

**Lincolnshire SACRE Annual Report
2021-22**



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Introduction from the Chairman Cllr Chris Burke MBA.



As Covid has reluctantly retreated so we began this year to return to real time meetings but also to start to count the cost of the unprecedented disruption experienced by young people and staff over recent years. There is no question about it, if you confine human beings to their homes for long periods there will be consequences. As usual our colleagues Wendy Harrison (LA RE Adviser) and Gillian Georgiou (Diocesan RE Adviser) have worked hard to reach out once more to schools in new and imaginative ways. Gillian has secured funding to develop a particular series of approaches to the RE curriculum which as Lincolnshire SACRE we have rightly praised her. Members of SACRE too are engaging in their different disciplines to a changed situation as we emerge into a different environment. We were sorry to say good-bye to Peter Crosby and thanked him for his many contributions and wished him well in his future endeavours.

As the report highlights there are many challenges facing us as a society around so many changes. There is a debate about the Christian nature of assemblies with many parts of our communities subscribing to a wide range of other faiths. The most recent census shows an increasing number of people identifying as having no religion. Numbers attending churches, especially the Church of England, appear to be declining, while some groups have seen an increase.

We have learned that the unexpected can occur and before the vaccine was discovered there was great anxiety. As we engage in the next phase of our post-Covid age I feel that our work is needed more than ever and we will strive to meet the challenges ahead of us.

I would like to end by assuring all of you, wherever your work, of our gratitude for the work that you do.

Chris Burke

Chair of Lincolnshire SACRE



1. Background Information

The Education Reform Act (1988) established compulsory Standing Advisory Councils on 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 locally agreed syllabus for Religious Education (RE) and consider any complaints about the provision and delivery of RE and collective worship referred to it by the LA.¹

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

Committee A: Christian denominations and other religions and religious denominations

Committee B: The Church of England

Committee C: Teachers' Associations

Committee D: The Local Authority.

Also in attendance at Lincolnshire SACRE meetings 2020-21

Steve Blagg: Clerk

Jill Chandar-Nair: LA

Gillian Georgiou (GG): Diocesan RE Adviser

Wendy Harrison (WH): LA RE Adviser

[See Appendix, p., for details of Lincolnshire SACRE membership.]

2: Meetings and Membership

During 2021-22 there were three SACRE meetings: in December 2021, March 2022 and June 2022.

During the December meeting it was resolved that Chris Burke be elected Chairman of Lincolnshire SACRE and that Cherry Edwards be elected as Vice Chairman.

¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf

During the summer term meeting it was agreed that a letter of thanks be sent to Peter Crosby, Baptist Church Representative, following his resignation from the committee.

3. Updates from the Diocese

A key focus for the Diocese in recent months had been the use of the agreed syllabus in secondary schools. While many primary schools were using it effectively, the picture was not as clear in secondary schools. Many secondary schools had acknowledged the need to rethink their RE curriculum to reflect the knowledge and understanding shown by many pupils starting secondary school.

The autumn term was characterised by a return to inspections, both Ofsted and SIAMS. A large proportion of the support offered had been focused on helping RE subject leaders prepare for inspection. A variety of different training sessions were provided to schools and academies across the region, including sessions on subject knowledge, curriculum design, subject leadership and assessing pupils' progress in RE. This term also had a focus on communicating the information contained in the Ofsted RE Research Review², published in May 2021, with emphasis upon the different types of knowledge that might reasonably be expected to be developed in an effective RE curriculum.



During the spring term schools were still being affected by Covid-related disruption. RE training and support continued to be delivered by the Diocesan RE Adviser both in person and virtually, as appropriate. Her work covers three LAs and a significant proportion of her time is currently focused in North and NE Lincolnshire where the Lincolnshire agreed syllabus has recently been implemented. She has also been supervising an RE subject leader who is currently carrying out a Farmington Scholarship and another who is participating in the Stage 1 Culham St Gabriel's leadership programme. A key focus this year is on supporting secondary schools and academies to deliver effective RE; she continues to work with colleagues nationally on RE-related issues including assessment and different types of knowledge in the RE curriculum.

Over the summer period the Diocesan RE Adviser updated the assessment guidance on the Diocese website and updated the teaching and learning

² <https://www.gov.uk/government/news/ofsted-publishes-research-review-on-religious-education>

suggestions used by some schools to help them deliver a curriculum based on the Lincolnshire agreed syllabus.

During the summer meeting consideration was given to a report by the Diocesan RE Adviser which provided an analysis of recent SIAMS (Statutory Inspections of Anglican and Methodist Schools) reports. SACRE was advised that SIAMS inspections reported on the religious character of schools, focusing on the effectiveness of the RE curriculum and the impact of collective worship. Inspections in Voluntary Controlled church schools reported on the effectiveness of religious education (RE) in relation to the school's strategic vision but did not report on pupil progress. Inspections in Voluntary Aided church schools also commented on progress and standards in RE. The committee was assured that the SIAMS inspection process was rigorous. Consideration was given to the report and during the discussion the following points were noted:

- The difference between the inspection of religious education within Voluntary Controlled and Voluntary Aided schools was explained. Voluntary Controlled schools had a legal duty to use the locally agreed syllabus for RE but the RE curriculum for RE would be inspected by Ofsted. Voluntary Aided schools could choose whether to adopt the locally agreed syllabus or adopt an alternative syllabus for RE. Ofsted would not report on the quality of education in RE within those voluntary aided schools; instead it was the responsibility of the denominational authority (i.e. SIAMS) to do this.
- There had been significant legal questions raised relating to the current statutory requirements to provide collective worship that was 'wholly or mainly of a broadly Christian nature' in all schools and academies in England. However, the importance of collective worship in celebrating all religious and non-religious worldviews was emphasised.
- It was requested that a breakdown of figures for the total number of faith schools and schools of religious character in comparison the total number of schools in Lincolnshire could be circulated.

Consideration was also given to a report by the Diocesan RE Adviser which provided an update on her work with schools. The committee congratulated her on successfully securing a funding bid from the RE Council of England and Wales which would enable her to lead a team to develop an RE curriculum framework based on the REC's National Statement of Entitlement and associated guidance. The committee considered the update and during a discussion the following points were noted:

- Three groups were involved in the project- one would look at peace and reconciliation across worldviews and another will focus on the development of a curriculum that could be used across the multi- academy trust.
- The framework for the projects would be in line with the RE Council's draft National Statement of Entitlement.

Interfaith Week 2021: Sutterton Fourfields CE Primary School



Pupils celebrated local faith communities during their interfaith celebration, 'Unity in the Community'. Classes explored a range of different religious and non-religious worldviews, including Christian, Jewish and Humanist, before sharing their learning with members of the local community. Pupils asked challenging questions and used their creativity to respond to their learning.

Spirited Arts 2021

Pupils at Boston St Thomas CE Primary participated in this year's Spirited Arts competition. A year 6 pupil shared this: 'During our RE lessons in summer term, we looked at how Christians believe that God has given us the world to take care of. No matter what religion or culture, we all agreed on the basic principle that God has made us stewards of the world and everything in it. I was inspired by the way humans and their reckless behaviour are impacting the destruction of our planet – reports, news and statistics are showing us that wildlife is slowly disappearing from the faces of Earth and oceans whilst the rising pollution is increasing globally at an alarming rate. Whilst working on my piece, I was able to express emotion through depicting the beautiful aspects which our planet has to offer – Mother Nature symbolised as a protector, giver of life; her powerful presence overlooking the world in which we live in. As Chief Seattle says, 'The Earth does not belong to man; man belongs to Earth'. I believe everything in the world is connected like skin is to bone. We need to educate the next generation on how to become dutiful stewards; after all, we did not weave the web of life, we are merely a strand of it...' Staff and pupils at the school were incredibly excited to find out that this entry became one of the winning entries in this year's competition—congratulations to the pupil and to her RE teachers!



Strictly RE 2022: Building Community, 29th-30th January 2022

RE teachers and subject leaders from across the country gathered for the annual NATRE (*National Association of Teachers of RE*) conference, Strictly RE. For the second year running, this event was held virtually, which enabled significant numbers of teachers and leaders to participate. The event included a number of keynote speakers covering a range of topics including teaching GCSE and A Level, Culham St Gabriel's (worldviews), the different types of knowledge in the RE curriculum and dharmic traditions. It also included a significant number of workshops and seminars delivered by primary and secondary teachers from across the country. Several key themes emerged from the event. The first was the different types of

knowledge mentioned in the Ofsted RE research review. Several seminars looked at how to develop pupils' substantive and disciplinary knowledge, as well as considering the impact of personal knowledge on learning in the RE classroom. The second was around better reflecting the diverse lived reality of religious and non-religious worldviews, with several seminars offering case studies that focused on Sikhi, Buddhist, and Muslim worldviews. Thirdly, many seminars focused on using texts and developing writing in both primary and secondary contexts. Initial feedback from the event showed that RE teachers and subject leaders found it incredibly useful professional development, but that its key power was in providing opportunities for teachers to connect with each other.



Holocaust Memorial Day 2022: St Thomas CE Primary Academy in Boston Freedom artwork

This can be a difficult historical event to commemorate in a primary school, simply because of the magnitude of the horrors that occurred. At St Thomas', year six pupils engaged with it by engaging with a very interesting debate: 'Is it right for someone with no Jewish heritage to create artwork to commemorate The Holocaust?' To enable this philosophical debate, interplay was encouraged between RE, History and English. This interplay allowed the children to retrieve and apply their substantive knowledge relating to anti-Semitism in Germany in the 1930s and 40s and their knowledge from writing biographies of Anne Frank's life. Pupils were also supported to draw upon their RE disciplinary knowledge of evaluating sources of authority, as well as questioning the world around them by working as philosophers. The session drew upon art exhibitions and used The Holocaust Memorial Day Trust's resources for the children to decide whether it would be ethically appropriate for them to create artwork. As a group, they drew their own conclusion: it would only be acceptable if the art was created with reverence, respect and a focus on the freedom of Jewish people. The year sixes approached this in a very mature way and they made connections to British Values: they recognised the importance of raising the profile of

the importance of the freedom of all people, whether they hold religious or non-religious world views, by commemorating this day.

Living Faith: Scamblesby CE Primary School

Charlie Luff, RE subject leader at Scamblesby CE Primary, has been supporting pupils to learn more about the global nature of Christianity. Pupils have been learning about the impact of geography and culture on Christian practice and life, as well as developing their ability to reason about the importance of diversity within religious and non-religious worldviews.

Hermeneutics in RE: Ancaster CE Primary School

Hannah Parsons, RE subject leader at Ancaster Church of England Primary School, has been working to develop pupils' disciplinary knowledge through the RE curriculum. She has been focusing on building pupils' specialist knowledge and specialist skill through the disciplinary lens of theology. In particular, pupils have been developing their ability to interpret sources of authority, learning more about hermeneutics. They have been thinking carefully about how people interpret their sources of authority and how our own personal knowledge and beliefs can impact the meaning we draw from the texts we read.



4.Updates from LA Adviser

CPD/Support for schools

Throughout the year the RE Adviser provided updates on school visits and training. Meetings and training sessions were currently taking place both virtually and in person. Online webinars had been very well attended. Schools had also been invited to receive an RE 'Health Check' free of charge which would involve the RE Adviser looking at schools' policy, planning and preparation for Ofsted, particularly deep dives. The following points were noted:

- The committee emphasised the importance of making training materials very easy to access for teachers who were often under pressure in terms of time. Materials needed to be inter-active and fun so that younger pupils could become more engaged in the learning of RE.
- There was a need for leaders within schools to acknowledge the importance of training in RE and to encourage staff to participate in the training available.
- The RE Adviser was now working with Focus Education, a national provider of materials for schools and training events, to develop training resources for RE.

Budget

The RE Adviser provided an update on the budget for 2022-23 – she was pleased to report that the budget for Religious Education and SACRE had remained the same as for the previous year. This was welcomed by SACRE members who agreed that it reflected the importance placed on RE by the LA.



Analysis of Ofsted reports: September 2021- February 2022

Between September and December 2021 areas for improvement included the need for pupils to develop a) a more detailed knowledge of diversity of faiths and cultures different to their own and b) a better understanding of diversity and difference in British society. Improvements also needed to be made to curriculum coherence and sequencing. The distinction between Section 5 inspections and Section 8 inspections was noted. It was clear from the overall analysis that some schools needed to provide pupils with a better understanding of a range of religions and cultures. Assurance was given that there was a support network of training and information available to teachers. However, it was acknowledged that there was a need for more first-hand experience and that this could prove problematic in certain parts of the county. Members were reassured that schools had access to support from the LA RE Adviser and the Diocesan RE Adviser. SACRE's role in promoting and supporting faith leaders to encourage and support learning within other faiths was highlighted.

Discovery RE

The LA RE Adviser provided members with an update on a commercially produced scheme of work, Discovery RE, which was being widely purchased by academies across the county. This resource is attractive to schools where there are no subject specialists in RE as it provides a structure for learning which includes topics to cover each term, along with lesson plans and assessment. It is distinct from the local syllabus and increasingly, the RE Adviser has received requests from individual schools to help adapt it to meet the requirements of the Lincolnshire syllabus. However, she has experienced challenges in monitoring the quality of the scheme and how well it supports teaching and learning in Lincolnshire. The committee supported the purchase of the Discovery RE resource by the Lincolnshire County Council for the RE Adviser's benefit. It was noted that the cost would not be absorbed by SACRE. The Diocesan RE Adviser expressed concerns that it may be

more difficult for LA maintained schools, which are legally obliged to use the Lincolnshire agreed syllabus as the basis of their RE curriculum, to meet statutory expectations if they are solely using the *Discovery RE* resource to deliver RE. It was clarified that academies did not have to use the Lincolnshire agreed syllabus so were more likely to use resources such as Discovery RE.

Religious Education Council Report: Still Standing

Consideration was given to a presentation by the RE Adviser, which provided an overview of the Religious Education Council's report on SACRE's - Still Standing. This report referred to the recommendations of the findings of the Commission for Religious Education (2018). The findings of the report were outlined, highlighting the need for a review of legislation around RE and for a review of the role of SACREs. The report calls for greater clarity about the nature of high quality RE in the 21st century and the current committee structure of SACREs. It also considers the implications of the academisation programme - whether, for example, the creation of a locally agreed syllabus for SACREs operating with only one state school within their area was a good use of public money. The Committee also noted the suggestion that SACREs review their membership to ensure that it represents their local community, including its religions and worldviews. The importance of making and maintaining contact with academies was emphasised and considered a priority.

RE Time Allocation

During the autumn meeting the RE Adviser provided an update on time allocations for RE in secondary schools. Analysis was based on data provided by Deborah Weston, Research Officer for NATRE (National Association of Teachers of Religious Education). The data was based on information given to the DfE as part of the school census in November 2020. 2928 schools were included in the sample which included the majority of state funded secondary schools. The data showed hours taught for years 7 to 13 in RE and philosophy. The committee was provided with the names of those schools that had reported zero hours of RE teaching, had not provided any data on RE and where hours of RE had decreased from 2000-20. It was suggested that as with any data, caution had to be applied regarding analysis, i.e. the data provided raised questions rather than provide answers.

The committee commended the expertise of the RE Adviser and Diocesan RE Adviser in supporting Lincolnshire SACRE.

5.Update from SACRE member

During the spring meeting SACRE received an update from Mark Plater on a number of issues including the LAR-D project (Learning About Religion through Dialogue); survey of secondary RE-ITE students 2020-21; the Farmington Secondary RE teacher support group; Lincolnshire RE Hub and email group, and GCSE and A levels in Lincolnshire. Members were provided with written details. The following points were noted:

- Jennifer King (secondary teacher) reflected on her involvement with the Farmington secondary RE support group and highlighted the positive opportunity it offered to meet other teachers, share resources and connect with colleagues.

- The difficulties faced within the teaching profession in recent times were acknowledged. The Farmington Secondary RE support group offers valuable support and seeks to ensure that teachers feel valued.
- It was confirmed that there were currently only nine places available for this special Farmington Research opportunity being offered to secondary school teachers from schools close to Lincoln City centre.
- Previously under a different examination structure, many A level students would have chosen to study RE at AS level and continued with their studies at A level. The elimination of AS levels has meant that some students needed encouragement to take RE as an A level.

Bishop Grosseteste University had bid for a project which would provide funding for work to produce a syllabus which was based on religion and world views, focusing on 'big ideas'. Unfortunately, the bid was unsuccessful.

6. Review of Agreed Syllabus

The present syllabus runs from 2018-23. Consideration was given to a verbal report by the RE Adviser which provided an update on the review of the agreed syllabus which would need to begin within the next year. When this process begins, officers would consult with teachers to seek their views, as well as taking note of changes to that have taken place since 2018, e.g. a new Ofsted Inspection Framework. Consideration was given to the report and during the discussion the following points were noted:

- It was confirmed that the agreed syllabus would apply to all primary and secondary maintained schools. Academies were able to choose their own syllabus, however at present many chose to adopt the Lincolnshire syllabus.
- It was also noted that two LAs, North Lincolnshire and NE Lincolnshire, had bought into the Lincolnshire syllabus.
- Schools were legally obliged to outline their curriculum on their website.
- Comments received from inspections had indicated that Ofsted inspectors were satisfied with the RE syllabus provided within Lincolnshire.

7. Lincolnshire Annual Report 2020-21

Consideration was given to a report by the RE Adviser, which invited the committee to consider and comment on the draft SACRE Annual Report 2020-21 prior to it being finalised. It was noted that no examinations had taken place within the 2020-21 academic year. Members were happy with the final report.

8. NASACRE Annual Conference

The Committee received an update from Mark Plater on the annual NASACRE Conference which took place virtually on Monday 23rd May 2022. It was confirmed that there had been no detailed discussion on the Education White Paper. Questions were raised on the future role of SACRE's given that all very schools would become academies by 2030, as outlined in the white paper.

9. 2022 Examination results (Provisional)

General comments

There were no summer exams in 2020 or 2021.

National Averages (brackets Lincs)

Gender	% of 9-4	% of 9-5
Male	70.4% (68%)	58.2% (53%)
Female	82.2% (86%)	72.8% (75%)
All	76.8% (79%)	66.1% (66%)

- Girls out-performed boys at both levels.
- Lincolnshire results were lower than NA for boys, higher for girls.
- Overall, outcomes are close to national standards. More girls than boys were entered for the examination.

GCE A level

School Area	Gender	Course	Total	No. A*-C	% of A*-C
Lincolnshire	Female	GCE A level	138	125	91%
Lincolnshire	Male	GCE A level	44	38	86%
Lincolnshire		GCE A level	182	163	90%

Girls out-performed boys, with significantly more girls than boys being entered for the examination.

Now that exams are back, the Annual Report will show year on year progression.

Lincolnshire

By gender

Gender	Course	Total	No. 9-4	% of 9-4	No. 9-5	% of 9-5
Female	GCSE (9-1) Full Course	1546	1335	86%	1167	76%
Male	GCSE (9-1) Full Course	1052	715	68%	557	53%

Full course: girls out-performed boys at 9-4 (86%/68%) and 9-5 (75%/53%)
More girls than boys were entered for the examination. Now that exams are back, the Annual Report will show year on year progression.

Performance of individual schools

This was discussed during the SACRE meeting of summer 2023.



10. Collective worship

There are no determinations at present.

11. Links with other bodies and organisations

Lincolnshire SACRE has links with organisations such as the National Association of SACREs (NASACRE), RE Today/National Association of Teachers of Religious Education (NATRE), Association of RE Inspectors, Advisers and Consultants (AREIAC), the Religious Education Council (REC) as well as local faith communities.

12. Training for SACRE

Members are kept up to date about local and national initiatives through regular training in meetings delivered by the LA and Diocesan advisers.

13. LA Budget

This continues to support the work of the RE Adviser for approximately four days per month.



Stamford St Martins

Appendix: SACRE Membership

	8 December 2021	22 March 2022	14 June 2022
Committee A: Christian and Other Religious Denominations			
Chris Burke (Chairman), Roman Catholic Church	Present	Present	Present
Peter Crosby, Baptist Church	Present	Apologies Received	Apologies Received
Andrew Hornsby, Methodist Church	Present	Present	Present
Swathi Sreenivasan, Hindu Community	Present	Present	Apologies Received
Atikur Rehman Patel, Islamic Association of Lincoln	Apologies Received	Present	Present
Amanda Grant, Jewish Community	Apologies Received	Present	Apologies Received
Claire Simons, Salvation Army	Apologies Received	Present	Apologies Received
Sian Wade, Assemblies of God Pentecostal	Apologies Received	Apologies Received	Present
Committee B: Church of England			
Cherry Edwards OBE (Vice-Chairman)	Present	Present	Present
Lynsey Norris	Absent	Absent	Present
Mark Plater	Apologies Received	Present	Present
Committee C: Associations Representing Teachers			
Jennifer King, NAS/UWT	Apologies Received	Present	Present
Elizabeth Moore, NAHT	Apologies Received	Present	Apologies Received
Chris Thompson, NEU	Present	Absent	Absent
Jayne Watson, NAHT	Absent	Absent	Present
Committee D: The Local Authority			
Councillor Ashley Baxter	Present	Present	Present
Councillor Mrs J Brockway -	Present	Present	Apologies Received
Councillor - M A Whittington	Present	Apologies Received	Apologies Received
Co-Optee			
Jack Dryden, Humanist	Absent	Absent	Absent

Officers/Advisers in attendance

Emily Wilcox - Clerk to SACRE

Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council)

Gillian Georgiou (Diocesan RE Adviser)

Wendy Harrison (RE Adviser, Local Authority)