

County Offices  
Newland  
Lincoln  
LN1 1YL

3 July 2017

**Standing Advisory Council on Religious Education**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 11 July 2017** in **Committee Room One, 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 (Committee "A" upto 10 members)**

Neville McFarlane BEM (Chairman), Salvation Army  
Chris Burke, Roman Catholic Church  
Lynette Gaylard, Ground Level Network of Churches in Lincolnshire  
Andrew Hornsby, Methodist Church  
Swathi Sreenivasan, Hindu Community  
Dr Tanweer Ahmed MBA, Islamic Association of Lincoln  
Chris Rose, Society of Friends  
Robin Young, Jewish Community  
2 Vacancies

**Church of England (Committee "B" upto 4 members)**

David Clements  
Cherry Edwards OBE  
David Scoffield  
1 Vacancy

**Associations Representing Teachers (Committee "C" upto 4 members)**

Catherine Williamson, NASUWT  
Elizabeth Moore, NASUWT  
Kay Sutherland, NAHT  
Sarah Thornton, NUT

**Lincolnshire County Council (Committee "D" upto 4 members)**

Councillors B Adams, Mrs J Brockway and M A Whittington

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA  
TUESDAY, 11 JULY 2017**

Item	Title	Report Reference
1	<b>Apologies for Absence</b>	
2	<b>Opening Reflections by Dr Tanweer Ahmed MBA</b>	
3	<b>Declarations of Members Interests</b>	
4	<b>Minutes of the previous meeting of the SACRE held on 21 February 2017</b>	(Pages 5 - 10)
5	<b>Summary of Ofsted Inspections of Lincolnshire Schools with Reference to the Provision for Pupil's Spiritual, Moral, Social and Cultural Development (SMSC)</b> <i>(A report by Wendy Harrison, RE Adviser, which summarises inspectors' judgements on schools' provision for pupils' SMSC development in those schools inspected by OFSTED since the last report presented to SACRE)</i>	(Pages 11 - 28)
6	<b>Lincolnshire SACRE Annual Report 2015-16</b> <i>(SACRE must produce an annual report on its work and actions taken, specifying any matters on which it has advised the Local Authority, broadly describe the nature of that advice and set out reasons for offering advice on matters not referred to it by the Local Authority)</i>	(Pages 29 - 42)
7	<b>SACRE Action Plan Progress Report</b> <i>(To receive a report by Wendy Harrison, RE Adviser, in connection with SACRE's Action Plan. The Action Plan sets out SACRE's future work programme and members' comments are sought)</i>	(Pages 43 - 46)
8	<b>Agreed Syllabus Update</b> <i>(Wendy Harrison, RE Adviser, and Gillian Georgiou, Diocesan RE Adviser, will give a verbal update. The Agreed Syllabus is still in the process of being finalised and it will be signed off by the Agreed Syllabus Conference, as agreed by SACRE, before it is submitted to the County Council for approval. A copy of the Agreed Syllabus will be sent to SACRE members to allow them to comment before it is passed to the County Council)</i>	(Verbal Report)
9	<b>Diocesan RE Advisor Reports as follows:-</b>	(Pages 47 - 48)
9a	<b>The Commission on RE</b> <i>(Gillian Georgiou, Diocesan RE Adviser, will give a powerpoint presentation and a verbal update on the Commission on RE. The Commission on RE is a high-profile independent commission with a remit to make recommendations designed to improve the quality and rigour of Religious Education and its capacity to prepare pupils for life in modern Britain)</i>	

**9b Diocesan RE Advisor Report**

**10 Association of RE Inspectors, Advisers and Consultants' Conference - Update**

*(Verbal report from Wendy Harrison, RE Adviser, on national initiatives in RE discussed at the annual conference of the Association of RE Inspectors, Advisers and Consultants. There will also be a powerpoint presentation)*

(Verbal Report)

**11 Annual Conference in York on 16 May 2017**

*(Andrew Hornsby attended the AGM of NASACRE on 16 May 2017 and has submitted a report following his attendance)*

(Pages 49 - 54)

**12 Opening Reflections at the next meeting of the SACRE on 14 November 2017**

*(A member of SACRE is sought to do the opening reflections at the next meeting)*

**13 Date and Time of the next meeting**

*(Please note that the AGM of SACRE has been arranged for 2pm on Tuesday 14 November 2017 at the County Offices, Newland, Lincoln)*

**Democratic Services Officer Contact Details**

Name: **Steve Blagg**  
Direct Dial **01522 553788**  
E Mail Address [steve.blagg@lincolnshire.gov.uk](mailto:steve.blagg@lincolnshire.gov.uk)

**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)



**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
21 FEBRUARY 2017**

**PRESENT:**

Christian Denominations and Other Religious Denominations (Committee A)

Neville McFarlane BEM (Chairman) (Salvation Army), Chris Burke (Roman Catholic Church), Christina Dring (Baptist Church), Lynette Gaylard (Ground Level Network of Churches in Lincolnshire), Andrew Hornsby (Methodist Church), Swathi Sreenivasan (Hindu Community), Dr Tanweer Ahmed MBA (Islamic Association of Lincoln) and Chris Rose (Society of Friends)

The Church of England (Committee B)

David Clements, Cherry Edwards OBE and David Scoffield

Associations Representing Teachers (Committee C)

Catherine Williamson (NASUWT)

The Local Authority (Committee D)

Councillor Mrs Jacqueline Brockway and Councillor Charles Lewis Strange

Officer/Advisers

Steve Blagg (Democratic Services Officer), Wendy Harrison (RE Adviser) and Gillian Georgiou (Diocesan RE Adviser)

34 APOLOGIES

Apologies for absence were received from Councillor Elizabeth Sneath (Committee D) and Sarah Thornton (Committee C).

35 OPENING REFLECTIONS BY CHRIS BURKE

Chris Burke gave the opening reflections.

36 DECLARATIONS OF MEMBERS' INTERESTS

No declarations were made at this stage of the meeting.

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37 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 22  
NOVEMBER 2016

The Chairman stated that as the previous meeting of the SACRE held on 22 November 2016 had been inquorate it would be necessary for this meeting to approve the decisions made by that meeting.

RESOLVED

- (a) That the decisions made at the previous meeting of the SACRE be approved.
- (b) That the minutes of the previous meeting held on 22 November 2016, be agreed as a correct record and signed by the Chairman.

The SACRE was informed that the Lincolnshire Jewish community had yet to respond to a request to nominate a representative from that community to represent them on the SACRE. It was also noted that no response had been received from the United Reformed Church and a response was awaited from the Church of England in connection with the appointment of Mark Plater to Committee B on the SACRE.

(Note: Mark Plater, Bishop Grosseteste University, at this stage of the meeting, tabled the results of "What is RE For? He added that the responses given by RE teachers were similar to the responses given by SACREs and added that the responses of SACREs were detailed in the British Journal for Religious Education (BJRE) publication).

38 SUMMARY OF OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOLS  
WITH REFERENCE TO THE PROVISION FOR PUPIL'S SPIRITUAL,  
MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

The SACRE received a report which summarised inspector's judgements on schools' provision for pupils' SMSC development in those schools inspected by OFSTED since the last report presented to the SACRE on 22 November 2016.

Wendy Harrison stated that she had written to those schools which in the opinion of the SACRE required more support but none of the schools had responded to her request. One member suggested that the reason for a lack of response might be because many of these schools did not regard this as a priority due to other commitments and that it was possible that the schools might be receiving support from elsewhere. It was noted that most letters sent to schools were complimentary and it was agreed that Wendy Harrison should continue to send letters to the schools agreed by the SACRE.

Wendy Harrison drew the SACRE's attention to explanation of the "Overall Effectiveness" grade and "Short Inspections" headings in the report adding that the SMSC grade had no connection to the effectiveness of the teaching of RE.

Comments by the SACRE included the important role played by local Churches in supporting the teaching of RE particularly in rural areas and that some schools were

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unaware of other multi-cultural/faith communities nationwide and that the work carried out in schools to increase awareness in this area was important.

RESOLVED

(a) That the report be noted.

(b) That letters of commendation be sent by the Chairman to the following schools:-

Kirkby-la-Thorpe CE Primary School, Sleaford  
Belmont Community Primary School, Grantham  
The Lincoln St Peter at Gowts CE Primary School, Lincoln  
The Beacon Primary Academy, Skegness  
Hawthorn Tree School, Boston  
William Hildyard CE Primary and Nursery School, Market Deeping

39      SACRE ACTION PLAN PROGRESS REPORT

The SACRE received a verbal update on the progress of the Action Plan whose purpose was to identify areas of work for the SACRE advisor and members of the SACRE.

Wendy Harrison stated that there had been little progress to date due to the absence of some members of the working group preparing the Plan being unable to attend meetings. A report would be submitted to the next meeting.

RESOLVED

That the report be noted.

40      NEW AGREED SYLLABUS: DRAFT COPY OF PROPOSED  
STRUCTURE/CONTENT

The SACRE received a report in connection with the new Agreed Syllabus (AS) which gave details of its proposed structure and content.

The Chairman reminded the meeting that SACRE had agreed to establish an Agreed Syllabus Conference (ASC) to produce an Agreed Syllabus and it was that group that would make any key decisions. At the previous meeting some concern had been expressed about aspects of the proposed structure of the new Agreed Syllabus, particularly regarding Judaism and its non-inclusion in the "compulsory elements" section. Wendy Harrison had written to all members to ask them to let her know of their specific concerns following that meeting and had only received one response though one member had informed the Clerk to the SACRE that she preferred to express her views during the meeting.

Wendy Harrison stated that it was unfortunate that both she and Gillian Georgiou had been unable to attend the previous meeting to address the concerns raised by members. She was now able to explain the rationale behind the decision of the ASC

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on the compulsory elements of the Agreed Syllabus. She clarified the separate roles of the ASC, SACRE and the local authority in terms of decision making. The teacher's working party had a key role to play in preparing the draft documents. She stated that it was necessary to review the current AS because there was a statutory duty to do so, it was not fit for purpose, there had been significant changes in society reflected in the 2011 Census, there had been an increase in the amount of RE teaching by non-subject specialists, and it was considered that the current AS was no longer supporting teachers in the way that it should.

Wendy Harrison stated that there was no change to the statutory requirement to ensure that Christianity remained compulsory throughout the RE curriculum. The new AS would also include compulsory elements of Islam and Hinduism. Alongside these there were to be "additional" units which would allow schools to teach other faiths such as Judaism or themes, such as a local study.

Gillian Georgiou stated that the additional elements were not optional, though there would be opportunities for schools to develop them as they thought appropriate. She emphasised that schools would be able to decide about what was relevant to their area. She gave an example of the use of the theme of "light" which had significance in many of the main religions.

Comments made by the SACRE and responses of officers included:-

- There was some potential for confusion, particularly for very young children and Christianity should only be emphasised at this early stage. However, the present syllabus stated that religions other than Christianity should be taught at all key stages. Officers stated that RE teaching should be appropriate to the age of the pupil and would allow schools to focus on more of an in-depth study of religion which they consider appropriate.
- There was nothing to prevent a school including aspects of Judaism in the teaching of other faiths and beliefs. The distinction was made between using Old Testament texts to support the teaching of Christianity and teaching about Judaism as a religion on its own right.
- There was a need for teachers to have an understanding of RE. In an earlier report Ofsted identified Christianity as the religion that was taught very badly.
- The largest faiths in Lincolnshire were Christianity, Islam and Hinduism.
- The cultural heritage of the UK was Christian and therefore there was a legal obligation that Christianity was a compulsory element of the AS. In this respect the law and the AS had not changed.
- Comparisons between different religions were already taught in schools.
- Officers stated that the additional elements still required examination. This would be something for the teachers' working party to attend to.
- 25% of schools in Lincolnshire were Church schools. Officers stated that CofE Voluntary Controlled schools had a legal obligation to follow the local AS.
- Judaism was fundamental to understanding Christian issues and was important to understanding Jewish issues today. This was different from teaching about Judaism in its own right.



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The Chairman thanked members for their comments which would be considered by the ASC.

RESOLVED

That the report be noted and that the comments of the SACRE be referred to the ASC.

41 ANNUAL CONFERENCE IN YORK ON 16 MAY 2017

The Chairman stated that the SACRE had been invited to attend the annual NASCRE conference in York on 16 May 2017. Andrew Hornsby expressed an interest in attending the conference and would confirm his attendance with the Clerk.

42 OPENING REFLECTIONS AT THE NEXT MEETING OF THE SACRE ON 25 APRIL 2017

Dr Tanweer Ahmed MBA agreed to do the reflections at the next meeting.

43 DATE AND TIME OF THE NEXT MEETING - 25 APRIL 2017 AT 2.00PM AT THE COUNTY OFFICERS, LINCOLN

The date and time of the next meeting was arranged for 2.00pm on Tuesday 25 April 2017, at the County Offices, Lincoln.

(Post Meeting Note

Please note the meeting on 25 April 2017 has been cancelled and the next meeting will now be Tuesday 11 July 2017 at 2pm at the County Offices, Lincoln)

The meeting closed at 3.15 pm

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# Agenda Item 5

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>11th July 2017</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 21st February 2017

**DISCUSSION:** The present inspection framework does not require inspectors to grade SMSC but asks for it to be embedded throughout the report. SMSC now includes judgements about the way schools promote British values and prepares pupils for life in modern Britain.

**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

## **Analysis of SMSC in Ofsted reports for Lincolnshire December 2016 – April 2017**

### **Please note: Overall effectiveness (OE) grade**

**This grade is not specifically about RE, SMSC or British values**, though it includes these aspects. It is included in the above analysis to give SACRE members an idea of the overall context of the school and how the SMSC judgement sits alongside that. Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school. In making a judgement about a school's OE inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate. In judging OE inspectors first make judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils
- leadership and management.

Before making the final judgement on OE, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' SMSC development
- the extent to which the education provided by the school meets the needs of pupils with disabilities and special educational needs.

### **Different types of inspections**

#### **Short inspections of schools judged good at their most recent section 5 inspection**

A short inspection determines whether the school continues to provide a good standard of education for the pupils and that safeguarding is effective. These arrangements will also apply to special schools, pupil referral units and maintained nursery schools that were judged outstanding at their previous section 5 inspection. A short inspection does not result in individual graded judgements. It will not change the overall effectiveness grade of the school. Once a school has received its first short inspection, further short inspections will be conducted at approximately three-year intervals.

#### **Monitoring visits and support for schools that require improvement in order to become good or outstanding**

Schools judged to require improvement or to be inadequate receive monitoring visits from Ofsted.

The OE column in the analysis below indicates the status of the school at the previous inspection.

**Analysis of SMSC in Ofsted reports for Lincolnshire, December 2016 – April 2017**

<b>School</b>	<b>NOR</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>PRIMARY</b>				
<b>Grainthorpe School Louth</b>		8 <sup>th</sup> December 2016	Short inspection. Good in October 2011.	The school has ensured that pupils have a broad and balanced curriculum, which develops their spiritual, moral, social and cultural skills and prepares them well for secondary school. Pupils have a good understanding of British values and can explain how this links to their learning in school.
<b>Scramblesby CE PS Louth</b>		12 <sup>th</sup> December 2016	Short inspection. Good in February 2012.	Values such as trust, friendship and respect are explicitly taught in the lessons and shared in school assemblies. Pupils show consideration to each other and are respectful of the adults in the school. The school has ensured that there is a broad and balanced curriculum, which develops pupils' spiritual, moral, social and cultural skills. Staff in the early years celebrate cultural diversity well.
<b>The Lancaster School Lincoln</b>		12 <sup>th</sup> December 2016	Short inspection. Good in September 2011.	Pupils' spiritual, moral, social and cultural education is well catered for. The school's varied and inclusive curriculum is supported by a range of enrichment activities and visitors who provide strong examples of respect, tolerance and service to others.
<b>Normanby PS</b>		22 <sup>nd</sup> December 2016	Short inspection. Good in September 2011.	The pupils learn about British values, such as democracy, through the election of pupils to the school council. Pupils learn about different religions and can recall knowledge that they have learnt. The school has recently set up a link with another school to enable pupils to expand their knowledge further about different cultures and religions.

<b>School</b>	<b>NOR</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>Heighington Millfield Academy</b>		6 <sup>th</sup> January 2017	Short inspection. Good in October 2011.	The pupils are prepared well for life in modern Britain. They learn about different religions other than their own. Recently, pupils created rangoli patterns as part of learning more about Hindusim. The pupils are respectful towards other people who may have different lifestyles from their own.
<b>The Holt PS Lincoln</b>		6 <sup>th</sup> January 2017	Short inspection. Good in November 2011.	Pupils' awareness of the diverse nature of society, raised at the last inspection, continues to be a focus for the school. Increasing pupils' understanding of British values has been identified in the school improvement plan.
<b>The Butterwick Pinchbeck's Endowed CE PS Boston</b>		10 <sup>th</sup> January 2017	Short inspection. Good in November 2011.	The pupils have a good knowledge of different religions and are prepared for life in modern Britain. Pupils are respectful of people who may have different lifestyles to those of their own.
<b>The St Margaret's CE School Withern</b>		13 <sup>th</sup> January 2017	Short inspection. Good in October 2011.	Pupils receive a vast range of experiences to draw on in their future learning, particularly in religious education.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The St Faith's CE Infant School Lincoln</b>	255	26 <sup>th</sup> -27 <sup>th</sup> January 2017	Good	Pupils' spiritual, moral, social and cultural education is well provided for and is strength of the school. For the youngest children to the eldest, pupils have a keen sense of right and wrong and understand the school's values. Links with the local church ensure that pupils have an excellent grounding in their faith. From an early age, pupils are taught the difference between right and wrong and learn how to cooperate with each other. Their charity work is testament to their sound understanding of the school's values and their keenness to improve the lives of others. The core values of respect, trust, justice, community, friendship and compassion underpin all aspects of the school's work and provide a very solid foundation for pupils' spiritual, moral, social and cultural development.
<b>Partney CE (Aided) PS</b>	82	26 <sup>th</sup> -27 <sup>th</sup> January 2017	Requires improvement	Many activities and events take place in order to broaden pupils' understanding of people with different cultures and different faiths. Year 6 pupils said that they had particularly enjoyed visiting a mosque and experiencing the aspects of the Muslim faith. During the inspection, children were learning about and then celebrating Chinese new year.
<b>Woodlands Infant and Nursery school Lincoln</b>	162	2 <sup>nd</sup> -3 <sup>rd</sup> February 2017	Requires improvement	Pupils' spiritual, moral, social and cultural development is strong. The school prepares pupils well for life in modern Britain. Pupils' understanding of British values is well developed. Displays around the school are used effectively to show how the pupils are integrating British values into their daily routines.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The Wainfleet Magdalen CE/Methodist School</b>	188	7 <sup>th</sup> -8 <sup>th</sup> February 2017	Good	The school's positive ethos and 'Magdalen Values' are woven into everything that the school does and underpin the caring ethos that is clearly woven throughout the school. For example, one value enables pupils to deepen their understanding of 'respecting and valuing difference and diversity in others'. Consequently, pupils are prepared well for life in modern Britain. Pupils are regularly encouraged to write prayers and add these to the school's 'prayer jar'. These prayers are shared with the school in assemblies and with governors at the beginning of meetings. Pupils' knowledge of religions other than their own is very good. They spoke confidently regarding different places of worship and described how a recent visit to a mosque had helped to develop further they understanding of Islam.
<b>The West Grantham Academy St.John's Grantham</b>	359	7 <sup>th</sup> -8 <sup>th</sup> February 2017	Inadequate/ Special measures	Leaders have not ensured that the curriculum fosters pupils' understanding of diversity. Pupils' spiritual, moral, social and cultural development is inadequate. The school requires special measures because it needs to ensure that the curriculum adheres to the requirements of the Equality Act 2010 by promoting tolerance towards people with protected characteristics and ensuring that governors maintain proper oversight of the effectiveness of the school's arrangements to promote tolerance towards others. Although the school's attractive displays promote respect and good behaviour, too many pupils do not exhibit these values in their conduct towards others. Pupils' understanding of fundamental British values is



				weak. In discussions, pupils' understanding of faiths other than Christianity was limited. Pupils' understanding of and tolerance towards those who are different from themselves are poor. In discussions with inspectors, older pupils displayed shock and amusement that a family could have two mums rather than a mum and a dad.
<b>School</b>	<b>NOR</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>Frances Olive Anderson CE (Aided) PS Gainsborough</b>	182	9 <sup>th</sup> -10 <sup>th</sup> February 2017	Requires improvement	Leaders make sure that pupils learn about different religions and cultures from around the world, for example, through an African art day. The school has forged very close links with a school in Lebanon. Pupils exchange work with children who attend a school in Beirut. This has included older pupils completing a joint project about human rights. The school has twice been shortlisted by a national newspaper for their 'International School' award. Leaders promote British values alongside the school's values linking them closely to assembly themes. Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils speak with respect about people who have beliefs or lifestyles that are different to their own.
<b>St George's CE Community PS Gainsborough</b>		21 <sup>st</sup> February 2017	Short inspection. Good in June 2012.	The promotion of cultural awareness has a very high profile at St George's. Corridor walls display information and pupils' work about Great Britain, China and New Zealand. Teachers plan regular opportunities for pupils to learn about different countries, cultures and religions. Pupils said that they enjoy these special days. They understand the importance of learning about cultures and lifestyles that are different to their own.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The Donington Cowley Endowed PS Spalding</b>	253	28 <sup>th</sup> February – 2 <sup>nd</sup> March	Requires improvement	Pupils do not know as much as they should about British values to prepare them to fully contribute and participate in modern Britain. The school needs to improve the quality of personal development, welfare and behaviour by deepening pupils' understanding of British values. Effective use is made of after-school clubs, which supports pupils' spiritual, moral, social and cultural development. Nevertheless, the curriculum is not as well developed in relation to promoting pupils' cultural development, particularly in broadening their knowledge and understanding of British values.
<b>St Paul's Community Primary and Nursery School Spalding</b>	240	1 <sup>st</sup> -2 <sup>nd</sup> March 2017	Requires improvement	The curriculum promotes pupils' spiritual, moral, social and cultural development well. Although the school's population is culturally diverse and pupils get on well together, a less well-developed area of their learning is the extent to which pupils understand faiths and cultures that are different from their own. This means that, although they show respect and tolerance towards each other, they are not as well prepared as they could be for life in modern Britain.
<b>Chapel St Leonards PS Skegness</b>	195	7 <sup>th</sup> -8 <sup>th</sup> March 2017	Inadequate/ Special measures	The school promotes pupils' spiritual, moral, social and cultural development well and pupils are well prepared for life in modern Britain.
<b>Frithville PS Boston</b>		8 <sup>th</sup> March 2017	Short inspection. Good in May 2013.	The pupils are caring towards each other and demonstrate compassion to others.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Boston St Mary's RC PS Boston</b>		9 <sup>th</sup> March 2017	Short inspection. Good in March 2012.	The school's values of love, hope, mercy and peace are clearly displayed around the school and are shared during school assemblies. Pupils know and understand the meaning of these values, and keenly shared their understanding during the school's collective worship.
<b>The Welbourn CE PS Lincoln</b>	86	9 <sup>th</sup> -10 <sup>th</sup> March 2017	Requires improvement	Pupils understand the school's strong Christian ethos, and care for each other well. There is a wide range of extra-curricular opportunities to reinforce pupils' learning and to secure their understanding of life in modern Britain. Pupils visit places of religious worship. These opportunities help them to develop their understanding of different beliefs and cultures. Pupils receive effective opportunities to secure their spiritual, moral, social and cultural development and their understanding of fundamental British values. In the early years pupils receive effective opportunities to build upon their spiritual, moral, social and cultural development, and to learn how to be safe.
<b>The Claypole CE PS Newark</b>		14 <sup>th</sup> March 2017	Short inspection. Good in January 2012.	Leaders and teachers take a great deal of care to promote a genuine Christian ethos and also ensure that pupils learn in a stimulating and safe environment. The school places a high priority on making sure that pupils feel safe. Fundamental to this is to create a caring school within a Christian concept. Pupils frequently use the 'Prayer Tree' to express their concerns, hopes and wishes.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Leadenham CE PS Lincoln</b>		15 <sup>th</sup> March 2017	Short inspection. Good in July 2012	At the last inspection, inspectors asked the school to ensure that pupils developed a more secure understanding of the different cultures and beliefs that exist in modern Britain. Pupils now receive regular opportunities to learn about a range of religious beliefs, both through the curriculum and through their visits to places of worship, including a Buddhist temple, a synagogue and a church. These experiences have widened pupils' understanding of the multicultural nature of British society and have developed their understanding that they should respect people who are different from them. Leaders and those responsible for governance should ensure that teaching helps all pupils to have a secure understanding of the full range of people in British society, including those characteristics related to sexual orientation.
<b>The Billingham CE PS Kincoln</b>		15 <sup>th</sup> March 2017	Short inspection. Good in February 2012.	The school ensures that pupils learn about a wide range of cultures and religions. The school has forged strong links with a multicultural school in Leicester. Pupils enjoy communicating with their peers in the city. They talk very respectfully about people whose lifestyles or beliefs are different to their own.
<b>New York PS Lincoln</b>		20 <sup>th</sup> March 2017	Short inspection. Good in May 2013.	Pupils' spiritual, moral, social and cultural development is well promoted, and pupils learn about cultures and religions that are different from their own.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Fosse Way Academy</b>	577	28 <sup>th</sup> -29 <sup>th</sup> March 2017	Good	Pupils' spiritual, moral, social and cultural development is good. The school promotes fundamental British values well and has links with many leaders of different faiths to enable pupils to learn about different religions. Pupils are well prepared for life in modern Britain.
<b>Osgoodby PS Market Rasen</b>	95	28 <sup>th</sup> -29 <sup>th</sup> March 2017	Requires improvement	The school's curriculum provides many enrichment opportunities for pupils, such as trips and visitors to school. In addition to supporting pupils' writing, these opportunities often focus on promoting pupils' understanding of the diversity of modern Britain. Exposure to different faiths, cultures and backgrounds is helping to prepare pupils for their roles as future citizens. Links have been developed with a school in the London borough of Tower Hamlets and displays in school promote pupils' multi-cultural awareness and understanding. Year 4 pupils told the inspector about the differences and similarities between different religions, while older pupils asked thoughtful questions of a local lay preacher during an Easter assembly. In early years the pupils are respectful and tolerant towards each other and polite and courteous to adults.
<b>Bracebridge Heath St John's Academy Lincoln</b>		30 <sup>th</sup> March 2017	Short inspection. Good in January 2012.	The school helps pupils to understand the diverse communities that make up modern Britain. Assemblies and religious education lessons contribute to pupils' understanding of religions and cultures other than their own. The school ensures that wall displays and learning materials, including children's toys, reflect the diverse nature of British society.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Waddingham PS Gainsborough</b>		30 <sup>th</sup> March 2017	Short inspection. Good in March 2012.	The school's work to promote the pupils' spiritual, moral, social and cultural development and to teach them about fundamental British values is a cornerstone of the school's ethos. It influences the pupil's attitudes, values, beliefs and views about the world around them. The pupils take on board the school's messages about fairness, tolerance of people's differences, and respect for others.
<b>The Leasingham St Andrew's CE PS Sleaford</b>		31 <sup>st</sup> March 2017	Short inspection. Good in April 2012	The school ensures that Christian values are reinforced through assemblies and lessons. The school also provides regular opportunities for pupils to learn about other cultures and religions. Pupils have a good understanding of diversity and inclusion.
<b>Morton Trentside PS Gainsborough</b>		21 <sup>st</sup> April 2017	Short inspection. Good in April 2012.	Pupils' personal development, behavior and spiritual, moral, social and cultural development remain strengths.
<b>Grimoldby PS Louth</b>	225	25 <sup>th</sup> -26 <sup>th</sup> April 2017	Good	Pupils' spiritual, moral, social and cultural development is good. The school's charter, drawn up after consultation with pupils, encourages respect for everyone. The charter is discussed regularly in assemblies and, consequently, the pupils know the school's values well and are respectful to each other. Pupils learn about other religions and demonstrate a good knowledge of faiths different from their own. They are prepared well for life in modern Britain.

<b>SECONDARY</b>				
<b>School</b>	<b>NOR</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>The Gainsborough Academy Gainsborough</b>	725	6 <sup>th</sup> -7 <sup>th</sup> December 2016	Inadequate/ Special measures	Although the school has a personal, social, health and education programme, it is insufficiently planned to allow pupils to develop their knowledge and understanding of British values in a systematic way. Different approaches are insufficiently embedded in the curriculum to make a consistent, positive impact on pupils' spiritual, moral, social and cultural development.
<b>The Peele Community College</b>	653	12-13 <sup>th</sup> January 2016	Requires improvement	Pupils show respect and regard for each other and discrimination is rare. The school promotes pupil's spiritual, moral, social and cultural development well and is committed to offering all pupils a variety of trips and visits outside the area to broaden their horizons. They visit a mosque and synagogue, and learn about living in modern Britain through assemblies and humanities subjects. This enhances their experiences of different beliefs and cultures. The school promotes British values through different areas of the curriculum, assemblies and 'super learning' days.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Charles Read Academy Grantham</b>		17 <sup>th</sup> -18th January 2016	Good	The strong enrichment programme contributes well to pupils' spiritual, moral, social and cultural development. The curriculum ensures that pupils have a good understanding of fundamental British values. A well-planned programme of assemblies, supported by work in tutor periods and through other teaching, gives pupils a good understanding of the importance, for example, of the rule of law, tolerance towards others and freedom of speech. Pupils are tolerant of individual and cultural differences and, in discussions with inspectors, spoke openly about their acceptance of pupils who are different from themselves.
<b>De Aston School Market Rasen</b>		20-21 <sup>st</sup> January 2017	Short inspection. Good in February 2013.	The school has ensured that pupils receive comprehensive opportunities to secure their pupils' spiritual, moral, social and cultural development, and their understanding of fundamental British values. Through their citizenship studies, their personal, social, health and economic (PSHE) education lessons, and assemblies, pupils learn to respect people for their differences, because of this, pupils are well prepared for life in modern Britain.



School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Stamford Welland Academy</b>	356	24 <sup>th</sup> -25 <sup>th</sup> January 2017	Good	<p>The school needs to place greater emphasis on preparing pupils for life in Britain, by:</p> <ul style="list-style-type: none"> <li>• Improving the current religious education (RE) programme and the school's provision for pupils' spiritual development.</li> <li>• Making explicit to pupils the links between British values and the school's own values.</li> </ul> <p>The RE curriculum and the school's work to ensure that pupils learn about British values do not prepare pupils well enough for life in modern Britain. Provision for pupils' social, moral and cultural development is good but provision for their spiritual development is less strong.</p>
<b>The Boston Grammar School</b>	597	9-10 <sup>th</sup> February 2016	Requires improvement	<p>The effective development of pupils' appreciation of spiritual, moral, social and cultural aspects of society enables them to deepen their understanding of the society within which they live. Displays around the school celebrate different cultures, particularly through art and music. Pupils have opportunities to reflect on fundamental British values through their assemblies and their life skills lessons. Consequently, pupils are able to develop a secure understanding of life in modern British society and recognise the need to respect people from different backgrounds. During assemblies pupils learn about respecting people's differences and the dangers of radicalisation and extremism. Posters around the school and in classrooms encourage pupils to develop an interest in the world, pupils have a firm understanding of the need to respect people from other backgrounds and treat each other equally.</p>

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Lincoln UTC (University Technical College) Lincoln.</b>	214	21 <sup>st</sup> -22 <sup>nd</sup> February 2017	Requires improvement	Pupils receive a wide range of opportunities to secure their spiritual, moral, social and cultural development. They also receive opportunities to learn about other faiths and beliefs. Such opportunities have enabled pupils to develop a secure understanding of fundamental British values. Pupils recognise the need to respect all people, including those who have a different sexual orientation.
<b>Lincoln Christ's Hospital School Lincoln</b>	1321	15 <sup>th</sup> -16 <sup>th</sup> March 2017	Inadequate/ Special measures.	Leaders have put in place a curriculum to promote British values and pupils' spiritual, moral, social and cultural development through personal, social and health education (PHSE) lessons and assemblies.
<b>Sir Robert Pattinson Academy, Lincoln</b>	1140	21-22 <sup>nd</sup> April 2016	Good	Pupils have good opportunities to consider a wide range of topics and issues about their personal, moral and social development through the ASPIRE programme, which is run across all year groups. These topics help to ensure that pupils understand the importance of democracy, law and equality within British society.
<b>SPECIAL SCHOOLS</b>				
<b>Sincil School Sports College</b>	49	9-10 <sup>th</sup> February 2016	Requires improvement	There are opportunities within the curriculum that promote the pupil's spiritual, moral, social and cultural development. During the inspection the school held a South American day to celebrate a culture different from their own in all of their subjects. As a result pupils are better prepared for life in modern Britain.



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**Lincolnshire SACRE  
Annual Report 2015-16**

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## **LINCS ANNUAL REPORT 2014-15**

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### **From the Chairman**

The Annual report for the Lincolnshire SACRE (2015-16) records another year of dedicated activity by Officers and Advisers with continued loyal support from members who show a keen interest in the welfare of the young people and the promotion of Religious Education in our Schools.

We have received regular reports at meetings both of Ofsted inspections and of school visits by our RE Adviser, Wendy Harrison, together with parallel and co-operative work by the Diocese. SACRE has been able to fill some vacancies during the year and we are still taking action to replace a few members who have recently left us. I am grateful to all the members for their active interest and support. Despite the loss of direct contact between the Local Authority and schools which have adopted academy status we are still in positive communication with many of the latter and able to offer relevant support.

Members have found presentations from individual schools of particular value as we seek to encourage the sharing of good practice. The reports of links being developed between a few Lincolnshire schools with partners in urban Leicester has been of special interest. Members are currently working on the revision of the Agreed Syllabus and remain convinced of the value of RE in the school curriculum.

Neville McFarlane  
Chairman of Lincolnshire SACRE

## **Background information**

The Education Reform Act (1988) established 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 Religious Education (RE) locally Agreed Syllabus and consider any complaints about the provision and delivery of RE referred to it by the LA. The review of the Lincolnshire agreed syllabus began in summer 2015.

The membership of SACRE 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

## **Meetings of SACRE**

There were three meetings of Lincolnshire SACRE during the academic year 2015/16 - in November 2015, March 2016 and July 2016. Fixed items on the agenda included the monitoring of inspection reports in relation to spiritual, moral, social and cultural (SMSC) development, reports on the RE Adviser's monitoring visits to schools, on-going monitoring of SACRE's Action Plan and updates on local and national initiatives.

## **Membership and vacancies**

During the autumn term SACRE accepted the resignation of Professor Brian Winston from Committee A of SACRE. In March it was agreed that Chris Rose, representing the Society of Friends should be recommended to serve on committee A and he was subsequently appointed. Mr Neville MacFarlane and Mr Chris Burke were re-elected as Chairman and Vice chairman for 2015-16.

[See Appendix A, p.14 for list of members 2015-16.]

## **1. Reports from the Local Authority RE Adviser**

### **1.1: Summary of monitoring visits to schools**

Less visits took place during this year due to the demands placed on the RE Adviser by the review of the agreed syllabus. However, the visits that did take place were welcomed by schools. RE co-ordinators appreciated the support and guidance provided.

### **1.2: Summary of Ofsted inspection reports (Section 5) with reference to the provision for pupils' spiritual, moral, social and cultural development (SMSC)**

Members agreed to continue the practice of sending congratulatory letters to schools judged to be 'outstanding' in terms of SMSC provision. It was also agreed that those schools awarded the RE Quality Mark award would receive a congratulatory letter, either from the Diocese or SACRE. Where a report indicates issues around SMSC or RE support from the RE Adviser is offered.



**SMSC Analysis 2015-16 (includes short inspections where RE/SMSC is mentioned))**

<b>Schools</b>	<b>Outstanding/area of strength</b>	<b>Areas for improvement</b>
<b>Primary: 27</b>	7	3
<b>Secondary: 10</b>	2	2
<b>Special: 2</b>	0	0

Comments about SMSC development are mainly positive. Support is offered to schools where inspectors suggest areas for improvement.

**Examples of positive comments:**

*'Religious Education teaches full tolerance and respect for others with different beliefs.'*

*(RC primary school)*

*'Pupils' spiritual, moral, social and cultural development is strong. This ensures that they are well prepared for life in modern Britain.'*

*(Primary school)*

*'Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are treated equally and respectfully and they in turn feel valued.'*

*(Primary school)*

**Examples of comments referring to areas for development**

*'Pupils have limited knowledge and understanding of the diverse mixture of cultures other than their own within modern British society.'*

*(Primary school)*

*'Pupils' awareness of British values and knowledge of other faiths is limited. Consequently, they are not well prepared for life in modern Britain.'*

*(Community primary school]*

**2. SACRE Action Plan**

During the autumn term the RE Adviser presented an updated SACRE Action Plan and the archived version for approval to SACRE. It was agreed that the plan needed to be reviewed. Suggestions included:

- Individual school visits could be replaced by meetings with cluster groups as this would be a more effective use of the RE Adviser's time.
- Information about RE/SACRE should be disseminated through the Headteachers' Group.
- Regular information about RE/SACRE should be sent to schools.
- SACRE members should have a more active role in schools.

[See Appendix B p.15]

**3. Conferences**

It had been hoped to arrange an RE/SACRE Conference at Bishop Grosseteste University on the 20<sup>th</sup> Oct 2016 but due to lack of demand this had to be cancelled. SACRE was informed that the conference had been advertised in the usual way in schools and in the Diocese but only 11

applications had been received. Instead it was suggested that a faith 'walkabout' would take place in Lincoln, involving visits to different places of worship. The day would finish at the New Life Church with a discussion about the future of RE. Members welcomed the suggestion.

## **4. Diocese**

### **4.1: Updates**

SACRE received regular update reports from the Diocesan RE Adviser. These included:

- Information about the Methodist Modern Art collection. Education packs aimed at primary, secondary and special schools were sent to all schools in Lincolnshire.
- Information about "Understanding Christianity" which was a new resource from the Church of England Education Office and RE Today and whose key purpose was to support pupils in developing their understanding of Christianity.
- Reference to weaknesses in the teaching of RE in secondary schools and academies across the Diocese of Lincoln and the need for the Adviser to work in consultation with SACRE to address this problem.

### **4.2: School events/activities**

- Leasingham St Andrews - Collective worship event on the theme of 'hope'.
- Welton St Mary's - Collective Worship Council and Worship Band. During the autumn term the school was also invited to help lead a Sunday service at St Mary's church.
- William Farr CE Comprehensive – An 'Evil' Day – a conference based on exploring religious and non-religious responses to the problem of evil.
- Ruskington Chestnut Street CE Primary School, Bardney CE/Methodist Primary School – RE focus on Pentecost.
- Scramblesby CE Primary School – Exploring Christian Beliefs and Lifestyle. This project helped the school to come to a better understanding of what it means to be a church school.
- Great Gonerby St Sebastian's CE Primary School – visit from Sunita Patel of The Indian Experience to help pupils encounter Hinduism and Indian culture.
- St Michael's CE Primary School – large display on 'Exploring Easter.'
- Eastgate Infant School – visit from Bishop of Uganda.
- The Magdalen CE/ Methodist Primary School – visit to Peterborough. Pupils visited the Masjid Ghousia mosque and Peterborough Cathedral.
- Ellison Boulters CE Academy – pupils took part in 'an immersive learning experience to find out more about the events of holy week.'
- Dunholme St Chad's CE Primary School – the Reception class took part in an immersive learning experience about infant baptism.

### **4.3: REQM awards**

#### **Gold**

Christ's Hospital School  
Nettleham CE Junior School  
Sir John Gleed School

#### **Silver**

Barton St Peter's CE Primary School  
Edenham CE Primary School  
Holy Trinity CE Primary School  
Morton CE Primary School  
Navenby CE Primary School  
St Peter at Gowts CE Primary School  
The St Lawrence Academy  
Wooton St Andrew's Primary School

### **4.4: Cluster meetings**

These are held regularly in different schools and provide an opportunity for RE teachers and subject leaders to share good practice, ask questions and find out about the latest developments in RE. They are open to all and free to attend. They are affiliated with NATRE (the National Association of Teachers of RE).

### **4.5: Training**

Courses were offered on Teaching Islam, RE and Assessment, Understanding Christianity and the RE Enquiry Framework.

## **5. Other SACRE agenda items**

### **5.1: Visit by members of Leicester SACRE/Links with Leicester schools**

During the summer term the RE Adviser introduced three visitors from the City of Leicester's SACRE. She outlined her role as RE Adviser to both Lincolnshire and Leicester SACREs. The Chair of Leicester SACRE spoke about what it meant to be a SACRE in a multi-cultural area, the way Leicester SACRE operates and the links that have been made with some schools in Lincolnshire. A power point presentation was shown which illustrated the diversity of religious belief and culture in Leicester. It was explained that if schools had a mixed population in terms of faith, or did not have a Christian majority they could apply to SACRE for a determination to have the "mainly Christian" requirement lifted. The statutory basis for this is set out in Circular 1/94. This was presented within the context of Leicester's diverse population and supported by statistical evidence. The Chair outlined the challenging nature of the determination process. Some slides were shown to illustrate two schools' approaches to alternative worship. Leicester SACRE's meetings alternated between schools and places of worship, allowing SACRE to explore what was happening at school and community levels. An extract from Leicester SACRE's film on British values was shown which included pupils of various ages talking about their experiences and viewpoints. The RE co-ordinator from Waddington Redwood Primary School was present at the meeting and she gave a presentation about her school's link with Wyvern

Primary School in Leicester. She described her role, especially in making her pupils aware of a broader multi-cultural society. She explained that there had been some parental opposition to visits to certain places of worship but this was often overcome by providing more information to explain the educational content of such visits. In fact, there had been some excellent responses from parents on social media about the visits. She described in detail the visit made by Waddington pupils to Wyvern. Her presentation showed the pupils meeting each other working and playing together. The pupils expressed very positive responses about the experience. The next stage was for Wyvern pupils to visit Waddington. Members welcomed the excellent work being done by both schools and agreed that more schools in Lincolnshire and Leicester should be encouraged to make similar links. It was suggested that two SACREs should work together to help these schools.

### **5.2: Agreed syllabus update**

WH kept members informed about the review of the agreed syllabus and the decisions of the Agreed Syllabus Conference.

### **5.3: National updates**

The following items were covered by the RE Adviser during 2015-16:

- The High Court ruling related to the case brought by the British Humanist Association (BHA) on behalf of parents who had argued that the study of non-religious worldviews such as humanism should be included in Religious Studies GCSE syllabuses. WH summarised the main points of the argument from the DfE and BHA's points of view. SACRE agreed that the implications of the High Court ruling would need to be taken into consideration in the new agreed syllabus, though in fact the syllabus already stated that non-religious worldviews should be taken into account. It was noted that the BHA had produced teaching materials for schools.
- Feedback from the National SACRE Conference, with a particular focus on the presentation from Professor Adam Dinham about his report, 'RE for REal.' This made reference to the implications of having a national curriculum for RE instead of locally agreed syllabuses. This would have implications for SACRE and their role would need to change. Other issues raised in his presentation included acts of collective worship, the right of withdrawal, the role of RE in the wider life of the school and the significant question – "What is the point of RE?"
- The Woodhead/Clarke report, 'A New Settlement: Religion and Belief in Schools – implications for RE, acts of collective worship and SACREs. It was noted that the RE Adviser would be taking part in some research work with Professor Woodhead and Charles Clarke on acts of collective worship.

## **6. 2016 Examination results**

### **6.1: National overview from the National Association of Teachers of Religious Education (NATRE)**

The number of pupils in England and Wales taking the GCSE Religious Studies (RS) full course in 2016 was at its highest since 2002. There were 284,057 entries, up 0.1% on figures for 2015. This increase is particularly

impressive given an overall fall in full course GCSE entries across all subjects of 0.5%. This increase has been achieved despite RS having been excluded from the EBacc, suggesting that it has been due to the popularity of the subject and the desirability of the qualification.

However, there has been a drop in the number of entries for the GCSE short course in RS. There were 22.9% fewer entries in England than in 2015. This represents a steep decline. This is due to DfE performance tables which no longer take account of results for short courses. Changes in entries for short courses have a disproportionately significant impact on RS than on other subjects as almost two thirds of all short course GCSEs taken in England and Wales are in RS.

The impact of the exclusion of short course GCSEs from performance tables in England can be seen by the stark contrast with figures for Wales where performance tables are calculated using a different formula. In Wales there were 18,206 entries for the GCSE short course in 2016, up 2.3% on 2015.

The decline in entries for the short course in RS means that despite the increasing numbers of pupils taking the full GCSE, there are now more than 100,000 fewer pupils in England taking a GCSE in RS (full or short) than there were on 2010. This represents a decline of 23.6% over six years. NATRE is concerned that this suggests an increase in the number of pupils not been given the opportunity to study RS at key stage 4.

The increase in entries for the full course GCSE parallels the increase in A level entries which are up by 6.8% on 2015.

#### **Key outcomes (England and Wales)**

- There were 284,057 entries for the full course GCSE RS – a rise of 0.1% from 2015.
- There were 71,299 entries for the short course GCSE – a decline of 17.7% from 2015.
- There were 355,356 entries for GCSE RS (combined full and short courses), a decline of 4.1% from 2015.
- Research by NATRE published in January 2016 found that 30% of community schools and 40% of academies without a religious character are failing to meet their legal or contractual agreements to provide RE for this key stage.
- 29.2% of entries for the full course in GCSE RS were awarded an A\* or and A.
- 19.2% of entries for the short course in GCSE RS were awarded an A\* or an A.

#### **6.2: Results in Lincolnshire GCSE Full Course**

**Number of entries:** 3497 (1860 girls, 1637 boys) compared to 3659 in 2015. This does not reflect the national picture which shows an increase in numbers.

	<b>National 2016 (2015 in brackets)</b>	<b>Lincs 2016</b>	<b>Lincs 2015</b>	<b>Lincs 2014</b>
<b>A*-C</b>				
All pupils	71.5% (72.2%)	70%	69%	67.0%
Girls	78.1% (78.5%)	76%	75%	74.0%
Boys	63.9% (65.0%)	64%	63%	60.0%

Lincolnshire results for A\*- C are slightly below the national average but higher than results for 2015. Girls out-performed boys but girls were below the national average and boys in line.

#### **Lincolnshire schools achieving around or above the national average (71.5%):**

1. Bourne Academy: 100%
2. University Academy Holbeach: 100% (2 entries)
3. Grantham Kesteven and Grantham Girls' School: 99%
4. Kesteven and Sleaford High School Selective Academy: 95%
5. Deepings School: 79.5%
2. Tattershall The Barnes Wallace Academy: 82% (Girls:100%, Boys: 64%)
3. Thomas Middlecott Academy: 86%
4. Charles Read Academy: 89% (9 entries)
5. Boston High School: 87%
6. Spalding high School: 97%
7. Kirton Middlecott: 100% (2 entries)
8. Gainsborough Queen Elizabeth High School: 86%
9. Bourne Grammar School: 89.5%
10. Spalding Grammar: 78%
11. Grantham The King's School: 100.0%
12. Sleaford Carres Grammar: 96%
13. Caistor Grammar School Academy: 94%
14. Lincoln Christ's Hospital Academy: 90% (3 entries)
15. Horncastle Queen Elizabeth's Grammar School: 93%
16. North Hykeham North Kesteven Academy: 75.5%
17. North Hykeham Robert Pattinson Academy: 100%
18. William Farr CE Comprehensive School Academy: 98%
19. Branston Community Academy: 79%
20. Boston Grammar School: 81%
21. Lincoln The Priory Academy LSST: 80.5%
22. St George's Academy: 74%
23. Priory Ruskin Academy: 91.5%
24. Skegness Academy: 83.5%)

#### **Schools causing concern/requiring support**

1. Spilsby The king Edward VI Academy: 50.5% (Girls: 81%, Boys: 20%)

2. Somercotes Academy: 36% (1 entry)
3. Cherry Willingham Community School: 19.5%
4. Stamford Welland Academy: 26.2%%
5. Spalding Academy: 29% (*Girls:53%, Boys 5%*)
6. Louth Monk's Dyke Tennyson College: 27%
7. The Gainsborough Academy: 23%
25. Sir William Robertson Academy: 68.5% (*Girls: 83%, Boys 54%*)

### GCSE Short course

**Number of entries:** 805 compared to 986 in 2015 – a significant drop which reflects the national picture.

	<b>National 2016 (2015 in brackets)</b>	Lincs 2016	Lincs 2015	Lincs 2014
<b>A*-C</b>				
All	56.4% (57.5%)	78%	69%	59.0%
Girls	64.6% (65.4%)	86%	73%	68%
Boys	48.7% (50.0%)	67%	39%	48%

Lincolnshire results for A\*- C are above the national average and above results for 2014. Girls significantly out-performed boys but both were above the national average.

### Lincolnshire schools achieving in line/above the national average at A\*- C (78%):

1. Grantham Kesteven and Grantham Girls' School: 100%(1 entry)
2. Kesteven and Sleaford High School Selective Academy: 100%
3. Spalding High School: 96%
4. Kirton Middlecott School: 100% (2 entries)
5. Gainsborough Queen Elizabeth High School: 79%
6. Market Rasen De Aston School: 95%
7. Grantham The King's School: 87%
8. Louth King Edward VI Grammar School: 85%
9. North Hykeham Robert Pattinson Academy: 100% (2 entries)
10. St George's Academy: 100% (1 entry)

### GCE A Level

**Number of entries:** 220 compared to 283 in 2015.

	<b>National 2016 2015 in brackets</b>	Lincs 2016	Lincs 2015	Lincs 2014
<b>A*- C</b>				
All pupils	80.4% (80.1%)	84%	81%	84%
Girls	81.5% (81.5%)	84%	83%	84%
Boys	77.7% (77.2%)	83%	74%	82%

Schools performed above the national average and results were higher than in 2015.

**Lincolnshire schools achieving in line/above the national average at A\*-C (80.4%):**

1. Boston Grammar School: 100% (1 entry)
2. Kesteven and Sleaford High School Selective Academy: 100%
3. North Hykeham North Kesteven Academy: 100%
4. Grantham Kesteven and Grantham Girls' School: 100% (1 entry)
5. Gainsborough Queen Elizabeth High School: 100%
6. Deepings School: 100%
7. Sleaford Carres Grammar: 100%
8. Queen Elizabeth's Grammar Alford: 100%
9. Lincoln Christ's Hospital Academy: 85%
10. Skegness Grammar School: 100%
11. Lincoln The Priory Academy: 94%
12. Spalding High School: 90%
13. Branston Community Academy: 80%
14. Saint Peter and saint Paul, Catholic Voluntary Academy: 100%
15. Horncastle Queen Elizabeth's Grammar School: 95%

**AS level**

**Number of entries:** 334 compared to 395 in 2015

	<b>National 2016 (2015 in brackets)</b>	<b>Lincs 2016</b>	<b>Lincs 2015</b>	<b>Lincs 2014</b>
<b>A*-C</b>				
All pupils	69.3% (69.4%)	73%	73%	73.0%
Girls	70.6% (70.8%)	74%	75%	75.0%
Boys	66.0% (66.2%)	70%	66%	66.0%

Lincolnshire results are above the national average and have remained constant for three years, with slight gender variations.

**Lincolnshire schools achieving close to/above the national average (69.3%):**

1. Boston Grammar School: 67%
1. Grantham The Walton Girls' High School Academy: 78%
2. Kesteven and Sleaford High School Selective Academy: 73%
3. Grantham Kesteven and Grantham Girls' School: 77%
4. University Academy Holbeach: 100%
5. Bourne Grammar School: 96%
6. Deepings School: 95%
7. The Bourne Academy: 68.5%
8. Queen Elizabeth's Grammar Alford: 75%
9. Lincoln Christ's Hospital Academy: 69%
10. William Farr CE Comprehensive School Academy: 78.5%
11. Lincoln The Priory Academy LSST: 100%
12. Spalding High School: 94.5%
13. Saint Peter and Saint Paul, Catholic Voluntary Academy: 100%
14. Caistor Grammar School Academy: 95%



15. Horncastle Queen Elizabeth's Grammar School: 88%
16. Lincoln Castle Academy: 67%
17. St George's Academy: 67%

**Membership of SACRE 2015-16**

**Committee A: Christian denominations and other religions and religious denominations**

Dr Tanweer Ahmed: Muslim community  
Mr C Burke (Vice Chairman): Roman Catholic Church  
Mrs C Dring: Baptist Church  
Mrs L Gaylard: Ground Level Network  
Mr A Hornsby: Methodist Church  
Mr N McFarlane (Chairman): Salvation Army  
Mr F Sperring: Quaker community  
Mrs S Sreenivasan: Hindu community  
Professor B Winston: Jewish community

1 vacancy: United Reform Church

**Committee B: The Church of England**

Mr D Clements  
Mr D Scoffield  
Mrs J Sheldrake

**Committee C: Associations representing teachers**

Miss E Moore: Primary  
Miss S Thornton: Primary  
Mrs C Williamson: Secondary

1 vacancy: NAHT

**Committee D: The Local Authority**

Cllr Mrs J Brockway  
Cllr E Sneath  
Cllr C Strange

**Also in attendance at meetings:**

Steve Blagg (Clerk to SACRE)  
Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council)  
Gillian Georgiou (Diocesan RE Adviser and Lincoln Cathedral Schools' Officer)  
Wendy Harrison (RE Adviser, Lincolnshire County Council)  
Mark Plater (Bishop Grosseteste university)

DRAFT

## Lincolnshire SACRE Action Plan 2017 - 2019

Purpose of the action plan: to identify areas of work for the RE Adviser and members that meets current and future requirements of the SACRE

Objectives:

- Promotion to schools and the role of SACRE members in supporting schools
- Teaching and Learning of RE including revision of Agreed Syllabus
- Recognising and Celebrating diversity of Faith in Lincolnshire schools

### RAG rating: explanation

RAG status reporting is used to indicate how well a project is doing using the series traffic lights. A red traffic light indicates problems, amber that everything is progressing fairly satisfactorily (but with some set-backs), green that things are going well.

Promotion to schools and the role of SACRE members in supporting schools				
Priority	Action	By When	Owner	Progress (RAG rated)
1(i)	Promotional material on SACRE and what it does and faith communities it represents – supporting material from NASACRE	Ongoing	TBD	<b>Not actioned.</b>
1(ii)	Create an offer of visits to schools from SACRE members – related to different faiths	Autumn term 2017	WH/SACRE members	<b>Details to be sent out to schools.</b>
1(iii)	Review of offer of visits from RE Adviser – see	Autumn term 2017	WH/JCN	<b>Details to be finalised.</b>

	above			
<b>1(iv)</b>	Bi annual newsletter from SACRE	Ongoing	TBD	<b>Not actioned.</b>
<b>1(v)</b>	Awards and recognition of good practice from SACRE – SMSC analysis	Termly	WH	Well established.
<b>1(vi)</b>	Promotion of REQM standards award – through school visits, training, RE conference	Ongoing	WH/GG	<b>Not actioned. May link to 1(iii) above.</b>
<b>1(vii)</b>	Training for SACRE members	Ongoing	WH/GG	<b>In relation to local and national initiatives and the new AS.</b>
<b>1(viii)</b>	SACRE/RE conference			<b>Cancelled in 2016, not planned for 2017.</b>
<b>1(ix)</b>				

<b>2. Teaching and Learning of RE including revision of Agreed Syllabus</b>				
<b>Priority</b>	<b>Action</b>	<b>By When</b>	<b>Owner</b>	<b>Progress (RAG rated)</b>
<b>2(i)</b>	Review of Agreed Syllabus	September 2017	WH/GG	<b>Launch in January 2018, not September 2017 as planned.</b>
<b>2(ii)</b>	Training session for RE Coordinators – after launch of syllabus, spring/summer 2018 – involvements of SACRE members?	Spring 2018	WH/GG	<b>Dates to be confirmed.</b>
<b>2(iii)</b>	Production of 'Train the Trainer' pack for Primary RE Co-ordinators to deliver to non- specialist teachers	Spring/summer 2018	WH/GG	<b>Not actioned.</b>
<b>2 (vi)</b>	Specific workshop for working towards REQM award – linked to WH school visits?	Ongoing	WH	<b>Not actioned - see 1(iii) and 1(vi)</b>
<b>2(vii)</b>				
<b>2(viii)</b>				

3. Recognising and Celebrating Diversity of Faith in Lincolnshire Schools				
Priority	Action	By When	Owner	Progress (RAG rated)
3(i)	Lincolnshire children – how do you celebrate your faith?			<b>Not actioned.</b>
3(ii)	Good practice in Lincolnshire schools – identified by Ofsted reports, school visits, REQM, etc.	Termly	WH/GG/JCN	<b>Action carried out.</b>
3(iii)	Celebrating inter-faith week (November)?	Autumn term 2017		<b>Not actioned.</b>
3(iv)	Engaging with Supplementary schools/communities of different faith (Islam, Hindu, Catholic)			<b>Not actioned.</b>
3 (vi)				

**Gillian Georgiou (Diocesan RE Adviser)**

## **Reports for SACRE**

### **(a) Commission on RE**

The Commission on RE is a high-profile independent commission with a remit to make recommendations designed to improve the quality and rigour of Religious Education, and its capacity to prepare pupils for life in modern Britain. It is made up of fourteen commissioners from a wide variety of backgrounds, and includes teachers, lecturers, researchers, school inspectors, lawyers and journalists. The Chair of the Commission, the Very Rev Dr John Hall, Dean of Westminster, is formerly a Diocesan Director of Education and RE teacher. At the launch of the Commission, he commented that, "Religion is a powerful force for good in our world, and the perversion of it a powerful force for evil. If our society and our world are to benefit from the good and to avoid the evil, it is vital that children develop religious literacy and come to understand religious perceptions and motivations. They need to learn about their own religious or non-religious beliefs and practices and attitudes and learn to respect those of their fellow human beings. So Religious Education is an important, but often underrated, part of the school curriculum. I look forward to exploring with my fellow commissioners the changes that will allow RE to play its proper part in the formation of young people who will contribute to the sum of human happiness."

Through a series of wide-ranging and inclusive evidence-gathering sessions around England, the Commission will consider the legal, education and policy frameworks for RE in order to inform policy-makers about these areas. This includes considering the nature, purpose and scope of RE, the enabling factors that promote high-quality RE and the barriers that currently limit it. The Commission will take account of the legal and structural arrangements for RE, the quality of teaching and learning nationally, recruitment, initial teacher education and continuing professional development for RE, the age-range for which RE should be required, the current right to withdraw from RE and the range of school settings in which RE should be required. It will consider whether there should be a common entitlement in RE and, if so, what this entitlement should be.

Two major evidence-gathering sessions have already taken place in London and Birmingham. Both heard from a wide range of contributors, including teachers, pupils, advisers, consultants, and inspectors. Thus far, there is strong evidence to suggest that better support needs to be provided for both primary and secondary teachers at the initial teacher education stage. Contributors have also raised their concerns about the lack of accountability for schools and academies who fail to meet the current statutory obligations in relation to RE. Many contributors are in favour of getting rid of the right to withdraw from RE, noting that it is increasingly used to remove children from teaching about specific religions. However, some contributors

have cautioned that removing this right to withdraw could be in contravention of certain human rights legislation.

If you are interested in finding out more about the work of the Commission or you would like to make your own contribution, please visit their website: [www.commissiononre.org.uk](http://www.commissiononre.org.uk).

### **(b) Diocesan RE Adviser Report**

The second half of this academic year has provided an opportunity to start a second block of training on the *Understanding Christianity* resource. We now have over 50% of church schools within the Diocese of Lincoln engaged with this training and will run a third block of training in September. We are beginning to be able to evidence the impact of the resource on pupils' (and staff) religious literacy and we are working closely with Tony Luby at Bishop Grosseteste University to produce a research paper on the initial implementation and impact of the resource.

Another key focus this academic year has been on ensuring that church schools are familiar with the expectations of the Church of England Education Office in relation to RE (cf. the *Statement of Entitlement*). In particular, that has involved ensuring that senior leadership teams – including governors – are aware of their responsibilities in relating to supporting and monitoring RE.

We have also been involved in carrying out some research into curriculum balance in RE (part of a wider national project) and we have begun to have conversations with RE subject leaders about their knowledge and understanding of curriculum design in relation to RE. It is clear that the curriculum delivered at both primary and secondary levels can be quite patchy and random, often without a clear sense of direction. This means that pupils can struggle to see what their learning is building towards, which has implications for their engagement in RE. RE subject leaders have valued the opportunity to reflect on and develop their RE curriculum so that the pathway of learning makes more sense. This is something that they feel will be particularly valuable when the new Lincolnshire locally agreed syllabus is launched and it might be useful to consider extending this sort of training and support into a wider range of schools and academies.



# Agenda Item 11

## SACRE MEETING ON 11 JULY 2017

### REPORT FROM NASACRE CONFERENCE BY

#### ANDREW HORNSBY

The NASACRE conference this year took place at the Hilton Hotel in York on Tuesday 16<sup>th</sup> May 2017.

The morning session began with the Keynote Speaker Joyce Miller. Joyce was speaking at the conference in her role as one of the commissioners recently appointed to review the legal, education and policy frameworks for RE. The main part of her talk was to talk about the Commission on RE (CORE) and its remit, although she was able to tell us nothing of the findings of the Commission so far as these are confidential.

The remit of the commission is:-

To consider the nature, purposes, and scope of religious education.

To identify the enabling factors that currently promote high quality RE and the barriers that currently limit it.

To identify what changes are needed to ensure the highest quality provision of RE.

To ensure that recommendations focus on realistic and specific proposals aimed at both immediate and long-term implementation in the context of continuing educational reform.

The key issues it is considering are:-

The quality of teaching and learning.

The legal and structural arrangements.

The public and professional profile.

Recruitment, ITE and CPD

The age range and school settings

The right to withdraw

A common entitlement in RE

The commission has already held several evidence gathering sessions and has received over 2000 pieces of online evidence. There are due to be four more meetings of the commission to review this evidence and to draw up the recommendations.

There will be an interim report produced in September 2017 with a final report due in the summer, 2018.

The second part of her presentation was made up of her personal thoughts about the nature of RE currently and its future role in which she stated that when teaching RE we should:-

Avoid generalisations and stereotypes

Avoid seeing religions and belief as silos.

Address conflict between and within religions

Examine perceptions and mis-perceptions

Focus on commonalities and collaborations as well as differences.

Her presentation was followed by some discussion around tables about two main issues: –

How SACRES contribute to Academic RE and how SACRES help in preparation for life in modern Britain. A summary of these discussions is attached. We are also asked at this point to give our views on the right to withdraw which met with a mixed reaction.

After lunch Prof Aaqil Ahmed spoke on his topic of 'Why religious literacy is important for community cohesion'. He has previously been the head of religious broadcasting at both the BBC and Channel 4 and much of what he said drew on his experiences in this role. Given his experiences, this talk was interesting and thought provoking. He began his talk by noting that it was likely that by 2050, 40% of the British population could be made up of people from a migrant background and that it was therefore crucial that we had at least some knowledge of religious traditions to help avoid conflict. He also made the case that our media needs to have a properly regulated strategy towards religion.

Following this talk the Westhill awards were announced and as there was no other business the meeting closed early.

## NASACRE Conference 2017 - Part 1: How SACREs impact on Quality and Rigour of RE

“As the bodies with a statutory role overseeing religious education, SACREs have a crucial role to play in any discussion over the future legal, educational and policy frameworks for the subject.” Rudi Elliot Lockhart, CEO of the RE Council. Your evidence counts!

This table offers a structure to support your discussion/evidence. Using whichever boxes are appropriate for your SACRE, state **specific** projects you have tried or want to attempt, along with outcomes, enabling factors for success or barriers that impeded it.

**Group 1)** How SACREs impact **the quality and rigour of contemporary RE** with evidence of success, barriers and challenges

Brief Description or name of project/idea (and which SACRE)	Outcomes, Resources/Factors for success or barriers if tried unsuccessfully
<p><b>Resourcing ‘Rigour’:</b>  <i>Contributing to training or development of Teachers</i></p> <p><i>Contributing to subject knowledge/resources</i></p>	
<p><b>Impacting Quality:</b>  <i>Monitoring quality of Teaching and/or Learning</i></p> <p><i>Help raise profile/ improve understanding of RE in schools</i></p>	
<p>Any other examples or suggestions of how SACREs impact quality and rigour of contemporary RE</p>	

## NASACRE Conference 2017 - Part 2: How SACREs help prepare pupils for life in Modern Britain

“As the bodies with a statutory role overseeing religious education, SACREs have a crucial role to play in any discussion over the future legal, educational and policy frameworks for the subject.” Rudi Elliot Lockhart, CEO of the RE Council. Your evidence counts!

This table offers a structure to support your discussion/evidence. Using whichever boxes are appropriate for your SACRE, state **specific** projects you have tried or want to attempt, along with outcomes, enabling factors for success or barriers that impeded it.

**Group 2)** How SACREs impact **the capacity of schools and/or RE to prepare pupils for life in Modern Britain** with evidence of success and challenges

Brief Description or name of project/idea (and which SACRE)	Outcomes, Resources/Factors for success or barriers if tried unsuccessfully
<p><b>Linking School RE to the contemporary world:</b>  <i>Contributing to links with faith speakers or places of worship</i></p> <p><i>Helping improve understanding/ raise profile of RE with parents/wider community</i></p>	
<p><b>Advice on pastoral support:</b>  <i>for students from a faith background</i></p> <p><i>for teachers dealing with faith-linked challenges in school</i></p>	
<p>Any other examples or suggested ways SACREs could or do help schools and/or RE to prepare students for modern Britain</p>	

# NASACRE Conference 2017

## Summary of SACRE Table discussions

### **How SACREs contribute to 1) Academic RE and 2) preparation for life in Modern Britain**

SACREs were invited to contribute to two discussion groups on each table. Discussion Group 1 shared the ways that SACREs resource the academic rigour and quality of the subject. Meanwhile Group 2 recorded examples where SACREs directly contribute support and guidance with local faith and community links within and beyond the classroom, enhancing school's capacity to prepare students for life in modern Britain.

#### **Summary from Discussion Group 1 – Resourcing rigour**

##### ***1.1 Contributing to training or development of Teachers***

SACREs organise many conferences, for teachers, both independently and in partnership with other bodies such as local teaching school alliances and professionals such as RE advisors and external consultants. SACRE members also host and participate as invited faith experts at teacher network meetings and INSET days. SACREs organise and lead regular visits for teachers to local places of worship. These are often accompanied by relevant SACRE representatives, enabling teachers to gain deeper first hand subject knowledge directly from faith practitioners.

##### ***1.2 Contributing to student subject knowledge/school resources***

A statutory way of resourcing school RE, is in supporting the ASC in producing the Agreed Syllabus. SACREs ensure it exemplifies a diversity of local beliefs and knowledge. Many SACREs have assigned working parties and writing panels of specialist teachers dedicated to producing resources for schools, including writing exemplar units of work. SACREs also run a variety of interfaith student activities and young people's conferences across schools enabling students to learn about faiths through facilitated, direct encounter with fellow students from other faiths. SACREs maintain and regularly revise lists of places of worship where teachers can take students. Some have created an interfaith calendar of local RE-linked events.

#### **Summary from Discussion Group 1 – Supporting Quality**

##### ***1.3 Monitoring quality of Teaching and/or Learning***

SACREs report on GCSE/A level data annually. Some collate any RE comments made by Ofsted as well as have a systematic rolling program of visiting schools. Many reported on the reduction in funding having curtailed this activity. Most send out a regular survey and if funding allows follow up with targeted visits.

##### ***1.4 Help raise profile/improve understanding of RE in schools***

SACRE Chairs & Advisors keep RE on the agenda at LA Council/Governors'/Head Teachers' meetings. Many publish newsletters to schools, briefings to governors and guidance for parents. SACREs also offer support in liaising with parents who may be raising issues and concerns about RE. Some SACREs are lobbying local councils for funding for CPD and through them to raise the profile of RE in schools. An initiative to encourage more Farmington fellowships is also raising the profile of RE.

### ***1.5 Other Examples of suggestions for impacting quality and rigour of Academic RE***

Teacher workshops on working with, and developing schemes from the Agreed Syllabus. Support schools with how syllabus transfers into classroom practice. Encourage independent schools and academies to follow the Agreed Syllabus. Have more teacher members on SACRE. Fund some REQM awards. Run mini-conferences on RE for feeder schools.

### **Summary from Discussion Group 2 – Linking School/RE with contemporary world of faiths/beliefs**

#### ***2.1 Faith speakers or places of worship***

A vast majority of SACREs recommend and often facilitate for schools seeking a recommended local speaker, visit, faith trail or local faith resources and organisations. Many organise faith exhibitions and faith tours, such as the 'Dealing with Diversity' conference, incorporating SACRE members leading 'meet a local faith leader' workshops. Another example I found in the evidence was provision of guidance on protocols, clothing etc., for learning how to be 'a good visitor' for example, to a mosque or church.

#### ***2.2 Building awareness/improving understanding of RE amongst parents/wider community***

Create competitions and awards for schools which raises profile of RE and SACREs. SACREs make a point of regularly featuring RE events in the local paper, not to mention promoting inclusion of community members in schools, interfaith meetings, etc. Participate in joint projects with school support service colleagues (e.g. music) to showcase for parents and the community, Celebrating RE Day in the Town Centre. Ensure a High profile launching of Agreed Syllabus inviting parents/councillors/MPs etc.

### **Summary from Discussion Group 2 – Faith-linked advice in school on Pastoral support.**

#### ***2.3 for specific students from a faith background***

Provide CPD, on-call and on-going support & guidance documents on matters such as absence due to religious reasons, fasting & FAQs, prayer rooms & determinations

#### ***2.4 for teachers dealing with faith-linked challenges in school***

Deal with complaints/queries that are linked to safeguarding/prevent agenda/right to withdraw. Partnership between professionals and faith communities enhancing quality of advice around RE in schools, liaising/collaborating with teachers/heads/RE Co-ordinators.

#### ***2.5 Other Examples of evidence of preparing young people for life in Modern Britain***

Ensure the Agreed Syllabus reflects life in Modern Britain. Build up skills and dispositions appropriate to living in a plural, open society. Foster Police and other visitors (e.g. Tell MAMA) links advising how schools can raise students' awareness of hate-crime. SACRE facilitates running of Young SACREs led by young people exploring their concerns and questions around religiosity, with depth and skill.