

County Offices  
Newland  
Lincoln  
LN1 1YL

4 November 2013

**Standing Advisory Council on Religious Education Meeting**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 12 November 2013** in **Committee Room Three, County Offices, Newland, Lincoln LN1 1YL** at **2.00 pm** for the transaction of 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)  
Mr N McFarlane, (Salvation Army)  
Mr F Sperring, (Society of Friends)  
Mrs S Sreenivasan, (Hindu Community)  
Professor B Winston, (Lincolnshire Jewish Community)  
1 Vacancy (United Reformed Church)

**Church of England (Group B)**

Mr D Clements, (Church of England)  
Mr D R Scofield, (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, 12 NOVEMBER 2013**

<b>Item</b>	<b>Title</b>	<b>Report Reference</b>
1	Election of Chair	
2	Election of Vice Chair	
3	Apologies for Absence	
4	Minutes of the Meeting held on the 12 March 2013	(Pages 1 - 8)
5	Chairman's Announcements/Correspondence	
6	Update on Religious Education Adviser Post	
7	Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for Pupils' Spiritual, Moral, Social and Cultural Development	(Pages 9 - 16)
8	Draft Annual Report 2011/2012	(Pages 17 - 32)
9	National Updates on Religious Education	
9a	The All Party Parliamentary Group Inquiry on Religious Education (Summary)	
9b	OFSTED Report	
9c	National Framework for Religious Education	
10	Summary of Monitoring Visits to Schools	(Pages 33 - 36)
11	Diocese of Lincoln RE Newsletter and Diocesan Education Update	(Pages 37 - 48)
12	NASACRE Autumn Newsletter 2013	(Pages 49 - 66)
13	Proposed Future Meeting Dates 2014 Tuesday 25 March 2014 – 2 pm Thursday 10 July 2014 – 2 pm – AGM Tuesday 11 November 2014 – 2 pm	

### **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](http://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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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.

**STANDING ADVISORY COUNCIL ON  
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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 11<sup>th</sup> 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 9<sup>th</sup> 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 7

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>12<sup>th</sup> November 2013</b>
<b>SUBJECT:</b>	<b>Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.</b>
<b>REPORT BY:</b>	<b>Religious Education Adviser</b>
<b>NAME OF CONTACT OFFICER:</b>	<b>Wendy Harrison</b>
<b>CONTACT OFFICER TEL NO:</b>	<b>07540 604842</b>
<b>CONTACT OFFICER EMAIL ADDRESS:</b>	<b><a href="mailto:wendyanne@aol.com">wendyanne@aol.com</a></b>
<b>IS THE REPORT EXEMPT?</b>	<b>No</b>
<b>IS THE REPORT CONFIDENTIAL?</b>	<b>No</b>

**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 9<sup>th</sup> July 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.

<b>PAPER TYPE</b>	<b>TITLE</b>	<b>DATE</b>	<b>ACCESSIBILITY</b>
OFSTED Inspection Reports		Various	School Improvement Service County Offices

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**Analysis of SMSC in Ofsted reports  
May 2013– October 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
<b>PRIMARY</b>			
<b>The St Sebastian's CE Primary School, great Gonerby</b>	08-09 May	Good	Opportunities for pupils to discuss their ideas with one another are a positive feature of all lessons, and pupils are highly respectful of one another's ideas. This successfully promotes teamwork and contributes well to pupils' spiritual, moral, social and cultural development. Pupils enjoy singing and praying together.
<b>Denton CE School</b>	08-09 May	Outstanding	The promotion of pupils' spiritual, moral, social and cultural development permeates all aspects of school life. As a result, pupils are highly considerate and respectful towards adults and each other. They share their thoughts and reflect on moral issues in assemblies, and make regular visits to, for example, different places of worship to broaden their cultural horizons.
<b>The Colsterworth CE PS</b>	14-15 May	Good	Teachers successfully promote pupils' spiritual, moral, social and cultural development. They create a positive classroom atmosphere for pupils to learn and establish strong relationships. Links with an international charity lead to experiences that broaden pupils' awareness of cultural diversity.
<b>The Cowbit St Mary's (Endowed) CE PS</b>	14-15 May	Requires Improvement	The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy taking on extra responsibilities such as school councilors, peer mediators and health and safety officers. These opportunities contribute considerably to their social and moral development. The curriculum promotes all four aspects well, especially through assemblies, which are regularly taken in church.



School	Date inspected	Overall Effectiveness	SMSC
<b>The St Peter and St Paul CE Primary School</b>	15-16 May	Good	<p>Pupils' spiritual, moral, social and cultural development is shown by their exemplary behavior, excellent social skills, secure understanding of moral issues and their care and concern for each other. Daily assemblies and many lessons contribute very effectively to emphasising spiritual, moral, social and cultural issues. In addition, the wide range of inspiring activities and events is extending pupils' learning and enhancing their personal development.</p> <p>There is a strong emphasis on promoting pupils' spiritual, moral and social development. This is reflected in their good behavior and positive attitudes. Cultural development is less well developed.</p>
<b>Fleet Wood Lane School</b>	21-22 May	Good	<p>Pupils have plenty of opportunities to reflect deeply on their own lives and those of others, including people of other faiths and cultures. This promotes their spiritual, moral, social and cultural awareness well.</p> <p>Spiritual and moral development is promoted effectively through pupils being encouraged to reflect on the impact of their actions on the lives of others. Pupils' social and cultural development is fostered through collaborative working, and by exploring the traditions and beliefs of cultures different from their own. There is a strong and successful emphasis throughout the school on developing personal attributes such as integrity, truth, honesty and reliability. These underpin pupils' good spiritual, social, moral and cultural development.</p> <p>The curriculum supports pupils' spiritual, moral, social and cultural development effectively. Pupils are given appropriate opportunities to reflect on their learning, appreciate and celebrate each other's accomplishments and gain an understanding of different faiths and cultures.</p>
<b>Frithville PS</b>	22-23 May	Good	
<b>New York PS</b>	22-23 May	Good	
<b>Brocklesby Park PS</b>	18-19 June	Requires improvement	

<b>Woodlands Infant and Nursery School</b>	25-26 June	Good	Pupils' spiritual, moral, social and cultural education is particularly good and underpins all the school does. Strong links with pupils' families and the local community help develop social skills and promote high expectations. Good links with local church groups support spiritual development while informal partnerships with inner city and rural schools give pupils an understanding of different cultures and communities.
<b>Holbeach Bank PS</b>	4-5 July	Requires improvement	Pupils' spiritual, moral, social and cultural development is well promoted in assemblies and through links with the partner school, including the recent curriculum day with opportunities to work with pupils on different activities.
<b>Holbeach PS</b>	12-13 September	Requires improvement	The curriculum supports pupils' spiritual, moral, social and cultural education well.
<b>SECONDARY</b>			
<b>Trent Valley Academy</b>	8-9 May	Inadequate	Students' spiritual, moral, social and cultural development is promoted well throughout the academy. Students learn an awareness of different cultures and religions, helped by the school's international links. The 'Learning for life' programme promotes good social and moral development and celebrates students' success.
<b>The Gartree Community School</b>	19-20 June 2013	Requires improvement	Opportunities for pupils' spiritual, moral, social and cultural development are provided, but these are not specifically planned for and so opportunities are missed to further enhance students' personal development.
<b>The Banovallum School</b>	2-3 July	Requires improvement	The leadership of the school is making progress in strengthening students' spiritual, moral and social and cultural awareness through its cross curricular work, some of which is led by the drama department. Leaders of the school recognise that there is a need to develop further students' cultural awareness and exposure to the diverse communities and heritages, which make up the UK.

School	Date inspected	Overall Effectiveness	SMSC
<b>SPECIAL</b>			
<b>Sincil Sports College</b>	8-9 May	Good	The school has an excellent way of making sure pupils' spiritual, moral, social and cultural needs are met, by recording examples electronically so that staff can check that they are taking this into account when they are planning lessons. Inspirational speakers such as 'the memory man' add a spiritual dimension to pupils' learning and they are able to find out about other cultures through links with schools in Ghana and Ethiopia. Pupils are encouraged to think about moral issues through lessons in personal, social and health education, as well as themed assemblies. A strong social code permeates through everything the school does so that pupils learn what is and is not acceptable behavior. Pupils make very good progress in their personal and social development.
<b>The Priory</b>	29-30 Jan	Good	
<b>The Grantham Sandon School</b>	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.
<b>The John Fielding Community Special School</b>	6-7 March	Good	Pupils learn about the world around them through assemblies. Assemblies and visits from local clergy give opportunities for spiritual reflection.
<b>St Bernard's School, Louth</b>	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 recognise the difference between right and wrong. Senior teachers seize every chance they can to give pupils opportunities to learn about other cultures.

**Summary**

- Comments are overwhelmingly positive, even in primary school which require improvement' (Cowbit St Mary's, Brocklesby Park, Holbeach Bank, Holbeach Primary). Comments about secondary schools (all of which in this sample are less than good) are more critical.

***Wendy Harrison  
RE Adviser, CfBT Lincs***

***October 2013***

**LINCOLNSHIRE COUNTY COUNCIL**

**Lincolnshire's  
Standing Advisory Council  
for  
Religious Education  
(SACRE)**

**ANNUAL REPORT**

**2011 – 2012**

**DRAFT**

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## **Introduction from the Chair**

This year has continued to witness Lincolnshire SACRE's monitoring function within schools. The regular update reports on the quality of RE and acts of collective worship in Lincolnshire schools ensure that members are kept well informed. They also enable the RE Adviser to provide support and training tailored to individual schools' needs based upon areas identified as requiring development. The impact of such events is carefully monitored. We remain as confident as we can be that funding will continue to be made available to retain the services of an Adviser so that improvements in provision and outcomes can be sustained.

SACRE also remains well informed about Ofsted's evaluations of pupils' Spiritual, Moral, Social and Cultural (SMSC) development, though this is becoming increasingly difficult as Ofsted no longer grade the individual aspects. We appreciate very detailed information that the Diocese provides through its summary of Section 48 Inspections.

As mentioned in the last Annual Report, there are ongoing concerns about the lack of rigour and consistency shown in some Ofsted reports, both in relation to SMSC but also curricular provision for RE and the legal requirement for a daily act of collective worship. This has continued to be an issue with each new inspection framework and is a regular agenda item. It is becoming almost impossible to provide challenge, for example, where schools are not meeting statutory requirements but whose curricular provision has been judged to be satisfactory or better by Ofsted. We are still aware that a significant number of our schools are told by Ofsted that they need to improve pupils' understanding of life in a multi-cultural society. While we appreciate the problems faced by many, in terms of providing pupils with first hand experience of different faith communities, we are constantly looking for new ways to support schools in this area, including developing a database of appropriate speakers from different faith communities.

Looking back on the past year I am reminded of the varied and complex nature of many of our discussions. I continue to be grateful to the members of SACRE for their enthusiasm, the professional and challenging quality of debate they provide during meetings, and their commitment to the individual roles they perform. The quality of support for those teaching RE continues to be high, the statutory review of the Agreed Syllabus is well underway and academic results overall in Religious Studies are very positive.

Taking all of the above into account I remain confident when I think about the future and the significant contribution Lincolnshire SACRE can make to the local and national picture. We are living in a time when significant changes are being made to education and those of us who are committed to RE will need more than ever to make our voices heard so that this important aspect of the curriculum is protected. We will continue to nurture existing relationships, and strengthen our engagement with different faith communities, so that our children and young people can have the benefit of that dialogue so they can develop fully as citizens in our multicultural society.

Councillor Mrs Christine Talbot  
Chairman of Lincolnshire SACRE

## **Background**

The Education Reform Act (1988) established standing Advisory Councils for Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five yearly revision of the Religious Education (RE) Agreed Syllabus and consider any complaints about the provision and delivery of RE referred to it by the LA.

The membership of SACRE comprises four groups together with nominated Advisers. The groups are:

1. Christian denominations and other religions and religious denominations;
2. The Church of England;
3. Teachers' associations;
4. The Local Authority.

### **1. Meetings of SACRE**

There were three meetings of Lincolnshire's SACRE during the academic year 20011/2012, in November 2011, March 2012 and June 2012. Fixed items on the agenda included the monitoring of inspection reports in relation to SMSC development; analysis of Section 48 inspection reports, reports on the Adviser's monitoring visits to schools and an ongoing review of SACRE's Action Plan. The composition and management of SACRE has remained unchanged, with the Chairman, Councillor Mrs Christine Talbot and the Vice Chairman, Mr Neville McFarlane being unanimously elected for another year. Attendance generally remains good. The strength of debate has ensured that issues have been dealt with efficiently and that the priority areas of the Action Plan have been addressed.

### **2. Religious education**

#### **Standards in RE**

##### **Key stages 1-3**

The number of monitoring visits to schools was reduced during 2011-12 due to the fact that funding for the RE Adviser's time was reduced and she had to spend time on the review of the agreed syllabus. The lack of evidence means it is not possible to report on standards at key stage 1-3 in this report.

**Key stages 4-5: Examination results** - see Appendix 1

#### **School reviews: report from RE Adviser**

The work of the RE Adviser is now well established. The main focus remains that of monitoring provision for RE and collective worship but is also supportive. Systems for monitoring remain unchanged since the last Annual Report but as outlined above it has not been possible to carry out as many visits as usual during 2011/12. Based on the small sample seen the following strengths and areas for development can be identified:

#### **Areas of Strength:**

- Strong subject leadership, backed up by effective support from the headteacher.
- Planning based on the agreed syllabus.
- Positive attitudes towards learning.



- Good balance between 'learning about and learning from' religion.
- **Areas for improvement:**
- Assessment – the 8 level scale could be used much more effectively to provide a clear picture of achievement of groups and individuals and target areas for improvement.
- Schools need to continue to provide pupils with first hand experiences of religions other than Christianity (links with churches are generally good) through more visits out and visitors in.
- Insufficient monitoring of standards, e.g. of pupils' work, pupil interviews.

Schools where there are significant areas for development are re-visited to monitor progress made.

Multi-cultural development remains high on the agenda of many Lincolnshire schools, but because of their location (many schools are very isolated) and the fact that many of them are predominantly mono-cultural, there are difficulties with this. Websites continue to be used for 'virtual' visits to places of worship, and some schools have developed links with inner city, multi-racial schools. Increasingly individuals from a range of faith communities (and SACRE members) are offering their services to schools and providing presentations about their beliefs. Ofsted grades/comments for community cohesion sometimes appear to contradict those given for cultural development and SACRE is monitoring this closely.

### 3. Support for schools

#### Local Authority

During 2011/12 there has been no centralised training but support has been offered in house to individual schools.

#### Diocese

Paul Thompson, Deputy Director of Education for the Diocese provides SACRE with regular, detailed reports. These have included information about the following:

- RE Cluster meetings
- RE and Olympic values
- Forthcoming RE training
- Leading RE teachers
- Celebrating RE
- Lincolnshire's agreed syllabus
- Statement of Entitlement
- RE News
- Infant Church Schools Festival 2011
- Special Schools Festival 2011
- Godly Play

## **Detail about specific initiatives**

### **i. RE Cluster Meetings**

These meetings are well attended with a good mix of new and experienced teachers coming together to discuss a variety of issues pertinent to RE. There has been a real focus on the positive impact of RE within schools and the sharing of resources and ideas.

### **ii. RE Course**

In January 2012 Martyn Payne from Barnabas in schools led a course on RE and Olympic values entitled, 'Who comes first?' Techniques used included reflective story telling, drama and discussion. In addition to this course, schools have been signposted to the Barnabas in Schools website.

### **iii. Statement of Entitlement**

This document, produced by the National Society, is intended to help schools and academies ensure that teaching and learning in RE is treated with importance and delivered with the excellence it deserves. It includes aims, outcomes, teaching and learning about Christianity and other faiths and world views, curriculum balance, curriculum time, staffing and outcomes for pupils. These issues raise important issues for policy making in schools. They can be used with parents and staff to promote understanding of the value of RE as well as to support curriculum development and syllabus writing where appropriate.

### **iv. Leading teachers**

This service appears to be valued with leading teachers supporting their colleagues in a range of settings.

## **4. Acts of Collective Worship**

The majority of primary schools have assemblies but not all have daily acts of collective worship (ACWs). There are examples of outstanding practice identified by Ofsted but judgements are not made about compliance. In most primary schools there is a different type of assembly/ACW each day, with many having a 'celebration assembly' on Fridays. Representatives from local churches make positive contributions and churches are used well to celebrate key festivals.

It is more difficult to obtain information about the situation in secondary schools, as it is rare to meet with headteachers during visits.

## **5. Section 48 inspections**

Members considered reports by the Diocese of Lincoln which set out summaries of church schools' inspections. These show examples of the good and positive practice that exists and also highlight areas for development which help schools become more effective as church schools with a distinctive Christian ethos. A number of schools achieved 'outstanding' grades and it was agreed that these should be sent congratulatory letters from SACRE. During the year it was reported that the National Society for the conduct of Statutory Inspection of Anglican Schools, under Section 48 of the Education Act 2005, had incorporated changes in structure and emphasis that reflected current educational practice in schools and broader developments in school inspections. The framework for Section 48 inspections would continue to provide a process for evaluating the extent to which church schools are distinctively and recognisably Christian institutions.

## **6. Training and other events**

### **Diocese**

**March and May 2012:** Regional governor training (RE and collective worship) in Boston and Lincoln.

**March 2012:** Epworth Old Rectory – a visit for teachers

**April and June:** Godly Play - 3 day accreditation course led by Dr Rebecca Nye.

**May 2012:** 'Body and Soul' – active learning for relationship education with 9-11s led by Lat Blaylock.

**July 2012:** 'Help! I'm a RE co-ordinator' led by Lat Blaylock.

### **Special Schools' RE day**

This now well-established event took place on 29<sup>th</sup> September 2010 with nine special schools from across the Diocese participating in a very positive experience at Lincoln Cathedral. A variety of activities took place including signing, craftwork, singing and an animal safari.

### **Diocese and LA: SACRE Conference – March 2012**

This was held at the Petwood Hotel, Woodhall Spa and arranged jointly by the Diocese of Lincoln and Lincolnshire School Improvement Service. The title for the day was 'Opening the Door – raising awareness of faiths and cultures.' Over 70 RE teachers from around the county attended the day which began with a thought provoking keynote address by Professor Denise Cush from Bath Spa University. She provided valuable insights into the development of RE over the past few decades and considered the challenges to RE from education and society as a whole. A range of workshops helped teachers to explore the issues still further. The conference closed with an 'expert panel' of advisers and faith representatives who took part in a question and answer session. Evaluations of the day were overwhelmingly positive.

## **7. Review of the year**

SACRE's work has been guided by its Action Plan, which is reviewed during every meeting. The Chairman, Cllr Mrs Christine Talbot has continued to work tirelessly to ensure that RE maintains a high profile within Lincolnshire. This is becoming increasingly challenging as more schools opt out of local authority control and monitoring of RE and collective worship becomes more problematic.

### **Changes to membership**

In March 2012 SACRE welcomed David Scoffield as a new member of Group B and Cllr C L Strange as a new member to Group D. During the year Cathy Turner (Group C) Chris Wright (Group B) and June Austin (Group C) had retired from teaching and also from SACRE.

**In addition to set agenda items (analyses of inspection reports, Action Plan update), SACRE also considered the following:**

#### **a) Ofsted**

The RE Adviser (who also carries out inspections for Ofsted) ensures that members are kept updated in relation to any changes to the inspection process. Concern was expressed during meetings about the lack of reference to RE in inspection reports and the way SMSC appears to be diminishing in importance. In January 2012 Ofsted

introduced a new, slimmed down framework for inspection. This includes only four key judgements:

- The achievement of pupils at the school.
- The quality of teaching at the school.
- The behaviour and safety of pupils at the school.
- The quality of the leadership and management of the school.

In relation to SMSC, judgements are made about the provision the school makes for pupils' development in all four areas. Reference should be made to SMSC throughout reports but no grades are allocated. There is no longer any specific reference to community cohesion or Every Child Matters.

During meetings members expressed their concerns about the Ofsted framework, e.g. that the reporting on SMSC was inconsistent and that inspectors did not appear to be concerned whether or not schools were meeting statutory requirements for RE and/or acts of collective worship.

#### **Ofsted Subject report**

Occasionally subject inspections of RE are carried out. During the meeting in March 2012 the Chair reported on such an inspection at Boston Haven High Technology College. Overall, RE was judged to be good.

#### **b)The English Baccalaureate (EB)**

Lincolnshire SACRE played an active role in campaigning for Religious Studies to be included in the EB. Unfortunately the collective efforts of bodies such as AREIAC (the Association of RE Inspectors, Advisers and Consultants) and the REC (Religious Education Council) were not successful. The possible impact of this decision is a matter of concern for SACRE and will be carefully monitored.

#### **c)Academies**

As academies are autonomous institutions it is not possible for the RE Adviser to gain access to monitor the quality of RE, unless asked to do so by the headteacher. As the number of academies increases this is a growing cause for concern.

#### **d)Review of the Agreed Syllabus**

During 2011-12 work continued on the syllabus and the new document was completed ready for distribution to schools in autumn 2012.

#### **e)New Diocesan Director of Education**

Jackie Waters-Dewhurst, from the Diocese of Bristol, was appointed to this post in June 2012.

#### **f) RE Quality Mark (REQM)**

This is an accreditation system for recognising good practice in RE. The main focus is on the enhancement of pedagogy within a context of whole school improvement. It is available to all community schools. There will be additional requirements for church schools to achieve it, following consultation with the National Society. Schools apply through the designated website and are then visited by trained assessors. The REQM

is awarded at 3 levels: gold, silver and bronze. SACRE will monitor the number of Lincolnshire schools involved in this initiative.

**g) All Party Parliamentary Group and RE subject review**

Members were kept up to date with the progress of both initiatives.

**Determinations and Complaints**

No requests have been received from schools for determinations that collective worship should not be wholly or mainly of a broadly Christian character. No complaints have been received by SACRE about collective worship.

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## Appendix 1: Lincolnshire's GCSE/A/AS Entries and Results 2012

### GCSE National Overview

As a subject, RS continues to grow in popularity. The number of entries for GCSE RE has risen for the twelfth year running. The subject is now in the top ten most popular subjects, with a 60% increase in entries since 1999. The Church of England believes that 'young people are clamouring for a deeper understanding of religious perspectives on issues of the day and how moral and ethical questions are considered by the major faiths.' Grades in RS are similar to those in history, ICT and geography.

### GCSE FULL COURSE

#### Entries by gender

GCSE Full Course		2009	2010	2011	2012
Girls	Lincolnshire	871	966	990	1158
Boys	Lincolnshire	800	808	988	1235
All	Lincolnshire	1671	1774	1978	2393

In line with national trends entries in Lincolnshire schools show a steady increase since 2009, especially for boys.

#### % A\* - C

GCSE Full Course		2009	2010	2011	2012
LA Comparator		2009	2010	2011	2012
Girls	National	77.3	77.4	77.5	79.4
Girls	Lincolnshire	83.6	77.8	80.6	83.7
Boys	National	64.8	65.6	65.6	67.1
Boys	Lincolnshire	72.6	68.7	71.2	71.9
All	National	71.7	72.1	72.1	73.7
All	Lincolnshire	78.3	73.7	75.9	77.8

For the past 4 years Lincolnshire results at A\* - C have been above the national average. This is true for boys and girls. Girls out-perform boys nationally and in Lincolnshire both achieved higher than nationally. This is a very encouraging picture.

## % A\* - G

GCSE Short Course		2009	2010	2011	2012
LA Comparator		2009	2010	2011	2012
Girls	National	99.2	99.1	99.0	99.0
Girls	Lincolnshire	99.9	99.1	99.2	99.6
Boys	National	98.0	98.1	97.6	97.8
Boys	Lincolnshire	99.9	98.9	98.2	98.8
All	National	98.7	98.7	98.4	98.4
All	Lincolnshire	99.9	99.0	98.7	99.2

There are no significant differences between national and local results.

## GCSE SHORT COURSE Entries

GCSE Short Course		2009	2010	2011	2012
LA Comparator		2009	2010	2011	2012
Girls	National	108337	101022	120614	129681
Girls	Lincolnshire	2125	2327	2103	1915
Boys	National	109822	104020	101360	109442
Boys	Lincolnshire	1938	2075	1916	1639
All	National	218159	205040	221974	239123
All	Lincolnshire	4063	4402	4019	3554

Entries in Lincs are down in 2012 for the short course but slightly up nationally.

## % A\*-C

GCSE Short Course		2009	2010	2011	2012
LA Comparator		2009	2010	2011	2012
Girls	National	58.8	59.8	58.4	60.8
Girls	Lincolnshire	67.1	64.9	68.3	63.9
Boys	National	44.5	45.1	43.0	45.4
Boys	Lincolnshire	50.3	49.9	50.5	45.3
All	National	51.6	52.3	50.7	53.1
All	Lincolnshire	59.1	57.9	59.8	54.6

Overall, Lincolnshire results are slightly higher than the national average. Girls achieved higher than girls nationally whereas boys were in line.

## % A\* - G

	LA Comparator	2009	2010	2011	2012
Girls	National	97.7	97.6	96.7	97.0
Girls	Lincolnshire	98.8	98.5	98.4	97.9
Boys	National	94.9	94.7	93.2	93.7
Boys	Lincolnshire	97.0	95.9	96.1	95.3
All	National	96.3	96.1	94.9	95.3
All	Lincolnshire	97.9	97.3	97.3	96.6

No significant differences.

## A and AS LEVEL

A level results for 2012 nationally are impressive. 81.2% achieved A\*-C grades, up 1.9% from 2010. The number of students taking the examination has also increased. At AS level there has been a similar increase.

### A Level

		Entries	
A level 2009-2011		2011	2012
National	Boys	3964	N/A
Lincolnshire	Boys	77	50
National	Girls	8537	N/A
Lincolnshire	Girls	206	191
National	All	22304	23042
Lincolnshire	All	283	241

Entries for RS rose nationally in 2012 (by 3.2%) but fell in Lincolnshire.

## A\*-B

	2010	2011	2012
National: boys	45.1	49.0	52.9
Lincolnshire: boys	40.9	43.9	42.0
National: girls	52.6	54.1	57.2
Lincolnshire: girls	57.4	49.5	53.9
National: All	50.2	52.5	55.9
Lincolnshire: All	52.6	47.9	47.9



Results for boys nationally show an upward trend but in Lincolnshire it is inconsistent. For girls there was a dip in 2011 (as with boys) but an improvement in 2012. In 2012 boys and girls were below the national average – this has been the case since 2010 when they were slightly above.

#### A\* - E

	2011	2012
National: boys	98.2	98.4
Lincolnshire: boys	100.0	100.0
National: girls	98.7	98.7
Lincolnshire: girls	100.0	98.9
National: all	98.4	98.5
Lincolnshire: all	100.0	99.4

Both girls and boys achieved slightly higher than the national average.

#### AS Level

##### A\* - B

	2011	2012
National: boys		40.1
Lincolnshire: boys	39.7	33.9
National: girls		
Lincolnshire: girls	46.2	45.0
National: all		
Lincolnshire: all	42.9	39.4

#### AS Level

##### A\* - E

	2011	2012
National: boys	90.1	90.6
Lincolnshire: boys	92.3	93.3
National: girls	92.9	93.5
Lincolnshire: girls	90.5	97.4
National: all	91.5	92.0
Lincolnshire: all	91.4	95.3

Results in 2011 were close to the national average whereas in 2012 they were above.

#### General comment

Overall the picture is very positive in Lincolnshire, especially at GCSE level. Post 16 provision and outcomes need to be monitored carefully.

## **Appendix 2: Membership of Lincolnshire's SACRE**

### **GROUP A**

#### **Christian and other religious denominations**

Mr B Ahmed	Muslim Community
Mr F Sperring	Religious Society of Friends
Mrs C Dring	Baptist Church
Mrs L Gaylard	Ground Level Network
Professor B Winston	Jewish Community
Mrs S Sreenivasan	Hindu community
Mr A Hornsby	Methodist Church
Rev E McDonald	United Reformed Church
Mr N McFarlane	Salvation Army

### **GROUP B**

#### **The Church of England**

Mr D Clements  
Mr D Scofield  
Ms C Wright

### **GROUP C**

#### **Teacher Associations**

Mrs J Austin	National Association of Headteachers
Miss C Turner	Primary Schools
Mrs C Williamson	Secondary Schools

### **GROUP D**

#### **The Local Authority**

Councillor Mrs C M  
Farquharson  
Councillor Mr P A  
Robinson  
Councillor Mrs C A Talbot

### **Advisers/Officers**

Paul Thompson	Diocese Assistant Director of Education
Wendy Harrison	Religious Education Adviser
Mark Plater Graham Watts	Bishop Grosseteste University College Clerk to SACRE, Democratic Services

### **Appendix 3:**

#### **Links with other Bodies and Agencies**

Links have been maintained with the following bodies and agencies:

- The National Association of SACRE
- Diocese of Lincoln Board of Education
- Religious Education Today/NATRE
- All Christian denominations
- All main stream faith organisations
- Lincoln Inter-Faith Forum

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# Agenda Item 10

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>12th November 2013</b>
<b>SUBJECT:</b>	<b>Summary of monitoring visits to Lincolnshire schools following Ofsted inspections, with reference to Religious Education and provision for pupils' spiritual, moral, social and cultural development.</b>
<b>REPORT BY:</b>	<b>Religious Education Adviser</b>
<b>NAME OF CONTACT OFFICER:</b>	<b>Wendy Harrison</b>
<b>CONTACT OFFICER TEL NO:</b>	<b>07540 604842</b>
<b>CONTACT OFFICER EMAIL ADDRESS:</b>	<b><a href="mailto:wendyanneh@aol.com">wendyanneh@aol.com</a></b>
<b>IS THE REPORT EXEMPT?</b>	<b>No</b>
<b>IS THE REPORT CONFIDENTIAL?</b>	<b>No</b>

**SUMMARY:** The report summarises the positive features and areas for development in schools monitored during the summer and autumn terms 2013.

**DISCUSSION:** The Office for Standards in Education (OFSTED) initiated new inspection arrangements from September 2012, with one shorter, more focused inspections. Religious Education remains statutory in all schools but inspection reports no longer include detailed subject paragraphs. Judgements about the way the school promotes pupils' SMSC development should be found throughout the report – but there are no grades.

**RECOMMENDATION:** That the report be noted.

**APPENDICES – these are listed below and attached at the back of the report.**

**BACKGROUND PAPERS:** No background papers of the Local Government Act 1972 were used in the preparation of this report.

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## **SUMMARY OF MONITORING VISITS TO SCHOOLS – SUMMER/AUTUMN 2013**

### **Introduction**

This report is based upon visits to six primary schools and three special schools.

### **Primary Schools**

#### **Strengths**

- Good support from senior management – gives subject high profile.
- Positive attitudes towards learning
- Improvements in the 'learning from' attainment target – i.e. more investigative, enquiry based work.

#### **Areas for improvement**

- Some weaknesses identified at key stage 2, e.g. in one school RE is neglected in the lead up to SATs.
- Assessment – in terms of providing an overall picture of achievement.
- Some schools still need to make more of an effort to provide pupils with first hand experience of faiths other than Christianity.
- More rigorous monitoring needed, linked to assessment.
- 

#### **Other comments**

One primary school has introduced the concept of 'immersive learning' where pupils engage in role play and classrooms are transformed into special places relating to the subject being taught, e.g. an historical setting, a religious place of worship. This has been extremely effective in engaging pupils and raising standards. During the monitoring visit an RE lesson was observed where the conventional classroom seating was dispensed with and pupils were provided with water to act out the ritual of wudu.

### **Special Schools**

#### **Strengths**

- Emphasis on 'learning from' religion and RE being taught within a meaningful context.
- Good links with local community.
- Good systems for assessment.

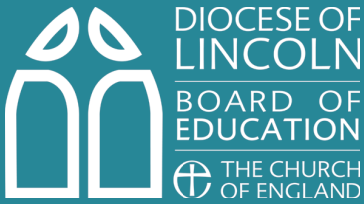
#### **Areas for improvement**

Nothing significant.

**Wendy Harrison**  
**RE Adviser, CfBT Lincs**  
**October 2013**

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## DIOCESAN EDUCATION UPDATE

September 2013

### Soaring high

**This wonderful photograph was taken by a friend of mine in Somerset.**

Ellie Brown has not only recently started her own photography business ([www.facebook.com/elliabrownphotography](http://www.facebook.com/elliabrownphotography)) but is off to college in October. An exciting time (long forgotten by many of us!) a time of freedom before mortgages and electricity bills descend, a time when every day is a day for soaring.

How often did you feel that sense of freedom this summer?

Coming back to school can feel a bit like exchanging wings for shackles – however much you love your job - and it's difficult to hang on to the freedom of soaring but if we can't spend time up amongst the clouds away from it all how can we be refreshed enough to fulfil all of our duties and responsibilities adequately and with something

approximating joy - how can we look down and see the whole picture?

Of course before bemoaning our shackles it might be good to remember what freedoms we enjoy, political, financial and religious. We live in a land where we are so used to freedoms that we take them for granted. We only had to look at the news over the summer to realise how free we actually are in comparison to others. But it's easy to live in a land of freedoms and still feel bound by our responsibilities. DfE, Ofsted, new curricula, increasingly unsustainable workloads can all keep us firmly on the ground.

I really believe though that moments of freedom wait only for us to decide to make them possible. It is about many things; managing time, being open to opportunity, ditching our guilt about not being perfect, saying 'no'. But it's also about having the patience to do things when it's right to do them and doing them when the necessary help is

in place. It's about sometimes waiting.

If you, like me, are incredibly bad at patience, especially at the beginning of a term, then perhaps these words should be stuck above your desk too.....

(and I know it's a seagull and not an eagle – use your imaginations!)

*<sup>31</sup> But those who wait for the LORD's help find renewed strength; they rise up as if they had eagles' wings, they run without growing weary, they walk without getting tired.*

My prayer for you, as another school year gets underway, is that you will have patience enough to time things well and find a few minutes each day to soar.

God bless,

Jackie



## BUILDINGS!

**Although we've only just started a new school year Voluntary Aided School governing bodies need to begin thinking about their needs for 2014/15 capital expenditure.**

We're unlikely to find out how much LCVAP funding will be available until the Spring of next year; however, in advance of that we need to put together

a list of possible projects in some sort of priority order; in this way we'll be in a good position to make early starts on projects. So it's an opportune time to review your asset management plan and your school development plan and ask yourself the question – could capital funding help deliver our overall vision for our school? If the answer is "Yes" there's one more thing to consider – can you afford your 10% contribution? In future for projects valued

at £10,000 and over you'll need to supply evidence (a governing body minute) that you have made provision for the whole of the 10% in your budget before a project can be given the go-ahead. Remember that the payment can be made over three years if necessary; if you have any queries relating to the details of the mechanism and the timings please contact Simon Hardy, [simon.hardy@lincoln.anglican.org](mailto:simon.hardy@lincoln.anglican.org)



## Greetings from Carol

Carol Acheson

**I hope you had wonderful holidays and that the new term has got off to a great start.**

It's fantastic to have had the opportunity to meet you and visit some of your schools and I hope to see many more of you this term. Each school I visit inspires me and I come away buzzing with ideas to share. But we all know that it's the young people and children who inspire us and make every day really worthwhile.

My non teacher friends tell me that it is always fascinating to talk to teachers as all of us have so many stories to tell. I'm sure each one of us could write at least one book full of funny, poignant, inspiring and moving stories.

I thought about that recently when I was reading about the work of one young man, Jack Covill-Lowdes, who

is a year 6 pupil at "Magdalen Church of England and Methodist Primary School" in Lincolnshire. I've had the privilege of meeting him and his family, as his uncle Steve works at another of our Church schools. You may have seen Jack's story on television or in the press. An internet search will give you lots more information.

Jack lost his mum, Steph, to cancer when he was only three years old. He wanted to do something special to remember her. He also wanted to raise money to support the hospice where his mum and the family received so much support. With the help of his aunt and uncle, Steve and Tamara, his Head teacher and school community, he organised a charity fun run at his school in Wainfleet. He hoped to raise £300. Lots of friends took part and he had support from people far and wide. To date £3,400 has been raised and do-

nated to the hospice! Isn't that amazing?

The story doesn't end there. Jack's aunt, Tamara, entered Jack's story into a competition in a national magazine. The competition was to find and celebrate children who have achieved remarkable things.

He won the competition and the prize was a statue of Jack made in Lego. He was invited for a wonderful weekend at Legoland to unveil it. The statue is on display this month and next month Jack gets to bring it home. He has decided to put it on display starting in the local shopping centre and will continue to use it to raise money for charity.

I think this is a lovely story and I am sure you have many similar stories illustrating the values and care for others, which permeate our school communities.

If you would like to share them I look forward to hearing from you. Please e-mail them to me at:

[carol.acheson@lincoln.anglican.org](mailto:carol.acheson@lincoln.anglican.org)

# Statutory Requirements for school websites.

<http://dioce.se/schoolweb>

## From 1st September 2012 all maintained\* school websites must show the following information:

- Contact Details: school name, postal address and telephone number, along with a contact name for enquiries.
- Admission arrangements (voluntary aided schools essential) or where they may be found (community and voluntary controlled schools)
- Link to OfSTED Report and section 48 report (External or internal)
- Most recent key stage 2 results
- % achieving level 4 or above in English and mathematics
- % making expected progress in English and mathematics
- % achieving level 5 or above in English
- % achieving level 5 or above in mathematics.
- Most recent key stage 4 results
- % achieving 5 + A\* - C GCSEs (or equivalent) including English and mathematics GCSEs
- % achieving the English Bacculaureate
- % making expected progress.
- Link to school performance tables on [www.education.gov.uk](http://www.education.gov.uk)
- The following information about the school curriculum must also be outlined for each academic year group:
  - Curriculum content and details of how additional information relating to the curriculum may be obtained by parents.
  - For key stage 1, the names of any phonics or reading schemes in operation.

- For key stage 4, a list of all courses provided leading to a GCSE qualification, plus a list of all other courses offered and the qualifications that may be acquired via these.
- Behaviour policy
- The amount of the school's allocation from the Pupil Premium grant for the current academic year, and:
  - how it is intended that this will be spent
  - how the previous academic year's allocation was spent, and the effect of this on the educational attainment of pupils for whom the funding was allocated.
- A report prepared by the school highlighting its policy for pupils with special educational needs, and how this is being implemented.
- Charging and remissions policy
- School's ethos and values

*\*(academies and free schools must already show this.)*

## The governing body is therefore responsible for:

- Ensuring that the information above is published on the school website – or arranging for the information to be displayed on a website, and the address/details made known to parents
- Providing a paper copy of the information published on the website, without charge, to parents on request
- Making sure that the information is updated as soon as is reasonably practicable following a change to that information and, in any event, at least annually





## The Breakfast Club

**Kellogg's have teamed up with Forever Manchester, a UK charity that makes donations and awards to community groups to help them make positive change in their local communities.**

They are working in partnership with Kellogg's to deliver the Help Give a Child a Breakfast campaign in the UK.

### Who can apply?

We want it to be straightforward for schools to apply so here are the bits you need to know:

- Your breakfast club – whether established or new – must be based in a school in England, Wales, Scotland or Northern Ireland
- For the UK at least 40% of the pupils at the school should be eligible to claim free school meals
- Your School should be based within the 0 – 40% most disadvantaged communities as ranked by your Country's Indices of Multiple Deprivation

Read more here: [diocese.se/7nFSPc](http://diocese.se/7nFSPc)



## Courses and conferences

**A wide range of professional development opportunities have been planned for this new academic year. They cover a wide range of themes including religious education, preparing for school inspection, bereavement, spiritual development and church school leadership.**

The **Governors Development Day on Thursday 10 October 2013** is a 'must' for governors in church schools. Jane Melbourne (HMI) will provide governors with the OfSTED perspective of developing outstanding governance and she will dispel any myths that are associated with the new inspection process. Mike Simmonds, a national speaker on transforming governance will provide the Christian perspective on governance and share his wealth of knowledge of how a strong Christian ethos is fundamental to securing high educational standards in school. A range of workshops and seminars will take place in the afternoon. This is an event not to miss!

Another important date for the diary is **Tuesday 4 March 2014** when the **Annual Conference for Heads and Chairs of Governors** will take place at the Epic Centre in Lincolnshire Showground. The title of the



**The Very Revd David Hoyle, Dean of Bristol Cathedral**

event is 'The Spiritual Dimension of Leadership' and one of the guest speakers in the Dean of Bristol, the Very Revd Dr David Hoyle who will inspire us through his insight and wealth of knowledge on the theme. The names of other speakers and workshop leaders will be confirmed in due course but please note the date now.

In the next couple of weeks, schools will receive a brand new course booklet which provides details of all the courses for the year and the booking procedures. Flyers and booking forms are also available on the website and from the Events Coordinator, Sandy Willmott at [sandy.willmott@lincoln.anglican.org](mailto:sandy.willmott@lincoln.anglican.org)

## Changing Education

**Making Sense of Academies and the Law**

**Saturday, 2nd November  
10am – Lunchtime  
(Lunch provided)**

In the changing landscape of education, this half day conference will clarify and further participants thinking and planning in relation to schools, trusts, governance and academies. A day for governors, trustees and all involved in the academy agenda to deepen their understanding of their roles and responsibilities, organised by the Dioceses of Southwell and Nottingham, Sheffield, Lincoln and Derby at:

Newark Showground, Lincoln Rd, Winthorpe, Newark-on-Trent, Nottinghamshire NG24 2NY

Cost: £35 per delegate

For more details of speakers and to book please visit: [diocese.se/mkRfbx](http://diocese.se/mkRfbx)

# School Governance

**The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 came into force on the 1st of September 2013 and simplify and replace the provisions of three previous sets of regulations.**

Changes include:

## PART 2

### Roles of the Governing Body and Head Teacher

6. (3) The governing body must appoint a clerk with a view to ensuring their efficient functioning and must have regard to advice from the clerk as to the nature of the governing body's functions

## PART 3

### Appointment, Functions and Removal of Officers

7 (2) Prior to the election of the chair and vice-chair, the governing body must determine the date on which the term of office of the chair and vice-chair will end.

(LDBE Comment: This is less prescriptive than previous regulations.)

## PART 4

### Meetings and Proceedings of Governing Bodies

13.— (4) the clerk of the governing body must give written notice of the meeting and a copy of the agenda for the meeting at least seven clear days in advance to—

(d) the local authority, where an agenda item for the meeting involves consideration of change of school category.

(LDBE Comment: LDBE would consider this to imply the Diocese as the local Diocesan responsible body)

14(7)(d) that the proceedings of a governing body are not invalidated by any person not having received written notice of the meeting or a copy of the agenda for the meeting.

14 (8) Notwithstanding the requirements of paragraphs (1) to (3), the governing body may approve alternative arrangements for governors to participate or vote at meetings of the governing body including but not limited to by telephone or video conference.

If you have any questions please contact David Clements [david.clements@lincoln.anglican.org](mailto:david.clements@lincoln.anglican.org)

# Reminders

## Admissions:

Governing Bodies will be considering revisions to school admission policies for September 2015, during the coming term. Local Authority schools will, I am sure, be receiving information on this outlining the procedures the LA wish you to follow. Please remember that the Lincoln Diocesan Board of Education has a duty to offer advice to schools, in particular Aided schools, on their admission policies. Please send a copy of your present policy to:

[david.clements@lincoln.anglican.org](mailto:david.clements@lincoln.anglican.org) and any amendments to the policy that governors propose before final ratification in spring 2104. The LDBE Governance Committee will respond to the governing body in due course with any comment or suggestion within 6 weeks of receiving the policy or suggested amendments.

## Website information:

Schools will be aware that the government, from September 2012, amended the requirements for the information that should be available on a school website. Please check that your school website is up to date. A summary of the information required by the 2012 regulations can be found at: [diocese.se/RE1](http://diocese.se/RE1)

It may be helpful to parents if admission policies can be more easily accessed from school websites rather than being listed in sections on "policies" or with the "school brochure".

## Appointment of Foundation Governors:

The Diocesan Board of Education, in the autumn 2012, introduced a revised appointment process; this process now takes longer to complete as references have to be obtained as well as a more comprehensive application form. Once all the relevant information is available the papers are then considered by the LDBE Governance Committee. The Committee has delegated responsibility to confirm appointments or otherwise; the committee meets regularly, at least every 2 months, to consider such applications and other matters of Governance.

## Updated Governance regulations:

The Government has produced some updated regulations that came into effect on 1st September 2013 [The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013]. These can be found at: [diocese.se/RE2](http://diocese.se/RE2). The full document and a brief summary can also be found on the Lincoln Diocesan website at: [diocese.se/RE3](http://diocese.se/RE3)

# The Lord's Prayer:

As put together by the good children of  
Green Oak C of E Primary School, Godalming.



Our Father in heaven, you are awesome!

Show us who you are and how you want us to be.

Make earth more like heaven.

Please give us what we need to keep going each day.

Help us know when we are wrong and clean us up on the inside.

Help us to let other people off and move on.

Keep us safe from bad stuff.

You're in charge!

You're strong and powerful and always there.

Forever.

Amazing!



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**Paul Thompson**  
Deputy Director of Education

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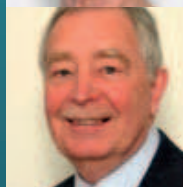
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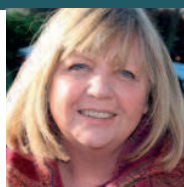
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Schools and Academies  
Development Manager

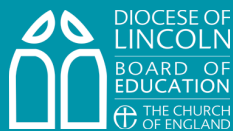
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01522 50 40 16





# RE News

[dioce.se/churchschools](http://dioce.se/churchschools)



## Happy New Academic Year!

I hope you had a wonderful summer and you are feeling recharged for 2013-2014. I am delighted to provide you with this term's copy of 'RE News' which includes lots of current information on Religious Education.

**Paul Thompson, Deputy Director of Education**

[paul.thompson@lincoln.anglican.org](mailto:paul.thompson@lincoln.anglican.org)

01522 50 40 10

## Local school wins National RE Award

An account by Liz Peachman (RE Lead at Ellison Boulter's CE Primary School, Scothern)

Whilst attending an RE cluster meeting in January, Paul Thompson drew our attention to the Hockerill NATRE RE Award 2013. The award was inviting entries showing innovation in RE. My headteacher has always encouraged and supported the many adventurous RE lessons which I have dreamt up over the last 8 years!

For me there is one unit, taught to upper KS2 pupils which I always look forward to teaching. This unit is entitled 'Religion in the Community' and we



compare and contrast how faith is demonstrated in works and service in Christian faith and a comparative religion. Last year we learned about the work of Lincoln Street Pastors and that of the Sikh Langar (a room attached to every Gurdwara where food is served to anyone without charge). Our learning in this unit includes meeting some of the Lincoln Street Pastors, listening to an interactive presentation and asking them our questions. We also recreated a Langar in the school's studio. Pupils serve or are served a Langar meal. One of our parents demonstrated the making of chapatis which the pupils also got to taste, and a member of staff demonstrated the playing of a Sikh dhol drum. Assessment opportunities were in abundance during this unit.

decision to award us first prize in the Primary Sector by praising the way we had adapted the syllabus to produce a very good outcome with limited resources. They were particularly impressed with the questions the children were asking.

Mr Derek Humphrey (Secretary of the Hockerill Educational Foundation) presented the prize during our Collective Worship. The school received £700 for RE resources and £400 for my professional development. At the presentation were special guests Paul Thompson (Diocesan Deputy Director of Education), Mr and Mrs S Griffiths (representatives of the local Jewish community), Joy and Marvin Liddle (Lincoln Street Pastors) Reverend Andy Burrows (Scothern Methodist Minister) and Margaret Parker (Bishop's visitor).



The judges summed up their

# Celebrating Good RE in the Diocese

## Our Trip to Walsingham

by Grace Burrows (Year 6)

Edenham Church of England Primary School



In June we went to Walsingham to talk about our beliefs at *Wonderful God, Beautiful World*. We had to use our imaginations to draw a garden with whatever we wanted to put into it. After drawing we went on a nature walk and saw the ruins. During the lesson there was an ant infestation! The lesson was a listening one. We had to write down what we heard and put it where we thought the sound was coming from. Eventually we sat down for a relaxing lunch.

Next we met up again and went to look at the wall paintings that told stories because people in the past couldn't write. After seeing the paintings we went to light candles for our loved ones. We then went for our final service to end the day with prayer and reflection.

Walsingham was a beautiful place, with approximately 36,500 pilgrims visiting every year. It is a magnificent place that is worth going to. A truly great day.

## The Bible In Action at Manor Leas Infant School

An account by Alison Ball (Higher Level Teaching Assistant)

Last term, each class actively explored the Bible with 'Barnabas in Schools'. The children took part in a Bible 'workout' exploring the types of books that make up the Bible. They participated in a Bible story with lots of actions then heard a Godly Play-style story explaining how the Bible had progressed from stories around the campfire to an app on an iPad [www.manor-leas-infant.lincs.sch.uk](http://www.manor-leas-infant.lincs.sch.uk)

We then gave the children free response time and were bowled over with the results. The children made scrolls, Bibles, Lego story characters, campfires (so they could sit round it to tell their own stories), wrote their own commandments, wrote Bible stories they had heard at other times and even remembered the Bible contained songs and wrote their own songs!

## The South Axholme Pilgrimage Project

An account by teacher, Gemma Harris, of Westwoodside CE Primary School

In the summer term, Year Five children from all over the Isle of Axholme gathered together for a pilgrimage project at the local secondary school, South Axholme. The schools involved were Owston Ferry, Belton, Wroot, West Butterwick and our school, Westwoodside.

First, Mr Bob Fish talked about his pilgrimage to Machu Picchu. Then we paraded with our school banners and explained what they meant to us. We sang different hymns on the theme of pilgrimage, including 'One more step' and 'He who would valiant be'. The South Axholme band accompanied us, which we really enjoyed.

After that, children from each school talked about where they go to on pilgrimages and why they are special to them. We did a short performance, demonstrating our pilgrimage to our local church, St Nicholas' in Haxey. We walk there at special times of the year including



Christmas, Easter and the Leavers' service. We prepared a 'Scratch' ICT presentation and a collage of us walking to the church. We really enjoyed the pilgrimage event and hope other Year 5s do in the future.



## RE Cluster Meetings – Autumn 2013

Paul Thompson will lead these meetings and they will include opportunities for RE teachers to share good practice, glean national updates and explore a number of new initiatives and resources for the subject. All meetings will be 4pm to 5 pm.

Date	School	Address
17 September	Binbrook CE Primary School	Orford Road, Binbrook, Lincs, LN3 6DQ
18 September	Lincoln Bishop King	Kingsway, Lincoln, LN5 8EU
19 September	Owston Ferry St Martin's	Burnham Road, Owston Ferry, Doncaster, DN9 1AZ
23 September	Spalding Parish Day	Clay Lake, Spalding, PE11 2QG
24 September	Bourne Abbey Academy	Abbey Road, Bourne, PE10 9EP
26 September	Caistor CE/Methdist School	South Dale, Caistor, LN7 6LY
30 September	Great Gonerby St Sebastian's	High Street, Great Gonerby, Grantham, NG31 8LB
7 October	Halton Hologate	Station Road, Halton Hologate, Spilsby, PE23 5PB
14 October	Quarrington St Botolph's	Grantham Road, Quarrington, Sleaford, NG34 7ND

### New Diocesan and Cathedral RE Adviser

To demonstrate the huge importance the Diocese of Lincoln places on Religious Education, I am delighted to say that the Cathedral and Board of Education has agreed to jointly fund a brand new post of Diocesan and Cathedral RE Adviser.

A very exciting appointment has been made but at the time of writing, the name of the new adviser has not been released. The new adviser hopes to start in January 2014 and will no doubt be keen to quickly establish close working relationships with staff in schools as well as in the Cathedral and the Diocesan Education Team. The adviser will be keen to build on the success of RE in the Diocese and explore creative ways of developing the subject further in schools and in the Cathedral.

### A wonderful training day to end the year



On 10 July, Stephen Fischbacher (Creative Director of Fischy Music) and Lat Blaylock (RE Today) led an inspirational course entitled 'Spiritual Development through RE and Music'.

The day was structured with delegates having great fun learning songs of various themes related to RE and PSHE with Stephen and then to follow Lat showed how the songs could enhance teaching and learning in Religious Education. The day saw a mix of 30 teachers, headteachers, clergy, governors and Bishop's Visitors

form a choral symphony to sing the Rama and Sita story. Delegates were delighted to receive free CD and DVD resources from Stephen Fischbacher to try with children in their own schools.

One headteacher stated on her evaluation form: "A great way to end the year with some new ideas to try in the new academic year. Uplifting! I wish I had brought all the staff"

Stephen and Lat can provide training for clusters of schools. More information about their training and resources can be found at [www.fischy.com](http://www.fischy.com) and [www.retoday.org](http://www.retoday.org).



### Leading RE teachers

Leading RE teachers continue to support schools in need of developing RE. They are able to support in a range of ways from telephone advice, supporting new RE co-ordinators on a 1:1 basis, delivering demonstration lessons and provide staff INSET.

Information for schools about this programme is available on the Diocesan website. Please note the actual database is now only available through Paul Thompson to ensure there is robust quality assurance of the initiative.

## Forthcoming Diocesan Courses

The following courses have been planned:

Date and Time	Course	Venue
12 September 2013 (4-6pm)	Godly Play Taster Twilight	Wilderspin National Museum, Barton upon Humber
3 October 2013	Supporting bereaved children and young people	The Old Palace, Lincoln
8 & 9 October 2013	Church secondary school festival	Lincoln Cathedral
10 October 2013	Governors' Development Day	The Epic Centre, Lincolnshire Showground
12 October 2013	Godly Play Taster Day – The Parables of Jesus	Branston Church Hall
30 October 2013	Special Schools Festival	Lincoln Cathedral
26 November 2013	Moving RE from Good to Outstanding	The Old Palace, Lincoln
28 January 2014	Barnabas in Schools, Why Narnia?	The Old Palace, Lincoln
18 March 2014	The Bible in Literacy	The Cathedral Centre, Lincoln
20-22 March	Godly Play (3 day accredited course)	Branston Church Hall

## Forthcoming National training:

Date	Training event	Venue and Contact
28–29 September 2013	Culham St Gabriel's RE Leadership Weekend	Wokefield Park Conference Centre, Berkshire <a href="http://www.cstg.org.uk">www.cstg.org.uk</a>
4-6 October 2013 15-17 November 2013 14-16 March 2014	<b>NATRE Westhill Seminars</b> What, why, how should pupils know in RE? What matters in RE and can it be assessed? Learning methods for spiritual development	London Leicester Liverpool <b>Contact <a href="http://www.retoday.org.uk">www.retoday.org.uk</a></b>
17 October 2013 5 November 2013 7 November 2013 14 November 2013	Unlocking RE in Academies – A series of training days provided by RE Today	Leicester Bristol Leeds London <b>Contact <a href="http://www.retoday.org.uk">www.retoday.org.uk</a></b>

### Grants available for the RE Quality Mark

The RE Quality Mark is nationally recognised accreditation which has been developed to celebrate high quality RE. It provides schools with a framework to capture good practice and it encourages the development and celebration of school-wide commitment to excellent teaching and learning in RE. Andy Tod (RE coordinator), now at Crosby Primary School, said: "I would recommend this to other schools, particularly those who are keen to further develop their delivery of RE, as it

will provide a road map to success."

The award lasts for three years and costs £475 to participate in the programme. There is a lot of information about the programme on the website [www.reqm.org](http://www.reqm.org).

The Diocesan Board of Education Finance Committee has agreed to place financial support behind the scheme. Church schools with fewer than 150 pupils may apply for a grant for 50% of the costs (£237.50). More details about the grant application process will be provided at the RE cluster meetings and in a separate letter in the autumn term.

### Lincolnshire Local Agreed Syllabus

The Agreed Syllabus has been made available to all schools in Lincolnshire.

The electronic link for the syllabus: <http://diocese.se/pt8mT6>

The Diocese is liaising closely with the Local Authority to arrange some training for schools in this academic year. More details will be provided soon.

## National updates

There have been a number of national reports on RE during 2013 including an All Party Parliamentary Group (APPG) report entitled 'RE: The Truth Unmasked'. This 3-month long inquiry included a review of evidence from over 400 sources. It found:

- over 50% of those teaching RE in secondary schools have no qualification or relevant expertise in the subject
- in more than half of the 300 primary schools participating in the inquiry, some or all of the pupils were taught by someone other than their class teacher
- a quarter of all primary schools that responded said the lesson was given by a teaching assistant
- primary and primary trainee teachers lack confidence and expertise in teaching RE, especially in diverse and multi-cultural classrooms
- support for RE teachers at a local level has been dramatically reduced by LA funding cuts and the academies programme
- bursaries for RE trainee teachers have been removed and there has been a radical reduction in applicant numbers for 2013/2014
- because of this lack of training and support many of those teaching RE are unable to meet the DfE's Teaching Standards,

selling young people short in their schools.

A full copy of the report can be downloaded at the link below:

[dioce.se/qxP8Dg](http://dioce.se/qxP8Dg)

### Dr Barbara Wintersgill, author of the 'The Truth Unmasked' report,

has produced two briefing papers for governors which outline schools' responsibilities with regard to RE, give an overview of the problems identified by the report and suggest some actions governors might undertake to bring about improvement in their schools. They can be found on the Diocesan website:

[dioce.se/churchschools](http://dioce.se/churchschools)

### Two websites revamped for RE teachers

Culham St Gabriel's and the Religious Education Council have developed their websites and they are an invaluable source of information for anyone with responsibility for RE. Please visit [www.reonline.org.uk](http://www.reonline.org.uk) and [www.religiouseducationcouncil.org.uk](http://www.religiouseducationcouncil.org.uk)

### A selection of new RE resources

Schools are requested to share their experience of new RE resources. Please send your reviews to [paul.thompson@lincoln.anglican.org](mailto:paul.thompson@lincoln.anglican.org) and they will be publicised on the Diocesan website.

New resources include:

- a. The Lost Sheep Animation and

others – [www.max7.org](http://www.max7.org)

- b. Seven films for Good Learning in RE [www.natre.org/good\\_learning](http://www.natre.org/good_learning)
- c. 'Food for Thought' – Reflections cards for secondary school tutor groups (Diocese of Salisbury)
- d. 'Love and Sex matters' KS1 – KS4 (Diocese of Salisbury)
- e. RE-Route – multimedia resource for KS3  
E-mail: [mayfly@blueyonder.co.uk](mailto:mayfly@blueyonder.co.uk)
- f. 'Religious Education, Making Sense of World Religions' by Christine Howard (aimed at non-specialist primary teachers)
- g. Developing Music through RE [www.natre.org.uk/music](http://www.natre.org.uk/music) (430 songs organised into 70 RE themes) Can also submit own ideas / songs
- h. The Bible in Literacy Project [www.bibleinliteracy.org](http://www.bibleinliteracy.org) (Interactive resources for engaging children in Biblical text)
- i. RE and the Early Years [www.booksatpress.co.uk](http://www.booksatpress.co.uk) (Books and free resources for Early Years RE) Can borrow boxes of resources
- j. RE Today 2013 [www.retoday.org.uk](http://www.retoday.org.uk) (inc Essential RE, Talking Pictures etc)
- k. Barnabas in Schools - [www.barnabasinschools.org.uk](http://www.barnabasinschools.org.uk) (theme days, articles, resources inc 'Christianity, Key Beliefs and Traditions')

## 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:

**Paul Thompson, Deputy Director of Education** at [paul.thompson@lincoln.anglican.org](mailto:paul.thompson@lincoln.anglican.org) or

**David Clements, Diocesan Schools Adviser** at [david.clements@lincoln.anglican.org](mailto:david.clements@lincoln.anglican.org)

To make a contribution to the next edition of RE NEWS, contact:

**Sally Doughty, PA to the Diocesan Advisory Team** 01522 50 40 15 | [sally.doughty@lincoln.anglican.org](mailto:sally.doughty@lincoln.anglican.org)

To enquire about a course, please contact:

**Sandy Willmott, Events Co-ordinator** 01522 50 40 12 | [sandy.willmott@lincoln.anglican.org](mailto:sandy.willmott@lincoln.anglican.org)

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Latest news from NASACRE

[View this email in your browser](#)



National Association of  
Standing Advisory Councils  
on Religious Education

## AUTUMN NEWSLETTER 2013

In this issue:

- [From the Chair](#)
- [NASACRE AGM 2013](#)
- [A date for your diaries](#)
- [All Party Parliamentary Group for RE](#)
- [Responding to traumatic incidents](#)
- [Membership matters](#)
- [Christian Muslim Forum conference report on Religious Literacy and Spirituality](#)
- [Membership matters](#)
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- [Inter Faith Week](#)
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- [Holocaust Memorial Day 2014](#)
- [Work opportunity](#)
- [Your next SACRE agenda](#)

This newsletter is also available to view and download from the [newsletter section](#) of the website.

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## From the Chair

It seems almost impossible to believe that it is now over two years ago that I was elected as Vice Chair of NASACRE. During that time, it was a particular pleasure and privilege to work alongside Bruce Gill, in his role as Chair. Bruce is possessed of great wisdom and an enviable ability to think clearly and strategically about the complex issues which have surrounded us during that time. As I prepared to step into his shoes at our AGM in Birmingham in May, I realised what a tremendous debt we all owe to him for his dedication and enthusiasm and I only hope that I can make a worthwhile contribution of my own as we look forward to what the future might bring for us. I am so grateful to know that we will continue to have the benefit of Bruce's expertise in his role as Executive Assistant, as well as the fresh perspectives of our new Vice Chair, David Hampshire (who despite his surname, is actually the RE Adviser for Cornwall!). We are fortunate to be part of a larger Executive Group of dedicated colleagues without whom the work of NASACRE would simply be impossible.



We already have a very full agenda to keep us busy in the coming academic year and beyond. SACREs are facing many challenges in an educational environment which is constantly changing and in which religious education and collective worship are often misunderstood or even ignored. Yet we know what a positive and powerful difference they can make to the lives of children and young people when they are done and done well. SACREs have been playing a vital part in ensuring that this message is being heard as loudly as possible and have been able to make a significant difference to the quality of teaching and learning in many classrooms as well as offering a range of wider experiences to the pupils around the country. We want to share and celebrate that excellent practice and look forward to receiving copies of your Annual Reports and posting them on our [website](#) so that your successes can enthuse and inspire others.

Those Annual Reports are certain to show that alongside such exciting initiatives, SACREs have been struggling to understand how and why RE has seemingly been marginalised as a result of official government policies.

Through the efforts of the [RE Council](#) of which NASACRE is of course a part, our subject community has done its best to redress the balance. The RE Subject Review has been one of its key pieces of work in recent months and the final document will be launched on 23rd October. This stands alongside the review of the National Curriculum but has been independently created and funded and will of course have no statutory role. However, it is likely to be hugely influential and it is for each SACRE to come to its own decision about what use, if any, it wishes to make of it. NASACRE has been represented at every stage of the process as the Chair (initially Bruce, followed by me) has had a place on the steering group. Many of you – individually and collectively – will have also submitted responses to the



draft paper, which has been an essential way of ensuring that the voice of SACREs has been heard. We look forward to hearing your views on it in the coming weeks. Once launched, the RE Subject Review together with a briefing paper, will be available on our website. You may also be interested to know that a series of launch events have been provisionally booked in the following locations: Oxford (5 November), York (12 November), Liverpool (21 November) and Bristol (28 November). Further information will be made available on the [RE Council website](#) by mid-September.

Another key document for the RE community will be Ofsted's latest report due to be published in early autumn. The provisional title of this report is *RE: realising the potential*. This will be the last of the major triennial reports from Ofsted and although these are based on a very small sample of schools, they are a crucial source of evidence for SACREs, enabling them to reflect on how their schools are performing compared to those visited by the RE inspection team. Those of us who were at our AGM in Birmingham will have heard Alan Brine, Ofsted's National Lead for RE, talk about the findings in the report and his presentation can be found [here](#) on our website if you wish to share those with colleagues at your next meeting.

Perhaps one of the most significant events for RE in the last few months was a seminar at Lambeth Palace in early July, hosted by the Archbishop of Canterbury for those involved in education in the Church of England. Michael Gove, the Secretary of State for Education was the principal contributor. NASACRE noted with great interest his comments about RE in answer to a question from the Bishop of Oxford. Mr. Gove admitted that RE had been an 'unintended casualty' of many recent curriculum reforms and acknowledged that he had thought that RE's 'special status was protection enough'. He expressed an interest in moves to rectify this situation. NASACRE, with its member bodies which represent the key stakeholders in RE, has written to Mr. Gove offering its support and expertise in developing any such initiatives. We will/have of course published his reply on our website as soon as we received it. We hope that this proves to be a significant moment for RE and of course for all that NASACRE and individual SACREs are trying to achieve.

I have no doubt that events will continue to move with great rapidity during this autumn term and as your Executive, we will do our utmost to represent your interests and concerns as skillfully and efficiently as possible. Our new website will be an essential tool in allowing us to communicate with you quickly, so please make sure you check it regularly! We look forward to keeping in touch and hope that the new academic year will be one in which SACREs continue to flourish and grow.

Best wishes to you all,

Lesley Prior

## NASACRE AGM 2013

### *Lesley Prior offers a Chair's perspective on the AGM*

The NASACRE AGM took place in Birmingham on 23rd May. 70 SACREs were represented at a very successful and well attended event. In what had been a challenging year for us and for our work, it was encouraging to see so many people coming together who are passionately committed to their SACREs and the contribution they make to promoting and supporting high quality religious education and collective worship in schools across the country.



In addition to Alan Brine's preview of the major Ofsted Report, delegates listened to a highly stimulating address by Dr. Mark Chater, Director of the Culham St Gabriel's Trust (a major supporter of various RE initiatives) and former Subject Officer for RE at the QCA/QCDA. Mark invited us to think in new and very different ways about the role of SACREs in an educational landscape which is very different to the one

which existed when they were first established. His exceptionally challenging presentation gives much food for thought and NASACRE recognises the need for itself and of course, its member bodies, to reflect again on our role, nature and purpose. Mark has urged us to re-imagine our place in the contemporary educational context and we must decide how we might wish to do this. The Executive has welcomed Mark's kind offer to share his thoughts further with us and you can explore his presentation for yourself, as well as a paper outlining those discussions via our [website](#). This offers some key points for you to consider at your own SACRE meetings later this term if you should wish to do so. We would welcome any comments and contributions you might wish to share.

During the afternoon session at the AGM, delegates were able to meet in small groups, facilitated by members of the Executive, to discuss three significant questions:

- What can SACREs do to promote closer working relationships with academies in their locality?
- How can NASACRE and its member bodies best press LAs to comply with their statutory duties to support SACREs?
- What should be the focus of Agreed Syllabus Reviews in the current context of the RE Subject Review led by the RE Council?

There were (perhaps unsurprisingly!) many different responses, highlighting the diversity which exists in the world of SACREs.



In relation to the first question about academies, there were many useful examples of good practice which we plan to share via the website. These will build on the [leaflet](#) we have already created which encourages academies to maintain their links with the local SACRE and its agreed syllabus. If a SACRE and its syllabus are seen as offering something useful, academies will want to have a relationship with them, even if they are not legally obliged to do so. There are issues about how that relationship might be managed, not least in terms of potential financial implications, but also in terms of advice, support and training. NASACRE plans to continue lobbying academy chains and trusts to ensure that there is proper provision for RE and CW and to be aware of the role of SACREs in promoting this.

The second question was particularly contentious after both key note speakers had urged us to consider a move away from a 'compliance culture' into one which focuses instead on SACREs providing schools with something they see as having inherent value in itself, regardless of the current statutory requirements. Many delegates did see this as a sensible way to move ahead and indeed are already working within those parameters, but others feel that if the legal obligations are there, they should be properly met. They argued that those obligations require LAs to take RE seriously and serve to protect the subject, providing funding and support for it which make a positive difference in the classroom. There was a strong sense that SACREs have a tremendous amount to offer, but need to be more proactive in proclaiming it more loudly and more widely in a whole range of contexts, including the media.

The third question relates of course to the RE Subject Review which has been a major piece of work in the last few months, led by the RE Council and involving representatives of NASACRE on the steering group. The final document is not as substantial as the Non Statutory National Framework for RE of 2004 and is not intended to be a model syllabus for our subject but it is something that many SACREs have looked forward to reading, particularly those where a review of the agreed syllabus is pending. Delegates at the AGM considered the place of this work alongside the National Curriculum review and the importance of parity with other subjects while retaining the integrity of RE in its own right. There was an emphasis on the need to continue with some local determination for RE, allowing different parts of the country to include content which is relevant to their own context. Many delegates would welcome not only some guidance from NASACRE on how to use the new document, but also guidance about how to revise syllabuses. There was an awareness that new syllabuses need to build on some of the elements mentioned in the Ofsted Report, such as an emphasis on enquiry led learning. All work of this kind does however require adequate funding and support and many delegates were concerned that this might not be forthcoming as a result of increasingly tight economic constraints.

The AGM highlighted the importance of all of these issues for its member SACREs. The Executive welcomes these responses to the questions posed and recognises the need for NASACRE to consider how to take these points forward. It is hoped

that a series of regional conferences will facilitate this process and the new website is also a way of sustaining debate and discussion until the **next AGM in London on 22nd May 2014**. We will look forward to welcoming you there then and in the meantime, wish you a fruitful and productive SACRE year.



*New executive member Sushma Sahajpal discusses with Mark Chater some of the points raised in his keynote address.*

## **Challenging SACREs: Can you help?**

NASACRE's 2013 AGM invited SACREs to "be inspired and challenged". This, at a time when the landscape facing RE in general and SACREs in particular has never appeared more challenging and uncertain.

A keynote speaker Mark Chater, Culham St Gabriel's Director, shared his view on the role of SACREs, both historically, and potentially in the future. His appraisal highlights how SACREs may be seen by some in the RE community and beyond it, challenging us to examine and articulate our role and relevance explicitly. NASACRE will post a longer article on the website shortly, exploring the issues raised by this talk. In the meantime you might like to take up the challenge of examining some of Mark's observations in your next SACRE meeting.

**Chater's Challenge:** These questions are distilled from his talk, so you might consider exploring at least one from each of 3 broad sections and sharing your views with us and thus, with other SACREs. Your direct perspective, on these externally-raised challenges to SACREs, could be an invaluable contribution to the SACRE community and its engagement with the wider RE world.

### **1. SACRE Identity**

- a. **Why are we here in 2013?** What specifically motivates your members to attend SACRE meetings? Does your constitution, agenda and outcomes progress that intention?
- b. **Do you see distinctions in your actual work on RE, CW and SMSC?** If so, how would your SACRE delineate the boundaries?
- c. **How are your SACRE's activities relevant to supporting excellent school RE?** What activities have/could replace previous, even statutory ones that aren't directly helping schools?
- d. **What resourcing could local SACREs offer schools that a national framework could not?** What do you offer?

## 2. Subject Loyalty

- a. **How would your SACRE feel about entrusting *academic content* to National Subject leadership?** Who ought to be consulted in a handover? Which SACRE duties would you re-allocate to such a leadership and which retain locally?
- b. **On being different**, Mark Chater stated that RE needs to be treated like other subjects. Do you agree? If not, how is RE different as taught? Ought it to remain so in your SACRE's opinion?
- c. **On being included**. How does SACRE feel about RE's exclusion from national or cross-curriculum initiatives? How could RE practically safeguard against this?

## 3. 'Team RE' Performance

- a. **Consistency**. If you could redesign a local SACRE to maximise contribution to schools, what competencies and expertise would you wish to see on it? If different to current ones, how could you sustainably secure these?
- b. **How can SACREs respond to cross-border 'customers', e.g. Academy chains?** Do we need one co-ordinated National Team RE? Is it time for commitment to RE to be beyond our own SACRE or representation group within it? How can SACREs or NASACRE work with the REC on this?
- c. **Quality Assurance**. Are standards best maintained by voluntary bodies with shrinking budgets or handed over to a stringent, well-resourced national standards RE body? Any concerns or considerations?
- d. **Is having 152 agreed syllabuses necessary?** Could having broad strokes defined nationally allow SACREs to focus on supplying exciting, local, current issues/events as RE resources? What memorable learning and/or innovative contribution could your SACRE make from the local perspective? Any disadvantages?

**In conclusion:** *"Let us not imagine for a minute longer, that we can go back to the way things were..."*

Are SACREs ready to claim contemporary relevance by contributing to a cross-local authority, sustainably high-quality, creative solution, systematising the best of our collective and respective practices?

Change is already here. Our challenge is to choose the nature of our response to it.

**You may wish to consider discussing some of the questions or points raised in this article at your next SACRE meeting.**

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**A DATE FOR YOUR DIARIES**

## NASACRE AGM 2014

Thursday 22nd May 2014

Methodist Central Hall  
LONDON



Details to follow in next newsletter.

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### All Party Parliamentary Group on RE

*Executive assistant Bruce Gill describes the work of this parliamentary group in supporting RE*

The All Party Parliamentary Group on RE (APPG), launched in the summer of 2012, was perhaps the greatest achievement of the, sadly, unsuccessful campaign to instate RE as one of the humanities subjects in the EBacc. It grew from an Early Day Motion on this matter tabled by Stephen Lloyd MP for Eastbourne and Willingdon, now the APPG Chair.

At its first working meeting, held at the end of November 2012, Lesley Prior, then NASACRE Vice-Chair, gave evidence to its inaugural Inquiry into the supply of and support for teachers of RE. The second oral evidence session took place in January and on 18th March 2013 the report of this first Inquiry was published, attracting major media coverage.

The report entitled [RE: The Truth Unmasked](#), found that one in four primary pupils was being taught the subject by teaching assistants and that more than half the RE teachers in secondary schools did not have a qualification to teach the subject. It highlighted the point that the inclusion of non-specialists in the total number of RE teachers given by the DfE gave the false impression that there were enough RE teachers and skewed the statistics regarding the need to train more RE specialists and the need to maintain RE teacher training bursaries. It found that the ability of SACREs to provide support for teachers of RE at the local level has been dramatically reduced by local authority funding decisions and the impact of the academisation programme. Teachers' access to continuing professional development was now a postcode lottery depending on the resources of the local SACRE, diocese, proximity to training or the priority given to RE in schools.

The APPG described its findings as “unacceptable” and concluded:

*“A raft of recent policies have had the effect of downgrading RE in status on the school curriculum, and the subject is now under threat as never before, just at the moment when it is needed most.”*

Following the appalling terrorist murder of Drummer Lee Rigby in Woolwich on 22 May 2013 and the subsequent attacks on mosques and Muslim centres across the country, Stephen Lloyd MP tabled another Early Day Motion; this time on RE and Tolerance (EDM 272) stating:

*“That this House notes that Religious Education (RE) is a rigorous academic subject that allows young people to increase their knowledge and understanding of a range of religious and non-religious beliefs; further notes the importance of mutual understanding and the community cohesion it engenders, particularly at this time of heightened tension; recognises the contribution the subject RE plays in fostering mutual understanding and respect between people with different religious and non-religious beliefs; supports the efforts of schools and local authorities who give RE the attention and status it merits in the curriculum; and urges that measures to ensure that all children explore and discuss religious and non-religious beliefs at school be pursued by the Government.”*

Within a few days 26 MPs had signed the motion.

(See also next article: *Responding to traumatic incidents – Woolwich 2013*)

On 24th June the APPG hosted a reception at the House of Commons entitled Celebrating Good RE. This event marked the success of the RE Quality Mark and the REC’s Young Ambassador scheme both launched last academic year and initiatives which put youth voice – the opinions and ideas of our students – at the heart of planning for RE’s future.

You can read about what happened at this event [here](#).

The presentations by the children and young people provided a powerful reminder of our current responsibility to protect and promote good RE and of the important role that the APPG now plays in that struggle.

Bruce Gill  
Executive Assistant



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## [Responding to traumatic incidents – Woolwich 2013](#)

On the day before the NASACRE AGM a tragic and violent incident in Woolwich resulted in the death of a serving soldier, Drummer Lee Rigby. It was sadly clear that this would have an impact on those living nearby, on relationships between faith communities and on schools as they supported pupils and their families.

Spontaneous tributes and sympathy appeared from politicians and members of the public and faith and belief communities. All, including the Muslim

communities expressed their sadness and unequivocally condemned this brutality. Unfortunately the media also reported some responses that attempted to set faith communities at odds with each other. There were groups that tried to take advantage of the situation by, in the guise of 'paying respect,' planned marches and demonstrations that could pose a threat particularly to Muslim communities and individuals near to the incident itself. Attacks were made further afield on community centres and even a boarding school, whilst some posts on social media have struggled to find an appropriate tone between patriotism and jingoism.

SACRE members know that extraordinary events test us as human beings and also test teachers trying to keep young people emotionally safe, whilst encouraging them to become enlightened, empathetic adults. Children learn from what we all say and don't say about the world and our place in it and also from our actions; unexpected incidents can make it difficult for everyone to have a repertoire with which to respond.

All children need support in dealing with issues of life and death; they are learning that life is unpredictable and that natural and humanmade disasters create catastrophe and tragedy. They will also be asking why innocent people die and how can they help. For young children in times of unease a calm presence and simple reassurances make the world a safer, more manageable place. Because adults determine the emotional climate for young children, adult reactions impact on children's reactions. All of us, from infants unable to put feelings into words, to adults who have experienced years of world events, have the same questions when facing catastrophic events: Could that happen to me or someone I love? Will we be okay? Some children who saw the images on television became extremely anxious or sensitive to potential threats.

Lewisham SACRE has previously provided advice to its schools focussing on the RE curriculum, collective worship and the pastoral support of pupils. For example advice was prepared following the tragedies of 9/11 and 7/7 and the tsunami in 2004. Soon after the Woolwich attack, Denise worked with Shaun Burns, Primary RE Adviser for Southwark Diocese (also Vice Chair of Lewisham SACRE) on some generic advice that could be personalised by SACREs and schools / academies to support them following this new crisis. This was enhanced by inputs from many SACRE members from Lewisham, Greenwich and Lambeth. The involvement of all of these individuals and groups helped to ensure the advice could be strong and inclusive and that material is now on the [NASACRE website](#).

In North Yorkshire, the LA and partners have been working together to address increased extremist activity, particularly with regard to the use of social networking to promulgate offensive racist comments. An alert was sent to North Yorkshire secondary schools, and is a message relevant across

the country. It reinforced key messages about safe and responsible use of social networking and emphasised the severity of posting, or passing on, offensive racist comments as well as 'hate' messages against other groups or their members, including Islamophobic, homophobic and anti-Semitic comments, pointing out that such behaviour could be classed as criminal activity under the Malicious Communications Act.

Sadly the Woolwich events will be given prominence again in the autumn when the two men accused of this murder are brought to trial.



Denise Chaplin Nasr Moussa Emam

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### Membership matters

#### **Are your SACRE's details correct?**

Thank you to all who have provided updated details for your SACRE. There may still be some inaccuracies as people have changed post. I would be grateful if you would click on this [link](#) and check your SACRE's data once more. It is very important to us that we are able to communicate with you effectively, but we can only do this if our records are up to date.

If there are amendments, please [email me](#) and I will update your record.



Sharon Artley

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### Christian/Muslim Forum Conference on Religious Literacy and Spirituality

14 March 2013

*Chair of Buckinghamshire SACRE, Valerie McFarlane reports on this conference.*

Recently Michael Gove said, "I think RE has suffered as a result of my belief that the protection that it had in the curriculum (the fact that RE is compulsory) was sufficient, and I don't think that I've done enough" adding that he wanted to work



with faith groups to improve RE teaching.

An opportunity to do more has arisen for him through a response sent on behalf of the Christian Muslim Forum written by Julian Bond, Director CMF, Maurice Irfan Coles, Muslim education specialist and Dr Julia Ipgrave, Christian education specialist.

This response was an outcome of the conference, entitled Religious Literacy and Spirituality, exploring these two concepts in detail. What an excellent model of interfaith collaboration.

The programme for the day was 5 interactive workshops and a key note address *Spirituality in the context of Religious Literacy* by Kate Christopher a passionate Head of RE. The venue, Westminster Abbey, was significant for me as it creates a sense of awe and wonder. Kate Christopher likened a belief in the power of religious literacy and the essential nature of its quality of connecting people with their history and culture to the determination of the stone masons who chipped away for decades, but never lived to see their cathedrals finished. Yet their labours have enabled countless generations of people to understand the power of human yearning for the divine.

Linking this theme was the workshop on *Pilgrimage Then and Now* in which children visiting Westminster Abbey are allowed a time of quiet reflection. This is such a key element that RE can offer children and its value and practice was described in the workshop on Christian meditation with children. Meditation is about simply learning to **be**, simply existing in God's presence rather than talking to him; for it was argued, God is simple. Practices in mindfulness are becoming increasingly popular with adults and it has been demonstrated that all pupils respond well to these valuable elements of stillness, listening and calm that I believe are a unique component in RE.

A signature workshop for me was *The power of story – a journey through the Book of Job* prepared by the Dare2engage team's programme for 6th formers on *Rage Hope and Despair*. This programme harnesses technology most effectively using 22 pieces of art commissioned for the programme leading the students through the emotions depicted in this perplexing story of Job supported by an audio narrative including music to aid the exploration of 'why do we suffer?' This programme indicates what a powerful subject RE can become and the essential requirement for it to be delivered in a sensitive and skilful manner in the classroom by dedicated and qualified RE teachers.

Religious literacy is about connecting to emotions and making sense of art, literature, music which are so much a part of our multi-cultural, multi faith world. Bishop Cheetham summed it up well by saying that the conference themes were important not merely for us and for all our schools, but for all society. For him, the key question was 'How do we live well together?'



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## The new NASACRE website



*Webmaster Sharon Artley describes some of the new developments on the website.*

We hope that you have begin to explore the new [website](#) and that you are finding it useful and easy to navigate. We are pleased to receive feedback and ideas for articles or new support materials. Please email [memsec@nasacre.org.uk](mailto:memsec@nasacre.org.uk)

Some areas of the website are now password protected. All SACREs which have paid their subscriptions for this new academic year will have received the username and password. The officers of your SACRE have the details.

### **Your next SACRE agenda**

New materials have been added to [this section](#) including:

- 3forRE Scheme – exciting opportunities for all teachers of RE
- SACRE Guidance: Following the violent incident in Woolwich on Wednesday 22nd May 2013
- School Governors: responsibilities for RE (also in Resources)

### **Resources**

There are also new materials in the [Resources section](#) including:

- *School Governors: responsibilities for RE.*  
Written by Dr Barbara Wintersgill (author of *RE: the truth unmasked* – see Bruce Gill's article above) these are two briefing papers one for primary the other for secondary for school governors and outline schools' responsibilities with regard to RE, give an overview of the problems identified by the report and suggest some actions governors might undertake to bring about improvement in their schools.
- *RE and Academies* This NASACRE leaflet offers ways in which SACREs can give support and guidance to Academies with RE and the use of the locally agreed syllabus. In addition, there are also links to two useful on academies produced by NATRE.

Both these areas of the website are worth browsing in full.

### **SACRE reports**

Thank you to those SACREs who have sent their annual reports. If you have sent yours, please check it is there. If you have yet to send your report, please see [this area](#).

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## Inter Faith Week



# Inter Faith Week

*With only two months until Inter Faith Week (17 –23 November), here are some links which SACREs may find useful.*

### **Website:**

<http://www.interfaithweek.org>

**Flyer:** A new flyer has been produced for 2013

<http://www.interfaithweek.org/resources/flyer-for-2013>

**Event registration:** You can register an event and have it on a national map

<http://www.interfaithweek.co.uk/events/submit-an-event>

**Twitter:** Follow the Inter Faith Week on Twitter

[@IFWeek](https://twitter.com/IFWeek)

**2012 event list:** Be inspired by the vast array of diverse events which happened last year.

<http://www.interfaithweek.co.uk/resources/reports>

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## Resources

### ***Who Am I?* The religious identity of young people**

Suitable for: Ages 11–18

DVD, produced by Art Beyond Belief, £20 including postage and packing.

To buy: contact David Sparrow on 07412 974454 or by email: [david@art-beyond-belief.com](mailto:david@art-beyond-belief.com)

The *Who Am I?* set comprises two DVDs: *The Event* (1 hour 4 minutes) and *The Group Discussions* (1 hour 29 minutes) and are the result of a day's conference held at Slough Grammar School in September 2011 organised by Stella Neal, Head of Philosophy, Critical Thinking and Religious Studies. *The Event* focuses on a talk given by Dr Eleanor Nesbitt, Professor Emerita of Religions and Education, University of Warwick and discusses a number of pertinent issues to do with the religious identity of young people. The second DVD, *The Group Discussions* shows

discussions on eight different themes including dress and identity, language and parents, religion and culture. The young people involved are very articulate and the quality of the filming is such that it can be used effectively in the classroom.

There are two guides to using the material, both of which can be found on the *Group Discussions* DVD. Careful watching of the material is highly recommended, so that a teacher or group leader can choose just the right clip to illustrate a particular point and facilitate discussion. The material is intended for use in schools, colleges, inter-faith groups and mono faith communities. Although the DVDs, especially Dr Eleanor Nesbitt's talk, appear more immediately accessible to secondary school pupils, they could also be used – with judicious planning – within the primary context. As Hugh Boulter, Secretary to Oxford Diocesan Committee for Inter-Faith Concerns explains in his introduction, the value of this resource lies in its capacity to show young people of different faiths taking their religion seriously, thereby encouraging and developing all-important skills of empathy in those who watch it. It will beautifully complement and 'bring alive' any religious education work using the written media. Moreover, it provides an excellent 'model' of how inter-faith dialogue should be conducted, namely in a respectful and positive manner.

**This powerful and thought-provoking resource is very good value for money and is highly recommended for the RE classroom.**

Caroline BonTeacher of RE,  
Pangbourne College

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### Seeds of Unity



The links between plants, religions and beliefs offer exciting possibilities for learning. To encourage botanic gardens to explore these links, Botanic Gardens Conservation International (BGCI) has created an on-line education pack with generous funding from Calouste Gulbenkian Foundation. This pack is for educators working in botanic gardens as well as for school teachers, particularly of RE, and the activities are aimed at children 7-11 years of age.

Religion and belief play a significant role in shaping our attitudes towards the environment. Christianity and Islam are noted for separating humans from their surrounding ecosystems with both believing that human beings have been given a responsibility by God/Allah on this earth and that they will be accountable to God for their actions and the trust placed in them. Hinduism, on the other hand, perceives God's presence all around and through nature while Humanism, which makes sense of the world using reason, experience and shared values, believes in the importance of conservation to ensure the best possible future for humanity.

This education pack was created through the expertise of several contributors who are involved in the work of SACREs. They hope it may be recommended for use by various SACREs around the country, not least in areas where there are also botanic gardens open for school visits. See

<http://www.bgci.org/education/2542> for details of the activities. Click [here](#) to discover whether there is a botanic garden in your area!

Lesley Prior

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## Holocaust Memorial Day 2014



*Many SACREs and SACRE members support schools and other organisations in commemorating Holocaust Memorial Day each year. Sharon Artley gives some information you may find useful for HMD 2014.*

Holocaust Memorial Day (HMD) is commemorated on 27 January every year, this being the date of the liberation of Auschwitz. (You may wish to be thinking even further ahead to 2015 which will be the 70th anniversary of this event). The theme for HMD 2014 is **Journeys** and how journeys themselves can become part of genocide.

### Resources

- [Holocaust Memorial Day Trust website](#)
- [Theme vision](#)
- [Resource overview page](#)
- [Education resources](#)

Films, podcasts, life stories, book and film reviews, posters and much more – not only for the Holocaust and Nazi persecution, but also subsequent genocides: Cambodia, Rwanda, Bosnia and Darfur.

There are support materials and a [campaign pack](#) as well as a series of [free workshops](#) to help organisers plan meaningful and inspiring activities for HMD. You can also keep up to date by signing up to the [HMDT newsletter](#).

On a personal note, for HMD 2014, I am delighted to be supporting HMDT in the **north east** of England.

If you are a SACRE in this region and would like to tell me about an event you are involved in or helping to organise, would like some support, or just a chat about your ideas or what you are doing, please email me: [North.East@hmd.org.uk](mailto:North.East@hmd.org.uk).

Feel free to give these details to others.

I shall be at the [workshop in Durham](#) on 15th October. I look forward to seeing you there.

Sharon Artley

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### Work opportunity

Director of Culham St Gabriel's, Mark Chater says:

"I am looking for someone to do a scoping exercise on the relationships, actual and potential, between teaching and learning in RE, skills in RE, 16 + skill needs, workplace sector skills, apprenticeships and the opinions of employer organisations and political parties. The exercise will include desktop work only: looking at RE documents, national and a sample of local, and exploring websites in the FE world as well as the Institute of Directors, CBI, Chambers of Commerce, small business employers, TUC, and main parties. No telephone calls or interviews will be needed.

This is a short-term consultancy. The exact size, scope and remuneration are flexible and depend partly on availability. However, if successful it could lead to a larger CSTG project in collaboration with others. Any of your members who might be interested is very welcome to contact me about this. If I could ask you to reflect and share this with anyone who you think might be interested, this would greatly help."

If you are interested, please contact Mark: [Mark@cstg.org.uk](mailto:Mark@cstg.org.uk)

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