (Group A)

Mr B Ahmed, (Islamic Association of Lincoln)
Councillor C Burke, (Roman Catholic Church)
Mrs C Dring, (Baptist Church)
Mrs L Gaylard, (Ground Level Network of Churches in Lincolnshire)
Andrew Hornsby, (Methodist Church)
Reverend E McDonald, (United Reformed Church)
Mr N McFarlane, (Salvation Army)
Mr F Sperring, (Society of Friends)
Mrs S Sreenivasan, (Hindu Community)
Professor B Winston, (Lincolnshire Jewish Community)

Church of England (Group B)

Mr D Clements, (Church of England)
Mr D R Scoffield, (Church of England)
Mrs J Sheldrake, (Church of England)

The Teachers Panel (Group C)

Mrs J P Austin, (National Association of Head Teachers)
Mrs C A Williamson, (Secondary Schools)
1 Vacancy, (Primary Schools)

Lincolnshire County Council (Group D)

Councillors Mrs J Brockway, Mrs E J Sneath and C L Strange

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA
TUESDAY, 9 JULY 2013**

Item	Title	Report Reference
1	Election of Chairman	
2	Election of Vice-Chairman	
3	Apologies for Absence	
4	Minutes of the Meeting held on 12 March 2013	4.0 (Pages 1 - 8)
5	Chairman's Announcements/Correspondence	
6	Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for Pupils' Spiritual, Moral, Social and Cultural Development	6.0 (Pages 9 - 20)
7	SACRE Action Plan	
8	SACRE Training	
9	The All Party Parliamentary Group Inquiry on Religious Education (Summary)	9.0 (Pages 21 - 22)
10	NASACRE Summer 2013 Newsletter	10.0 (Pages 23 - 38)
11	Diocese of Lincoln Summer 2013 Newsletter	11.0 (Pages 39 - 42)
12	Date and Time of Future Meetings	

Democratic Services Officer Contact Details

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Please Note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

All papers for council meetings are available on:
www.lincolnshire.gov.uk/committeerecords

Present: Councillor Mrs C A Talbot (Chairman)

Christian Denominations and Other Religions in the Area (Group A)

Mrs L Gaylard (Ground Level Network), Mr F Sperring (Society of Friends), Mrs C Dring (Baptist Church), Professor B Winston (Lincolnshire Jewish Community), Mr A Hornsby (Methodist Church), Mrs S Sreenivasan (Hindu Community) and Mr C Burke (Roman Catholic)

The Church of England (Group B)

Mr D Clements and Mr D Scoffield

The Teachers Panel (Group C)

No representation from Group C.

Lincolnshire County Council (Group D)

Councillor C L Strange.

Officers/Advisers

Wendy Harrison (Religious Education Adviser) and Andrea Brown (Democratic Services Officer and Clerk to SACRE).

PRAYERS

Prayers were said by Mrs L Gaylard.

The Chairman introduced and welcomed Mrs Andrea Brown, Democratic Services Officer, who had been appointed as Clerk to SACRE.

31. APOLOGIES FOR ABSENCE

Apologies for absence were received from Mr B Ahmed MBE (Islamic Association of Lincoln), Reverend E McDonald (United Reform Church), Mr N McFarlane (Salvation Army), Mrs J Sheldrake (Church of England), Mrs C A Williamson (Secondary Schools), Councillor Mrs C M H Farquharson (Lincolnshire County Council).

32. MINUTES OF THE MEETING HELD ON 20 NOVEMBER 2012

Minute number 20 regarding Lincoln Mosque, the Chairman noted that the visit by the RE Adviser and Chairman to Lincoln Mosque was yet to be arranged. Given the timescales, it was suggested that this be deferred until after the meeting of SACRE on 9 July 2013.

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12 MARCH 2013**

Minute Number 23(c) – Involvement of Diocese of Lincoln in SACRE – suggested that the difficulties faced in communications with the Diocese be raised with the Archbishop of Canterbury in addition to inviting the Diocesan Director of Education to the next meeting. David Clements could not recall that contact with the Archbishop of Canterbury had been agreed and asked that this be noted in the minutes.

The Chairman took the opportunity to welcome Jackie Waters-Dewhurst, Diocesan Director of Education, to the meeting.

RESOLVED

That the minutes of the meeting held on 20 November 2012 be agreed as a correct record and signed by the Chairman.

33. CHAIRMAN'S ANNOUNCEMENTS/CORRESPONDENCE

The Chairman made the following announcements:-

(a) Personal Announcement from the Chairman

The Chairman advised that she was standing for re-election to the County Council in May but had decided, after being a Member of SACRE since 1997 and Chairman for the last ten years that she would not request to be part of the new SACRE, should she be re-elected. Having fought tirelessly to appoint an RE Adviser, constant engagement with OFSTED and the Secretary of State, etc, the Chairman felt it was time to move on, although saddened that she felt unable to continue. The Chairman thanked everyone for their support during the last 16 years and especially to those who supported her in her chairmanship of SACRE. It was time to pass the baton to someone else who would drive the issues forward. The Chairman continued to believe that RE plays an important role both in schools and the community and hoped there would be a better understanding amongst faith communities. Finally, the Chairman again thanked everyone for their support and wished all who chose to continue a very happy and successful future.

(b) "Making a Difference" Conference – 19 April 2013 (Hull)

The Chairman announced that an RE conference was to be held at the University of Hull and suggested that the Vice-Chairman, Mr Neville McFarlane, attend on behalf of SACRE. As Mr McFarlane had offered apologies to the meeting, it was agreed to contact him to offer the opportunity to attend. Should Mr McFarlane be unavailable at the time of the conference, Mrs Christina Dring would attend on behalf of SACRE.

RESOLVED

That the Clerk would make the necessary arrangements to ensure representation from the Lincolnshire SACRE was in attendance.

(c) NASACRE Annual General Meeting (AGM) – 23 May 2013 (Birmingham)

The Chairman announced that the Annual General Meeting of the National Association of Standing Advisory Councils (NASACRE) was to be held on 23 May 2013 in Birmingham. It was suggested that the Vice-Chairman, Mr Neville McFarlane, attend on behalf of SACRE. As previously mentioned, should Mr McFarlane be unavailable at the time of the conference, Mrs Christina Dring would attend on behalf of SACRE.

RESOLVED

That the Clerk would make the necessary arrangements to ensure representation from the Lincolnshire SACRE was in attendance.

(d) Contact Details

To ensure that the most current contact details were held for Members, a proforma had been circulated to those present for completion. This also included Members' preference on how to be contacted in the future.

(e) Letter from the Director of Strategy, Ofsted
(Minute 23(b), SACRE, 20 November 2012)

The Chairman apologised that the agreement made at the last meeting to send a letter in response to Richard Brooks had not yet been sent, despite being drafted by the RE Adviser, Wendy Harrison, and approved by the Chairman. The letter would be amended to reflect any changes and also the future role of SACRE before being forwarded to Mr Brooks.

RESOLVED

That the response to Richard Brook's letter be amended and sent as soon as possible.

At 2.13pm, Mr A Hornsby and Professor B Winston joined the meeting.

(f) RE Syllabus

Members were advised that copies of the RE Syllabus were now available to them and that they were available to collect at the end of the meeting.

David Clements noted that various sections of the Syllabus were available on the SACRE website and asked if the updated versions could be included. The Chairman confirmed that as this had now been circulated to schools it could be added.

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34. SUMMARY OF OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOLS
WITH REFERENCE TO PROVISION FOR PUPILS' SPIRITUAL, MORAL,
SOCIAL AND CULTURAL DEVELOPMENT

The RE Adviser, Wendy Harrison, presented a report which summarised the inspectors' judgements on schools' provision for pupils' SMSC development in those schools inspected by OFSTED.

The grading system used was explained which confirmed that the Overall Effectiveness (OE) grade was driven by the pupils achievements in maths and English. This could lead to some confusion as, for example, schools may have a poor OE grade but achieve a "good" judgements for SMSC or vice versa.

Some inconsistencies in the reporting had been highlighted as some schools have no comments noted regarding SMSC and others have quite a detailed narrative. Comments were generally positive even in schools requiring improvement.

Reference was made to the previous practice of the Chairman sending a letter on behalf of SACRE to schools which had received an outstanding grade for SMSC from OFSTED. Given the changes in reporting under the new framework, it was agreed that it would be impossible to continue this practice.

Concern was expressed that OfSTED would only address issues if a school makes a complaint about their own particular report or the quality of it, therefore if a school received a good overall grade it was unlikely that any complaint would be made. It was suggested that schools needed to be monitored by Wendy Harrison, sometimes picking up comments from OfSTED reports, so that any issues could be addressed.

RESOLVED

That the report be noted.

35. SUMMARY OF MONITORING VISITS TO LINCOLNSHIRE SCHOOLS
FOLLOWING OFSTED INSPECTIONS, WITH REFERENCE TO
RELIGIOUS EDUCATION AND ACTS OF COLLECTIVE WORSHIP

The RE Adviser, Wendy Harrison, gave a verbal update explaining that no visits had been undertaken since the last meeting. Due to staff changes and limited administrative support, the ability to arrange the visits for last term have proved difficult. It was hoped that the visits would be reinstated next term.

In the meantime, Ms Harrison had started to compile the Annual Report for 2011/12 in addition to updating the schemes of work on the syllabus.

The working hours of the RE Adviser had been reduced to almost half but she was confident that she could actively pursue the visits now that the backlog of work had been caught up.

RESOLVED

That the update be noted.

36. ANNUAL SACRE REPORT 2010/11

The Annual SACRE Report 2010/11 had been sent out for information. Work was currently underway for the 2011/12 Annual Report, which was expected to be finalised at the beginning of the Autumn term.

RESOLVED

That the report be noted.

37. AGREED SYLLABUS REVIEW UPDATE

It was confirmed that the Syllabus had been issued to schools for their use. Wendy Harrison, RE Adviser, thanked the team at the Diocese, in particular Paul Thompson, for providing the picture for the front cover. A meeting between Wendy Harrison and Paul Thompson was to be arranged to decide how to use the pictures which had been sent in but not used in the AS. It was felt that the pictures, provided by local children, were lovely and reflected the wonderful work being done within RE in schools.

Two days of training was planned in the Summer Term regarding the syllabus for primary and secondary schools. Dates of the training were to be confirmed.

RESOLVED

That the update be noted.

38. SACRE ACTION PLAN

Introducing the report, the RE Adviser explained that the current action plan dates from 2010 to 2012. It was proposed, if appropriate, to dedicate some time at the next meeting to break into groups in order to formulate an action plan for the future. It was suggested that discussions commence at the next meeting with a workshop type session arranged for the subsequent meeting.

It was confirmed that Andy Breckon at CfBT had been contacted regarding Priority Item 4 – *to suggest that Acts of Collective Worship be an agenda item at Heads/Governors meetings* – but that his response was that this was something schools should be doing and therefore felt it was not necessary to include this on the agenda at that meeting. Although disappointed with the response, the RE Adviser, would mention this issue at her individual meetings with schools, reminding them of their statutory duty in this area.

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Unfortunately, no actual evidence was available due to visits not being undertaken. It was, therefore, difficult to report to CfBT to gain the support needed to rectify potential problems. It was stressed that sharper monitoring was required to be able to categorically state either way if statutory duties regarding Acts of Collective Worship were being met.

RESOLVED

1. That the action plan be noted.
2. That further discussion, regarding the inclusion in the action plan, of proactive roles for SACRE Members to visit schools, take place at the next meeting.

39. MEETING WITH THE DIRECTOR OF EDUCATION, DIOCESE OF LINCOLN – FEEDBACK

The Chairman reported that a meeting had been held on 11th December 2012 between herself, the RE Adviser, Meredith Teasdale (Assistant Director Children's Services) and the Diocesan Director of Education, Jackie Waters-Dewhurst, who had explained the changes due to take place within the Diocese and the position of the Diocese in relation to SACRE:-

- Changes included monitoring standards in schools and, due to the pressure on their budget, the Diocese were unable to support two officers attending future meetings of SACRE.
- The function of the Diocese was not to support SACRE – this was the role of the Local Authority and it was noted that this was not peculiar to Lincoln but all Standing Advisory Councils on Religious Education.
- The Diocese were content for David Clements to continue as a member of SACRE in the capacity of a Church of England representative within Group B.
- The Diocesan report, which was previously produced by Paul Thompson was believed to be based on the quarterly reports provided to the Board of the Diocese. It was possible that a summary of this might be made available for SACRE members.
- The relationship with SACRE was valued by the Diocese although it was acknowledged that further discussions were needed between the Diocese and the RE Adviser to clarify the partnership arrangements. Wendy Harrison confirmed that a meeting was in the process of being arranged but that diary pressures on both parties had made this difficult.
- The Diocese would work with all schools with no demarcation between church and maintained schools. They would also input into the SACRE Conference.
- It was hoped that an RE Adviser would be appointed to the Diocese in the future and it was intended that this person would work closely with the RE Adviser to SACRE.

- Should any additional reports or work be requested from the Diocese by SACRE in the future, a procurement process would be required to achieve this due to the limited resources available within the Diocese. The Chairman had expressed disappointment at this but acknowledged the workload at the Diocese and the competing budgets they were faced with.

The Chairman asked the Diocesan Director of Education if this précis was a correct reflection of the meeting. Ms Waters-Dewhurst confirmed that she felt this was a fair update before explaining further the position of the Diocese.

It was reported that the Diocese had an absolute belief in the work undertaken by SACRE and were committed to continued partnership working.

Two main duties of the Diocese were the duty of care to their officers and the ability to manage the amount of time and resources spent on the work of the Diocese. In order to balance these duties, a decision was made in regard to the relationship with SACRE. It had been decided that partnership working, commitment of officer time and resource could continue but they could not undertake additional tasks and produce reports when these roles were the statutory duty of the Local Authority or the role of SACRE. All Dioceses have seen an increase in the work they do with workloads rising to a reportedly unrecognisable extent.

Although previous reports received had been information which had been cut and pasted from other reports, the Diocesan Director of Education confirmed that they could not justify the time of officers to do this, especially as the officer time and budgets are stretched to the limit already. She did, however, advise that she would be happy for the reports from which this information came, to be forwarded to the RE Adviser to SACRE, who could extract the salient points relevant to SACRE.

An update in respect of the RE Adviser role within the Diocese, it was noted that one more attempt would be made to create a full-time post.

In conclusion, Ms Waters-Dewhurst explained that the Diocese hoped to work closely with the RE Adviser to SACRE in the future and that the explanation provided would be understood and accepted by Members.

RESOLVED

1. That feedback from the meeting with the Diocesan Director of Education be noted.
2. That details of the Clerk to SACRE be provided to the Diocese in order for them to forward the relevant Board reports to the RE Adviser to SACRE.

40. DIOCESE OF LINCOLN REPORT FOR RELIGIOUS EDUCATION

Further to the discussions held at minute number 39, above, it was acknowledged that there would be no report for consideration. However, a copy of the Diocese Spring RE News would be circulated at the end of the meeting.

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41. SUMMARY OF SECTION 48 INSPECTIONS IN LINCOLNSHIRE SCHOOLS

David Clements, Diocesan Schools Adviser, presented a report on Section 5 (OfSTED) and Section 48 (SIAS) Inspection Grades for consideration. He noted that this was a report of the Diocese and so included schools within North Lincolnshire also.

It was confirmed that there had been no Section 48 Inspections undertaken this term. The report also contained comparison details of previous grades alongside the new grades.

RESOLVED

That the report be noted.

42. SACRE NEWS SPRING 2013 – NATIONAL ASSOCIATION OF SACRE (NASACRE)

The Chairman introduced this item which had been circulated to Members for their information only.

RESOLVED

That the Newsletter be received.

43. DATE AND TIME OF THE NEXT MEETING

It was agreed that the next meeting of SACRE would take place on Thursday 9th July 2013 at 2.00pm.

Mrs C Dring agreed to say prayers before the start of the meeting on 9 July 2013.

Chris Burke proposed a vote of thanks for the Chairman her work and commitment to SACRE. The proposal was seconded by Professor Winston and unanimously agreed by all by way of a round of applause.

The Chairman again gave thanks and wished everyone well for the future.

The meeting closed at 3.19pm

Agenda Item 6

NAME OF COMMITTEE:	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
DATE OF MEETING:	July 9th 2013
SUBJECT:	Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.
REPORT BY:	Religious Education Adviser
NAME OF CONTACT OFFICER:	Wendy Harrison
CONTACT OFFICER TEL NO:	07540 604842
CONTACT OFFICER EMAIL ADDRESS:	wendyanne@aol.com
IS THE REPORT EXEMPT?	No
IS THE REPORT CONFIDENTIAL?	No

SUMMARY:

The report summarises inspectors' judgements on schools' provision for pupils' SMSC development in those schools inspected by OFSTED since the last report presented to SACRE on 12th March 2013

DISCUSSION:

The present inspection framework (still under Section 5) does not require inspectors to grade SMSC but asks for it to be embedded throughout the report. There is no longer a requirement to report on community cohesion.

RECOMMENDATION:

That the report be noted and any comments made as necessary.

APPENDICES - None**BACKGROUND PAPERS:**

The following background papers, as defined in the Local Government Act 1972, were relied upon in writing this report.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY
OFSTED Inspection Reports		Various	School Improvement Service County Offices

Analysis of SMSC in Ofsted reports November 2012 – May 2013

The present inspection framework (still under Section 5) does not require inspectors to grade SMSC but asks for all four aspects to be embedded throughout the report. Provision for the development of pupils' SMSC is generally referred to in the sections on teaching and on leadership and management. There is no longer a requirement to report on community cohesion.

What inspection judgements mean

In the following tables there is a column headed 'Overall Effectiveness' (OE). This is the most important grade for the school and the grades are explained below. The OE grade is driven by the grade for achievement. SMSC needs to be seen within this context. For example, it is possible for a school to 'require improvement but still have positive comments for SMSC.

Grade 1: Outstanding

An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.

Grade 2: Good

A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.

Grade 3: Requires Improvement

A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.

Grade 4: Inadequate

A school that has **serious weaknesses** is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.

A school that requires **special measures** is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School	Date inspected	Overall Effectiveness	SMSC
PRIMARY The Donington-on-Bain School	6-7 Nov	Requires improvement	Curriculum enrichment is good and promotes pupils' spiritual, moral, social and cultural development well. Pupils talk enthusiastically about visits which extend their social and cultural experiences. They learn to value cultural and ethnic differences through links with schools in Africa and visits to Leicester.
Ancaster CE PS	17-18 Jan	Good	Through the curriculum and regular whole school assemblies, pupils are consistently taught to be tolerant of diversity, to be understanding of different perspectives, and never to allow discrimination.
Leslie Manser PS	22-23 Jan	Good	In an outstanding RE lesson pupils were provided with an excellent range of resources to inspire them to think deeply about the world and positive and negative aspects of life. Their spiritual, moral, social and cultural development is well provided for through the good curriculum.
Market Deeping Community PS	22-23 Jan	Good	The range of subjects taught is broad, balanced and meets pupils' needs well. This helps pupils to have good spiritual, moral, social and cultural development. They are aware of their role in the local and wider community.
Gedney Church End PS	23-24 Jan	Requires improvement	Pupils' spiritual, moral, social and cultural development is good and promoted well by teachers. When given the opportunity, pupils enjoy discussion work and the chance to share their ideas and explore their opinions and viewpoints. A good range of trips and visits helps to braid their horizons.

School	Date inspected	Overall Effectiveness	SMSC
Lutton St Nicholas PS	23-24 Jan	Requires improvement	Pupils' spiritual, moral, social and cultural development is good.
The Bardney CE and Methodist PS	23-24 Jan	Good	Pupils' mature behavior, respect for others, relaxed and courteous manner and the open views they express about other cultures and religions all reflect their good spiritual, moral, social and cultural development. Other aspects of spiritual, moral, social and cultural development are provided through music, arts and the learning of French, for example.
St George's CE Aided PS	24-25 Jan	Requires Improvement	Spiritual, moral, social and cultural development is strongly promoted through a wide range of activities. Pupils pray and sing with enthusiasm during assembly and displays around the school show high quality artwork and pupils' involvement in cultural activities.
The Gonerby Hill Foot CE PS	24-25 Jan	Requires improvement	Assemblies, the reviewed curriculum and lessons promote pupils' spiritual, moral, social and cultural development well. Pupils enjoy good opportunities to take on responsibilities in school. Older pupils can voice their opinions in a persuasive, mature and balanced way.
The Old Leake Primary and Nursery School	29-30 Jan	Good	The spiritual, moral, social and cultural education of pupils is good. It is a strength of the school and underpins all it does. In all lessons, teachers encourage an excitement for learning while developing responsible and good social and moral skills. Pupils have a good understanding of right and wrong. During lessons they readily discuss moral dilemmas, either personal or on a wider scale. The school has strong links with the church and local community. Pupils are given opportunities to reflect on their beliefs and the beliefs of others. The school works hard to develop an understanding of different cultures through a range of themed days.

School	Date inspected	Overall Effectiveness	SMSC
Nettleton Community PS	30-31 Jan	Requires improvement	Almost all lessons and many assemblies refer to the school's key values. These enrich the pupils' spiritual, moral, social and cultural understanding. The school provides well for all aspects. The school has an outstanding International Schools Award.
The Harlaxton CE PS	30-31 Jan	Good	Pupils treat each other with mutual respect and are tolerant of each other's differences. The school promotes spiritual, moral, social and cultural development well. It has strong links with the church, local community and with its partner school.
Brant Broughton CE and Methodist PS	31 Jan – 1 Feb	Outstanding	Pupils' spiritual, moral, social and cultural development is developed with great success. This is supported exceptionally well by the range of subjects and activities available to them. Opportunities, such as those in assemblies, to reflect and consider the needs of others contribute effectively to pupils' moral understanding.
St Gilbert of Sempringham CE PS, Poynton	6-7 Feb	Requires improvement	Well-planned assemblies contribute to pupils' spiritual understanding and promote their social responsibility.
Corringham CE VC PS	6-7 Feb	Good	The range of activities and topics ensure that pupils build on their understanding of spiritual and cultural ideas as they move through school. However, they do not always allow pupils to write at length about these.
The Wainfleet Magdalen CE/Methodist School	6-7 Feb	Requires improvement	There are good links with local churches that support the leadership in embedding the Christian values into the daily life of the school. Learning about people from different backgrounds and faiths gives pupils a clear insight into the diverse cultures in this country and beyond.

School	Date inspected	Overall Effectiveness	SMSC
Long Sutton PS	7-8 Feb	Requires Improvement	Staff ensure that there is a positive learning environment that promotes pupils' spiritual, moral, social and cultural development.
Stickney CE PS	12-13 Feb	Good	An outstanding aspect of the school is the spiritual, moral, social and cultural development of the pupils. They are able to distinguish right from wrong. They respect the beliefs of others. They have a wide range of opportunities to learn about other cultures.
Hawthorn Tree School	13-14 Feb	Requires improvement	Teaching makes a reasonable contribution to the provision for pupils' spiritual, moral, social and cultural development across all year groups. Pupils forge links with other schools and individuals from different cultural backgrounds, and benefit from teaching across a wide variety of artistic, musical and spiritual topics.
St Paul's Community Primary and Nursery School, Spalding	14-15 Feb	Requires Improvement	Pupils' spiritual, moral, social and cultural development is promoted well in some lessons. Pupils have opportunities to develop their spiritual awareness in assemblies and lessons. They know right from wrong and understand the consequences of their actions. They develop good social skills, talking and listening to each other and respecting others' views. However, their awareness of other cultures in this country and beyond is less well developed.
Lacey Gardens Junior School	26-27 Feb	Requires improvement	Pupils' spiritual, moral, social and cultural development is promoted well and is a strength of the school through assemblies, the curriculum, lessons and a number of extra-curricular activities. Pupils are encouraged to explore important issues and develop informed opinions. They are encouraged to develop as global citizens through direct experiences.

School	Date inspected	Overall Effectiveness	SMSC
Sutton-on-Sea Community PS	26-27 Feb	Requires Improvement	The school places a high value on pupils' spiritual, moral, social and cultural development. Good social skills are developed through strong links with the local community. Good links with local churches supports pupils' spiritual development. Pupils have a clear understanding of right and wrong and have opportunities to discuss moral dilemmas that occur both in their own lives and on a global level.
Binbrook CE PS	27-28 Feb	Good	The school makes consistently good provision for pupils' spiritual, moral, social and cultural development and this is a strength of the school. Pupils are open-minded when considering the traditions and beliefs of cultures other than their own. They can recognise, and are prepared to acknowledge and celebrate, the achievements of others. Pupils use a wide range of skills across the curriculum to promote their spiritual, moral, social and cultural development through an understanding of equality, respect and tolerance.
Hemswell Cliff PS	27-28Feb	Good	Pupils develop a good understanding of right and wrong and a thorough awareness of the diversity of faiths and cultures of the world.
Spilsby PS	6-7 March	Good	There is good provision for pupils' spiritual, moral, social and cultural development. For example, in a year 5 lesson, pupils were given the opportunity to think deeply about issues such as good and evil, betrayal and sacrifice. This was made particularly interesting by the effective use of technology and the linking of religious education with literacy. Links with schools in France and Rwanda also help pupils think about their place in the world.
Fulstow Community PS	6-7 March	Good	Staff give a high priority to promoting a strong set of moral and social values. These are well understood by all, especially the pupils.

School	Date inspected	Overall Effectiveness	SMSC
Winchelsea PS Ruskington	6-7 March	Good	Pupils say how much they enjoy the range of clubs and visits they take part in, as well as opportunities to act as mediators for other pupils. This makes a good contribution to pupils' spiritual, moral, social and cultural development, which is promoted well in lessons, assemblies and the work of the school council in raising funds for charities.
Bythams PS	7-8 March	Requires improvement	Teaching makes an adequate contribution to pupils' spiritual, moral, social and cultural development across the school.
The Middle Rasen PS	5-6 Dec	Requires Improvement	Pupils' spiritual, moral, social and cultural development is good as a result of the good opportunities provide for these aspects in lessons as well as assemblies and a wide range of clubs.
The Meadows PS	6-7 March	Good	Pupils' spiritual, moral, social and cultural development is well supported through the well-planned curriculum.
Sutton Bridge Westmere PS	6-7 March	Requires improvement	The curriculum supports pupils' moral and social development well but they get few experiences of other cultures.
The North Cotes CE PS	12-13 March	Good	The spiritual, moral, social and cultural development of pupils is supported well through the rich range of learning opportunities provided for them.
The Donington Cowley Endowed PS	12-13 March 2013	Good	The school promotes pupils' spiritual, moral, social and cultural development well. Pupils respond thoughtfully to opportunities to be still and reflect on life's broader concerns. They enjoy an extensive range of links with overseas schools and they have a good understanding of different cultures. However, they do not have opportunities to mix first hand with people from contrasting backgrounds beyond their local community. This would enhance their appreciation of the diversity of cultures in modern Britain and better prepare them to take their places in the modern world.

SCHOOL	Date inspected	Overall Effectiveness	SMSC
Wrangle PS	13-14 March	Good	The school provides well for pupils' spiritual, moral, social and cultural development. Pupils enjoy the trips out of school. They like to be involved in supporting local and national charities. Pupils have experiences that help them to understand the positive aspects of living in a multi-cultural UK.
The St Nicholas CE PS, Boston	19-20 March	Good	Pupils' spiritual, moral and social development is promoted well through interesting lessons, classrooms and assemblies. However, pupils do not learn enough about the other cultures that are present in the school so their understanding of other cultures is not promoted well enough.
The Morton CE (VC) PS	20-21 March	Good	The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy a variety of cultural and sporting activities. The school provides opportunities for pupils to be still and reflect on life's deeper concerns, in assemblies, through links with the church, and at other times. A link with Malawi, outside speakers and cultural visits promote pupils' cultural development well. Pupils have a good insight into the diversity of cultures in modern Britain and are well prepared to take their places in the modern world.
SECONDARY			
University Academy Holbeach	15-16 Jan	Good	The academy effectively promotes the students' moral and social development by modeling positive interactions, and through the curriculum and its extra-curricular enrichment. Opportunities for spiritual and cultural development feature less strongly in everyday life, although when given the opportunity students are reflective and inquisitive about different beliefs, values and cultures.
Birkbeck School and Community	19-20 March	Requires improvement	Students' social and moral development is good but their spiritual and cultural development is not as strong.

Arts College School	Date inspected	Overall Effectiveness	SMSC
SPECIAL Ambergate Sports College	16-17 Jan	Outstanding	Provision for pupils' spiritual, moral, social and cultural development is exceptional. They richly celebrate successes, both in assembly and throughout the school day. There is a strong focus on the importance of working together and learning to appreciate the needs of others. Discrimination is not tolerated. Diversity days exploring other religions and cultures ensure they know they are part of a multi-cultural society. Moral values and social skills are interwoven skillfully into lessons so that pupils learn to work together co-operatively, respect one another and listen to others. Pupils make very good progress in their personal and social development.
The Priory	29-30 Jan	Good	
The Grantham Sandon School	12-13 Feb	Outstanding	The school needs to ensure that opportunities to develop pupils' spirituality are not missed by ensuring that teachers consistently identify such opportunities in their planning. Cultural development is outstanding due to work with international partners.
The John Fielding Community Special School	6-7 March	Good	Pupils learn about the world around them through assemblies. Assemblies and visits from local clergy give opportunities for spiritual reflection.
St Bernard's School, Louth	13-14 March	Good	The school makes sure teachers think carefully about pupils' spiritual, moral, social and cultural development by making it part of their planning. Pupils learn to be reflective during quiet times, to work together in groups, and to recognize the difference between right and wrong. Senior teachers seize every chance they can to give pupils opportunities to learn about other cultures.

Summary

- As seen in last term's analysis there are some inconsistencies in reporting, ranging from very few comments (e.g. p.3 Lutton St Nicholas PS, P.4 St Gilbert of Sempringham CE PS, p.5 Long Sutton) to quite detailed paragraphs (e.g. p.3 The Old Leake Primary and Nursery School, p.6 Binbrook CE PS, P.7 The Donington Cowley Endowed PS, P.8 the Morton CE (VC) PS, p.9 Ambergate Sports College).38%
- Comments are overwhelmingly positive, even in the schools 'requiring improvement' (38% compared to 27% last time - is this category increasing under the revised Framework?). There is some criticism of schools' promotion of cultural and spiritual development on p.7, 8 and 9. However, overall (compared to the previous frameworks)reports are much more positive about the cultural aspect.

Wendy Harrison
RE Adviser, CfBT Lincs

June 2013

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RE: THE TRUTH UNMASKED

Agenda Item 9



The supply of and support for Religious Education teachers

An Inquiry by The All Party Parliamentary Group on Religious Education

MAIN FINDINGS

1 Supply of primary RE teachers

- a) In over half of the 300 primary schools participating in this inquiry, some or all pupils were taught RE by someone other than their class teacher. In a quarter of these schools RE was taught by teaching assistants. This is unacceptable and in many cases this has a detrimental impact on the quality of RE.
- b) About a half of primary teachers and trainee teachers lack confidence in teaching RE.
- c) About a half of subject leaders in primary schools lack the expertise or experience to undertake their role effectively.
- d) There is a wide variation in the extent of initial teacher training in RE and too many trainee teachers have little effective preparation for teaching the subject.

2 Supply of secondary teachers

- a) Over 50% of teachers of RE in secondary schools have no qualification or appropriate expertise in the subject. This is unacceptable.
- b) The inclusion of non specialists in the total number of RE teachers given by the DfE gives the false impression that we have enough RE teachers and skews the statistics regarding the need to train more RE specialists.
- c) Secondary RE trainees on school based routes are not guaranteed places in schools where the RE staff have sufficient expertise to provide training.
- d) Applications for secondary RE teacher training courses are currently 143 down on the same time last year. The loss

of bursaries for RE is among the reasons for this reduction in applicant numbers for 2013/14.

3 Support for teachers of RE

- a) In nearly 40% of schools RE teachers have inadequate access to continuing professional development.
- b) RE teachers, particularly non specialists, in schools without a religious character have particularly limited access to CPD.
- c) The ability of SACREs to provide support for teachers of RE at a local level has been dramatically reduced by local authority funding decisions and the impact of the academisation programme.
- d) Teachers' access to CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools.

4 Contributory factors

- a) A range of government policies, notably those relating to the EBacc and GCSE short courses, are contributing to the lowering of the status of RE in some schools leading to a reduction in the demand for specialist teachers.
- b) Recent reductions and changes in teacher training have resulted in the closure of some outstanding university providers with a loss of opportunities for RE CPD.
- c) The combined effect of inadequate supply and inadequate access to support is that whatever their level of commitment, many teachers struggle to reach the levels of subject competence expected in the DfE's own teaching standards.

RECOMMENDATIONS

The DfE should:

- revise the methods by which it gathers information about the number of RE teachers in secondary schools and present full time equivalent totals, and use these as the basis of the department's calculation of teacher training targets
- introduce a system which requires all secondary teachers to receive some training in any subject they teach
- restore bursaries for RE trainees
- restore the inclusion of results for the GCSE short course for RE to school league table points
- require academies to use the local agreed syllabus
- publish the outcomes of SACREs' monitoring of teacher supply and CPD
- ensure that SACREs have the resources to carry out their statutory responsibilities

All schools should:

- ensure that all teachers of RE meet the Teaching Standards and develop their confidence and expertise in teaching RE
- make proper provision for continuing professional development for teachers and others

Primary schools should:

- review the widespread practice of using staff other than the teacher to teach RE
- provide regular opportunities for RE subject leaders to train their colleagues in subject knowledge and planning and assessing RE

Secondary schools should:

- review as a priority the

practice of using non specialist teachers to teach RE

- ensure that the same teachers teach the subject every year rather than fill gaps with any teacher
- ensure that all non specialists receive training

ITE training providers should:

- improve the quality of RE training for primary trainees
- monitor carefully all secondary trainee RE placements

LAs should ensure sufficient resources are made available to enable SACREs to:

- provide high quality RE support
- monitor the quality of the provision and staffing of RE
- develop networks to share good practice in RE

Those involved in providing CPD for RE teachers should:

- consider providing an on-line subject knowledge booster course
- encourage teachers and school leaders to become better informed about RE CPD opportunities

Ofsted should:

- require inspectors to report on non-compliance with statutory requirements
- continue to monitor the quality of RE provision, through subject inspections

The Teaching Agency should:

- review the capacity of training schools to provide subject specific training for RE

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National Association of
Standing Advisory Councils
on Religious Education

SUMMER NEWSLETTER 2013

As part of the progress to launching the new NASACRE website at the AGM in May (see details below) we are pleased to be showcasing this new format of our newsletter.

In this issue:

- [From the Chair](#)
- [Michael Gove and religious education- the good, the bad and the ugly](#)
- [Are SACREs fit for purpose?](#)
- [RE Quality Mark](#)
- [NASACRE AGM](#)
- [Membership matters](#)
- [RE Council Sponsored Walks](#)
- [In the beginning](#)
- [Twenty years on](#)
- [Personal reflections on being a member of SACRE](#)

[From the Chair](#)

As I write my last newsletter message to you as NASACRE Chair, I am, perhaps understandably, in reflective mode. February 2013 marked 20 years since NASACRE was formed and the last three years alone have seen unprecedented challenges for religious education to which we have been responding vigorously.

The AGM in May will see Lesley Prior assume the role of chair and there will be elections for the role of Vice-Chair as well as two Executive members as terms of office for Graham Langtree and Sharon Artley come to end. I would like to express my sincerest thanks to NASACRE officers and Executive members for their faithful support, dedication and hard work during my own term of office.



Michael Gove's statement in the House of Commons in early February on new arrangements for the national curriculum, GCSEs and school accountability gave hope of some respite from relentless changes that have been so damaging for RE. However, John Keast, RE Council Chair, pointed to aspects of that announcement which were good, bad and ugly and concluded that stormy times still faced RE. I agree, and as we move into the 2013 Summer Term NASACRE is only too well aware that yet more wintry blasts are in prospect for RE.

The APPG report on RE teacher supply and support published in March gave parliamentary prominence to important issues of concern to the RE community. A similar tone is expected from the Ofsted Long Report and the Ofqual report on GCSE both due to be published this term. Their messages are not expected to be comfortable for RE and, of course, for SACREs. As we rightly focus on what for us might be challenging analyses (see *Are SACREs Fit for Purpose?*) it is important that we remember our collective achievements, both past and present and appreciate the profound significance of the way that different parts of the RE community are working ever more closely.

The start of 2013 saw the launch of the RE Quality Mark after a pilot involving 40 schools. This pilot included schools from all phases, special school, faith and community schools. A flier for the REQM is included in this newsletter. The REQM is just one of the achievements of the RE community and has been designed to celebrate high quality religious education, promote SMSC (spiritual, moral, social and cultural education) and whole school improvement.

Another achievement must be the way the RE community has galvanised itself to work together under the leadership of the REC in taking forward the RE Subject Review with no government support. The Review has of necessity proceeded at a breathtaking speed with the Expert Panel starting its Phase 1 work in July 2012 and producing its draft work in October. The sheer pace has been a real challenge for SACREs many of which needed to schedule additional meetings to engage with the consultation on the Phase 1 report as well as to respond to the APPG call for

evidence on teacher supply and support. Phase 2 of the Review sees a series of working papers published during this term with a final document scheduled for launch in September. This phase of the Review involves two Task Groups producing a curriculum review document which is aimed to be as inclusive as possible, taking into account the diversity of provision for RE in community and aided schools, as well as the changing pattern in the light of the academisation programme. Task Group 1 will produce papers on the aims for RE, the core knowledge and understanding in RE for pupils and new instruments for describing achievement in RE. It is led by Graham Falgate with Kate Christopher, Dilwyn Hunt, and our own Lesley Prior. Task Group 2 will work on structuring and sustaining the future of RE and its members are Hazel Henson, James Holt, Jennifer Uzzell and Sue Wilson. It is very encouraging to note that people with long experience in and good understanding of SACREs are involved so prominently in this work.

This context, therefore, sets the theme for our **AGM** which will be as much about SACREs challenging as being challenged.

My thanks to you all for your faithful commitment to RE and the encouragement and support you have given me as Chair, over the last two years.

I look forward to seeing you in Birmingham on 23rd May.

Bruce Gill

Michael Gove and religious education: the good, the bad and the ugly

Comments on Michael Gove's statement in the House of Commons and DfE publication of new arrangements for the national curriculum, GCSEs and school accountability on 7 February 2013 from the Chair of the RE Council

GOOD

- No EBacc certificates but one qualification (reformed GCSE) for all subjects, so no first and second class qualifications
- A new broader performance measure for schools (Performance8) that allows GCSE RS to count towards school performance alongside EBacc subjects; this is good news for schools with successful GCSE provision
- RE was reaffirmed in the new National Curriculum documentation – “all state schools ... must teach RE to pupils at every key stage”
- Not mentioned on 7 February but RE now included in Specialist Leader in Education programme by National College of School Leadership

BAD

- The EBacc still exists and still excludes GCSE RS as a humanity option, despite the recent addition of Computer Science to the science suite
- The EBacc headline measure for school performance remains in place, implying second class academic status to GCSE RS (and other subjects)
- Position of GCSE RS is still precarious and depends on how Performance8 subjects will be determined; RS may lie only in an overcrowded option position, competing with provision for both EBacc and non-EBacc subjects
- The GCSE Short Course RS will not count towards school performance and its future is very uncertain – no indication of how statutory RE in Key Stage 4 can be accredited
- Not mentioned on 7 February but teacher training for RE remains in a dire state with the removal of bursaries for RE PGCE trainees (unlike nearly every other subject) being inequitable and unjustifiable

UGLY

- Some probably irreversible damage to RE has already happened, with reduced time, staffing and fewer exam entries
- ‘Bridge too far’ metaphor obscures the minimal change in Gove’s plans; sleight of hand is evident and he will not lose political credibility over any of this

Whilst mentioning nearly every other subject, he did not mention RE at all

CONCLUSION

- RE is not out of the woods yet; or to put it another way, there are stormy times still to come for the good ship RE

John Keast
Chair, RE Council
8 February 2013

Are SACREs fit for purpose?

In their thought provoking book, *Does Religious Education have a Future?: Pedagogical and Policy Prospects* (2013), Mark Chater and Clive Erricker examine various factors currently affecting RE today. In chapter six, entitled ‘The politics of English RE: A portrait of disfunctionality’, Mark Chater points to a number of shortcomings in relation to SACREs. His portrayal deserves serious consideration even if many of us who work closely with SACREs might take issue with all or some of the analysis.

Issues

He argues that the SACRE structure of four groups reflects an era in which England was less diverse, has a retrograde influence on the character of representation and contains an imbalance between the religious and the educational forces acting on RE. Mark Chater points to the voluntary nature of SACRE membership, for which there is no test, which makes it virtually impossible to exercise quality assurance on religious input and advice. Significantly, he also contends that such structural weaknesses carry through to agreed syllabuses and therefore to classroom learning and that the different vested interests of the SACRE groups/ASC committees conspire to lead to minimal changes being made to syllabuses when they are reviewed. He observes that SACREs have no equivalent in any other subject, that SACREs' responsibility for collective worship

"...confuses and embarrasses the educational profile of RE" and that the public is most often unaware that SACREs exist.

Caricatures or accurate descriptions?

His analysis can be summarised as seeing SACREs as

"... small dedicated bodies, battling against local authority apathy, proud of their local achievements for RE and hyper vigilant against the incursions of local government" and again, as entities that have tended *"...to resist any form of accountability to the centre, preferring to be accountable locally to bodies that do not understand how to use them."*

What is local?

He notes that global factors are now affecting many educational systems in different jurisdictions and wonders how helpful the expectation of compliance with a local document (the Agreed Syllabus) can be in the context of globalisation and IT. Mark Chater goes on to argue that the notion of marked variances between local authorities in the main enquiries of RE (or of progress in understanding of religion and belief) are now outdated.

The increased diversity in types of school (eight at the time of the 2010 guidance) each with differing RE requirements leads him to conclude

"In this new context SACRES are an inadequate vehicle, not because they are local but because they are not local enough."

I am sure that it will not be lost on many SACRE members that in current government educational policy 'local' increasingly tends to mean 'the school' and 'school' is tending to mean 'academy'. Mark Chater concedes that some SACRES have succeeded in establishing new and productive relationships with the academies in their areas but points out that these SACRES have no constitutional duty to do so. For me, his most telling point is about the 'statutoriness' of RE which in his view seems almost worthless in a time of deregulation.

Questions and Challenges

- To what extent do you recognise your own SACRE in this analysis?
- To what extent do you think the analysis might apply to other SACREs?
- What elements of the analysis, if any, do you think SACREs generally should prioritise for action and what form might that action best take?
- What should government do?

NASACRE would welcome responses from SACREs to these questions and invite you to share with us your thoughts on these matters as we shape our new two-year plan for support to SACREs.

Bruce Gill

Mark Chater is the afternoon speaker at this year's AGM.

Religious Education Quality Mark

The Religious Education Quality Mark (REQM) has now been achieved by over 55 schools. Training for assessors has taken place in Exeter and Norwich. The Diocese of Norwich has arranged for 15 schools to work together on the criteria for the REQM. Chester West and Chester SACRE has offered supported funding for 8 schools to apply. The REQM is currently being piloted in schools in Wales. Schools are finding the process helpful as they map their existing practice and see the next steps for improvement. The REQM is showing just how much pupils and staff appreciate high quality RE:

'I like acting things out. It makes it more interactive. I get to do it. I like talking and seeing other points of view.' (Primary pupil)

'I want to help the subject leader to move forward in RE and the REQM was a way of doing that.' (Headteacher)

'RE is everywhere in our school, well more than that really... in RE there are no walls...' (Secondary Student)

All the schools which have achieved the award are listed on the website www.reqm.org. If schools are interested in self evaluation and do not wish to apply for the RE Quality Mark, they can download the criteria as an improvement tool.

The RE Quality Mark is open to all schools and the cost of applying is £475. Schools' school improvement budgets should pay for the application. However, if a school cannot afford to apply and needs financial support, then there is some funding available. Please contact the administrator at admin@reqm.org and give details of why the school needs funding for the award.

If you would like to become an assessor please contact the project managers Jane Brooke (jane.brooke@reqm.org) and Mary Myatt (mary.myatt@reqm.org).



Jane Brooke
Mary Myatt



Recognising outstanding learning in religious education

What is the RE Quality Mark?

The RE Quality Mark:

- ★ has been developed to celebrate high quality religious education
- ★ provides community schools, faith schools and academies with a framework to capture good practice
- ★ encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education



How does the RE Quality Mark work?

The REQM has five strands:

- ★ Learners and Learning
- ★ Teachers and Teaching
- ★ Curriculum
- ★ Subject Leadership
- ★ Continuing Professional Development

There are three award levels: bronze, silver and gold.

Schools applying for the REQM highlight where they think they meet the criteria. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team.

What do I do next?



www.reqm.org



- ★ Visit the website and explore the criteria: www.reqm.org
- ★ If you think your school could achieve the award, email admin@reqm.org to find out more.
- ★ The cost of REQM is £475 per school.
- ★ There is funding for small schools (100 pupils or fewer) to meet the cost of the award.

[NASACRE AGM 2013](#)

A reminder about our 2013 AGM which will take place at The Council House in Birmingham on Thursday May 23rd (Registration 10:00am – 3:30pm).

- Download [the AGM flyer](#).
- Download [a delegate nomination form](#).

PLEASE NOTE: only electronic forms can be processed. Please do not send forms by post.

Further details regarding nominations and elections for the NASACRE Executive committee will be sent shortly, with other papers to follow nearer to the date of the AGM.

**DEADLINE FOR AGM BOOKINGS: TUESDAY 30th APRIL
BOOKINGS RECEIVED AFTER THIS CANNOT BE PROCESSED**



Annual General Meeting

Council House, Birmingham
23rd May 2013
10:00am (registration) - 3:30pm

CHALLENGING SACREs

Marking 20 years of NASACRE

In the 20 years since NASACRE was established, SACREs have had to face many challenges. Perhaps none have been as acute as those facing RE and SACREs now.

We invite you to join us in Birmingham to be inspired and challenged by our key-note speakers: HMI **Alan Brine** and Director of Culham St Gabriel's **Dr. Mark Chater** who will lay out:

- the very real problems facing RE today;
- the role of SACREs in the past and looking to the future

In the afternoon, discussions will explore:

- Fundamental principles for NASACRE and SACREs moving into the next 20 years
- Ideas and actions to address the issues raised
- Current examples of good practice within your SACREs and how these can be spread
- Identifying some key 'next steps' for NASACRE

The outcomes will inform the NASACRE action plan to support SACREs so that we rise to the challenge and also raise challenges of our own!

In addition, do not forget the AGM itself, and the announcement of the Westhill/NASACRE Awards for 2013-14.

We look forward to seeing you!

Fee £85



Membership matters

- **Updating our records:** Thank you to all who have provided updated details for your SACRE. Over the next few months, this information will be uploaded to the new website. In order to be able to communicate

with every SACRE efficiently and effectively, it is vital that we have up to date details. Unfortunately, there are still 61 SACREs from which no update has been received. It would be helpful if this information were received as soon as possible.

- **Subscription invoices:** Invoices for NASACRE membership subscription will be sent soon after the AGM.

Please note: As from mid-September, access to newsletters and most of the new website, will be on a **subscription basis only**. A user name and password will be sent to subscribers at the beginning of September.



Sharon Artley

RE Council Sponsored Walks

To celebrate the 40th anniversary of the REC, raise its profile and generate funds to support RE in schools at this critical juncture, the REC is organising a series of sponsored walks which will be held in cities, towns and villages across England and Wales during May and June 2013. Each walk will take in a number of places of religious significance and could nurture contacts which would be of value from an RE perspective.

The aim is to have 20 different walks taking place across the country, each with fifty participants and with each participant raising at least £100 in sponsorship; in general the walkers would usually be adult 'friends of RE' rather than school students. The target is to raise £100,000. Funds raised will be split equally between the REC and locally chosen charities. Since 2010, the REC receives no government funding to make possible its work of supporting RE in schools and does not wish to engage in revenue raising activities which would put it in direct competition with some of its member bodies.

THE REC is looking for help and support from individuals and groups from within its member bodies, of which NASACRE is one. Could your SACRE lead a local organising team? This would involve getting together a group of around half a dozen people to plan a route, persuade people to sign up as walkers, liaise with places to be visited on the route and generate publicity. Could some of your SACRE members take this on? SACREs are well placed to play a valuable role here as they have the local knowledge and contacts to be able to organise a walk effectively. The REC will provide a local organiser pack to help you get started. Perhaps if you are unable to organise a walk, you could join one which has already been organised or sponsor someone already participating?. Click here to see the [RE Council walks](#).

The REC needs you! Please contact sarah@religiouseducationcouncil.org if you can offer your help for this special 40th anniversary event. We will be very grateful for your contribution whatever form it takes – the first need is for local organising teams but walkers and sponsors will also play an important part.

Sarah Smalley,
Executive Officer, RE Council of England and Wales

In the beginning - some personal reflections

Colin James, NASACRE's first secretary, writes :

You might say that my involvement with NASACRE started by accident! A number of people came up with the idea of setting up a national body to support and co-ordinate the work of SACREs. They began with a working party and invited my colleague, Cherry Gould to join it. It was a natural choice as she was a superb RE adviser with a well deserved national reputation. Sadly, however, Cherry's MS was by this time so far advanced that she felt unable to accept. Instead she suggested I went in her place. (Although my responsibility in the Berkshire LEA was for further and higher education, I had also set up our SACRE and was its clerk.) There followed a series of meetings at the St Peter's Saltley Trust in Birmingham. Its Director Maggie Pickup provided the administrative support. Other members included Michael Metcalfe (still NASACRE Treasurer today) and the incomparable John Hull, whose vision, amazing grasp of the issues and sheer common sense inspired us all.

Having agreed on the principle of creating the new body, we then spent a lot of time working on a draft constitution and possible financial arrangements. I wish I could say we got it right, but as time passed we were to discover that we had gained approval for a constitution so difficult to amend that we were unable to improve it as we learned from our early experience.

Anyway NASACRE was duly launched, and most LEAs readily agreed to join. We needed of course a committee and officers. The first Chair was Angela Wood, an inspired choice, full of drive and professional experience. She it was who decided once and for all how to pronounce the Association's name: "It's NASACRE – massacre" she ruled, and no-one ventured to challenge her! Michael valiantly accepted the often thankless role of Treasurer. That left a vacancy for Secretary. I suppose I should have seen it coming. As it was I found myself "ambushed" but with the promise that the Saltley office would do the copying, posting etc for me.

Naturally things began slowly as we established our identity on the national scene among the various bodies who share an interest in RE and collective worship. One of my early tasks was to twist the arms of the chief education officers of the authorities which had not initially signed up. They did in the end, if only to get me off their backs. I quickly started receiving requests for advice on issues which were worrying those who ran the SACREs. The most common was "Can we appoint a representative humanist member?" Answer "Not to any of the four groups, but if your local constitution allows for co-optation, you could co-opt one." As NASACRE began to organise events, and in particular launched its awards scheme, one of the LEAs in Wales put it to us that all our literature must be issued in Welsh as well as English and threatened us with legal action. Luckily the Committee included a Welsh archdeacon, and between us we managed to get them to drop the demand.

Of course NASACRE, like the requirement for SACREs themselves, came into being following the passing of the Education Reform Act and had therefore nothing to do with its framing, its merits or shortcomings. (We should not forget, however, John Hull's excellent booklet *The Act Unpacked* which I suppose was one of the spurs to filling the gap for an informed body able to monitor the operation of the Act and to provide ministers with advice on how things should develop thereafter.) Over the years we offered a good deal of advice, but I should not like to suggest that it was often heeded. We went to a lot of trouble to gather our members' views on what eventually became Circular 1/94. I personally spent many hours putting together these views to produce NASACRE's submission. But then nearly thirty years as an LEA officer had made me used to preparing long and detailed reports which never seemed to have quite the desired impact on the eventual outcome!

I could of course ramble on interminably about things now perhaps better forgotten, but that will do for now. As one of those who were in at the start, I applaud the devotion of all still committed to a task we all felt was worthwhile and important. And whatever the uncertain times ahead may bring, I do wish NASACRE well as long as it is able to continue to make its special contribution.

Colin James

[Twenty years on](#)

Michael Metcalf – (Editor: *Still NASACRE Treasurer – he deserves a long service medal!*) reflects on the changing times.



Twenty years ago, NASACRE was launched with a reception in the House of Lords. In 2003, as we marked the Tenth Anniversary of that launch, there was a feeling that NASACRE had “come of age”. It had negotiated the hazards of childhood, had survived adolescence and teenage angst, and had become a healthy adult ready to play its full part in the wider RE World.

In the ten years since then, NASACRE has continued to thrive and to be an active agency in support of its member SACREs and in its advocacy of good religious education. For most of this period, RE has been in a buoyant mode, SACREs in general have been busy and purposeful, and NASACRE has taken part in several significant projects and initiatives, some of which are recalled below.

However, in the most recent years, the picture has changed dramatically with the impact of the new Government’s initiatives, and NASACRE and its member SACREs now find themselves facing an uncertain future. To explore the growth metaphor somewhat fancifully, we might suggest NASACRE is having a mid-life crisis – or is perhaps even contemplating enforced premature retirement! Certainly NASACRE’s life is more problematic at present, and there are a few health concerns.

More positively, let us note and celebrate some of the high points of the last ten years. In no particular order... our receiving substantial government funding to recruit and train potential SACRE members from minority faith communities. One outcome of this two-year programme was the development of a high quality training package for SACREs as a whole. Another outcome was the budget overspend, which severely eroded our finances!

...the inauguration and annual follow-on of the Westhill NASACRE Awards for SACRE interfaith projects with young people. The Awards have been enormously successful in stimulating creative initiatives from local SACREs and in raising the profile of NASACRE itself, while the partnership with the Westhill Foundation has been mutually enriching and beneficial.

... the support we were able to give to the “*Celebrating RE*” month, including our own Conference in Birmingham “Whose RE is it anyway?” (A question worth pondering again.)

... the growing prominence of inter-faith issues and the enhancing of NASACRE’s role within the InterFaith Network (UK), which has resulted in major programmes looking at young people in interfaith situations, and exploring relations between SACREs and local interfaith groups.

... the presence of NASACRE in key situations and developments within the RE world, not least the current REC strategic review of Religious Education.

... the final achieving of a 100% affiliation of all SACREs in England and the Channel Islands to NASACRE.

No doubt this is a rather personal set of reminiscences, and others might have chosen a slightly different set, and my memory may have overlooked some major feature or other. However, it is clear that NASACRE has worthily and energetically lived up to its “adult” role over the last ten years, and this should be a cause of congratulation and acclaim.

NASACRE’s future lies with the future of SACREs themselves. As long as SACREs exist and are able to continue in membership of NASACRE, NASACRE will also exist and seek enthusiastically to support and work with them. I just wonder what we will be able to write a decade on from now, at the next ten-year anniversary.

Michael Metcalf

Personal reflections on being a member of a SACRE

My involvement with SACRE began in late 1998 following the formation of the unitary authorities in Berkshire, as a result of which the newly formed Bracknell Forest Borough Council had a statutory obligation to convene a SACRE. There was a need to find four CE representatives, so I was considered to be an obvious candidate, as I already represented the Oxford Diocese on the Bracknell Forest transitional education committee. This was a role that I had accepted with some reservations. Although familiar with school governorship over some twenty years I had had no teaching or education background. However, early retirement from a career in banking (it was held in much greater respect in those days) had given me more time and thus I had agreed to help out.

At the inaugural meeting of Bracknell Forest SACRE in the autumn of 1998 the first agenda item was the appointment of a chairman. To my surprise and consternation the then chairman of the education committee nominated me. My somewhat weak protestations and the absence of a second nomination resulted in my election; it was a position I somehow retained until last year, when I decided to retire: thirteen full years was enough.

Looking back over those years I realise the work of SACRE and the experiences gained from meeting people from all of the major faiths and others has broadened and enriched my understanding of my own faith, which has gone through some troubled times. It was SACRE that made me much more aware of how different and yet how similar all faiths are.

Bracknell Forest is a unitary that was, and to an extent still is, an area of modest ethnic and faith diversity. There is no purpose-built Hindu temple, synagogue or gurdwara, so it was pleasing to me as chairman to be able to welcome representatives from all the major faiths, as well as a Bahá'i and a Quaker. Even more pleasing was the fact that attendance at our regular meetings was very good with open and constructive comments being made on many aspects of SACRE's work. At an early stage we agreed to create a directory of contacts for all the religions and places of worship, the work of which taught me much about other faiths and prompted visits to several places of worship that otherwise I would not have thought of doing.

Little did I realise at the time how valuable personally this would prove to be, as in 2002 my younger son, living in Toronto, announced he was to be married to a Canadian Sikh girl. The full Sikh wedding ceremony in a Vancouver gurdwara was a wonderful experience, made all the easier by my earlier better understanding and appreciation of that faith.

My work for SACRE made me realise even more the importance of children of all ages learning about religion and from religion. Sadly, recent developments in UK government education policy and the school curriculum continue to indicate a reduced focus on religious education. This, combined with SACREs having only an advisory role, means it can be occasionally frustrating to serve on a SACRE, but my own experience has been one of enrichment and better understanding of my own faith and that of others.

Gordon S Anderson

Church of England representative on Bracknell Forest SACRE 1998 – 2012



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RE News

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I hope you enjoy this very special edition of RE News. This term, the newsletter is wholly dedicated to fantastic work schools are doing in religious education and collective worship. I would like to thank the schools which have kindly contributed reports and photographs of recent achievements in their schools.

These schools are:

- Potterhanworth CofE Primary School
- Owsten Ferry St Martin's CofE Primary School
- Scothern Ellison Boulter's CofE Primary School
- Coleby CofE Primary School
- Great Gonerby, St Sebastian's CofE Primary School
- Scunthorpe, St Peter and St Paul CofE Primary School
- Lincoln St Christopher's Special School

If your school would like to celebrate and share good practice in RE through this newsletter and on the Diocesan website, then please submit your reports and photographs to Paul Thompson before the end of the summer term.

Newsflash! – A training day not to be missed!

'Spiritual development through Music and RE: Practical ideas to inspire your pupils.' Wednesday 10 July 2013

With Lat Blaylock/Fiona Moss of RE Today and Stephen Fischbacher, Creative Director of Fischy Music. Fischy Music supports emotional, social and spiritual health and wellbeing in children through songs. www.fischy.com

Travelling from Edinburgh to be with us for the day, Stephen will demonstrate practical sessions using his songs, and how good learning activities for RE lessons can arise from the songs. It will focus on Christianity and pupils' own developing spiritual lives in fresh and dynamic ways. The day will cover both KS1 and KS2 and it is equally relevant to teaching staff, support staff, Bishop's visitors, clergy and governors associated to church and non-church schools. For more details and a booking form, please see the Diocesan website www.lincoln.anglican.org or e-mail sandy.willmott@lincoln.anglican.org.

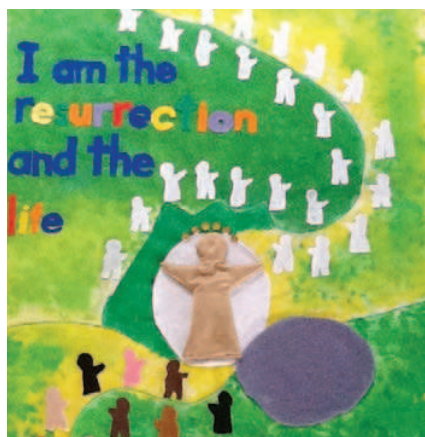
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St Sebastian's Banners

A very exciting RE day was recently held at St Sebastian's Church of England Primary School in Great Gonerby, Grantham. The children worked in their 'house' groups which involved children from Foundation Stage to Year 6 working together.



Each group was tasked with creating 2 banners – one which told part of the life of Jesus and the other one of His parables. The Annunciation, Nativity, Crucifixion and Resurrection were the subject of four of the banners with The Prodigal Son, The Lost Sheep, The Sower and the Seed and The Good Samaritan making up the remainder. The photographs illustrate not just what they did, but why they did it. They also made a short film that reflects the day which is going to be on the school website in the very near future. The headteacher, Linda Baldwin, said: "It was a truly inspiring day for all concerned – testament to the hard work and dedication of my staff in planning it (especially Helen Metheringham as RE Co-



ordinator) - but also to the children for embracing the ethos and a different way of working together to achieve something to be really proud of."

St Martin's CE Primary School, Owston Ferry pupil led worship

Jane Ayris, RE coordinator at Owston Ferry St Martin's Church of England Primary School, kindly submitted the following report about ways in which the children can further develop their involvement in leading worship.

Jane reports that it is very important to us that their involvement adds value to the service and is not tokenistic. Although the Year 6s read prayers regularly and are responsible

for setting up the hall for daily worship we knew that this was not enough and that we were not using or developing their skills or potential. The first steps in this journey were started two years ago when we established our 'Lighting the Candle' group who plan, deliver and evaluate



worships on a regular basis. These have included worship outside on the school field which was developed from the ideas produced by this group.

However although the Lighting the Candle have produced some innovative ideas we still felt there was untapped potential within the school. The idea that children plan and deliver worship that interests and motivates other children effectively because, children know what children want, was the philosophy behind our latest project. We have established Circle Time Groups for each year group that are led by Year 6 pupils which meet to discuss topics on a monthly basis. The challenge that was set for these groups was to plan and

deliver a worship to the whole school. Each group had a member of the present Lighting the Candle Group who could offer advice and support throughout this process. These worships happened on a weekly basis and it was wonderful to see the range of topics that the children felt comfortable in exploring; from 'Feeding of the Five Thousand' to the 'Stoning of St. Stephen'. It was also very

interesting to see which groups used a similar format to the teachers and which tried something completely different. As with all situations with children some were better prepared than others but this usually showed in the quality of the delivery of the worship. To help us understand how effective these

worships have been the Year 6s were asked to complete an evaluation of each worship and then as RE co-ordinator I also completed an evaluation to give an adult perspective. Their comments have provided real insight to how they view different styles of worship.

As this project reaches its conclusion I now need to meet with the Year 6 leaders and discuss what they have learned from this process and how they feel this can be used to improve our daily worship in school. I feel the real value of this project is the children now understand what is involved in making an interesting and inspiring worship. Pupil voice will lead the way in developing worship in our school.

St Peter and St Paul's Pupil Parliament

At St Peter and St Paul CE Primary School in Scunthorpe, the pupil parliament recently debated the theme of collective worship. Children from each class met with Headteacher, Katie McGuire, to look at how collective worship impacts on the daily lives of the school community. One member of the parliament reported that 'we like it, we like singing everyday – it makes us happy and joyful... Worship makes us feel peaceful'. Another member of the

parliament reported what it feels like when the candle is lit 'Sometimes I feel God is with me, sitting next to me.' 'I feel it like a tingling sensation in my chest.' The Parliament debated how they could make collective worship even better in school and they decided that the children could lead worship sometimes and that they could create a praying and reflection space in school. Pupil Parliament meets regularly to discuss a range of issues in school.

Lincoln St Christopher's Colour Celebration

On 8 March, Lincoln St Christopher's held a special RE Day. Mary McGuire, RE Coordinator, reported that the day was based on the theme of 'Celebration of Colour' and she describes the workshops which engaged the primary children.

Christian Stories told in colour

We listened to the creation story and made stained glass windows reflecting each day of the creation.

The Jewish Shabbat - a day of delight

We thought about what a day of rest and celebration might be like and learnt a celebration dance using coloured ribbons.

Holi - a Hindu Festival of colour

We heard about this colourful festival and made our own coloured tee shirts.

Exploring Colour + pattern in Islam

We looked at the way Muslims use colour and pattern to show how they think about God. We made our own pattern designs



Holi - A Hindu Festival of colour

Celebrations at Potterhanworth

The Bishop of Lincoln, the Rt Revd Christopher Lawson, visited Potterhanworth Church of England Primary School on 27th March to unveil the new school mural (drawn and designed by children from Years 5 and 6) and to lead the Holy Communion Service afterwards during which he presented children from the school with a Bible. A number of Y6 children were also given a Children's Achievement Award Certificate for Bell Ringing and they rang the church bells before and after the service. Also attending the service was the Diocesan Director for Education, Jackie Waters-Dewhurst as well as parents and parishioners from the surrounding villages. This was a



celebratory occasion as the school has recently appointed a new Head Teacher, Debbie Challinor, as well as achieving 'good' in their recent Ofsted, 'outstanding' in the Section 48 inspection and Silver Award in the RE Quality Mark. Debbie Challinor said, "As the new Head Teacher I was delighted to be part of this celebratory afternoon. There was a real 'family feel' to the Holy

Communion Service which was so well supported by our community. Watching the children being blessed by the Bishop of Lincoln was such a joy and I'm sure the occasion will hold lots of special memories for all who attended."

With thanks to Sue Kelly, RE and Worship Co-ordinator for kindly providing the report and photograph.

Coleby CofE's Class Three visit to Shree Sanatan Mandir, Leicester

Hannah M, Harry S and Lian

Class teacher from Coleby Church of England Primary school, Claire Fairhurst arranged a school visit to the Shree Sanatan Mandir in Leicester. The following report has been written by class 3 pupils, Hannah, Lian and Harry.

Recently, Class Three have been studying the religion Hinduism. So when faced with the opportunity of actually visiting a Hindu temple, it is no surprise that we said yes! And then, on the eighteenth of March, the trip day finally arrived...

When we arrived we made our way to a small boot room to remove shoes (a sign of respect). After doing so, we were led into the temple itself. Here, we found many Hindus performing a ceremony called Arti. We all sat upon the floor and experienced the incredible ceremony. There were many murtis on the shrines, the prayers were chanted, drums and bells sounded, the air was filled with the heady aroma of incense – our senses were over whelmed! The whole experience was very different to an Anglican church. After the ceremony we went to another room and our guide answered our questions. We learnt that Hindus believe in



one God who has many representations. We were told that Hindus like the use of lots of colour to show that God is beautiful. We were then allowed to go back into the temple and take a closer look at the colourful, brightly lit murtis. When we entered the temple we rang a bell to let God know we were there. Many people were making donations and offering gifts of food and flowers to the murtis.

We ate our packed lunches in another room – a vegetarian one to show respect to our hosts. When it was time to leave we were given presents of chocolates!

We had been made very welcome and everybody was very friendly and keen for us to understand some Hindu beliefs and traditions.

Godly Play at Ellison Boulters

Liz Peachman, RE coordinator at Ellison Boulters CE Academy, explains how they have recently been exploring the use of Godly Play within RE lessons.

On 20th March, our Year 5 and 6 pupils enjoyed a 'Walk through the Easter Story' led by one of our parents, Mrs Cathryn Jones.

Dressed as Peter, Mrs Jones guided the pupils on a walk from Psalm Sunday (in the school grounds), to the upper room (school library), then on to the Garden of Gethsemane, the Crucifixion and ending with the Resurrection (in the school studio).

There was a fantastic response to the 'Wondering' questions posed by Mrs Jones. It was evident that the pupils were thinking at very deep level about what they had experienced.

A range of activities were then offered to enable pupils to express their response to the story. Pictured are examples of what they produced. Finally, pupils shared what they had created and the inspiration behind it.

A Y6 pupil said:

'I enjoyed it because when going and experiencing each scene it really played on your emotions, from being sad to happy. I think my favourite part was doing the activities, it helped you express your emotions.'



Contact

To make a comment about this edition of RE NEWS or to seek more information about any of the articles, please do not hesitate to contact:

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or **David Clements, Diocesan Schools Adviser** at david.clements@lincoln.anglican.org

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