

County Offices
Newland
Lincoln
LN1 1YL

14 March 2022

Standing Advisory Council on Religious Education

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 22 March 2022** in **William Farr School, Lincoln Road, Welton, Lincoln, LN2 3JB** at **2.00 pm** for the transaction of business set out on the attached Agenda.

N.B – Members of the public attending the meeting are asked to report to the main reception where they will be escorted to the meeting room.

Yours sincerely



Debbie Barnes OBE
Chief Executive

Membership of the Standing Advisory Council on Religious Education

Christian and Other Religious Denominations (Committee "A" upto 10 members)

Chris Burke (Chairman), Roman Catholic Church
Peter Crosby, Baptist Church
Andrew Hornsby, Methodist Church
Swathi Sreenivasan, Hindu Community
Atikur Rehman Patel, Islamic Association of Lincoln
Dr Amanda Grant, Jewish Community
Claire Simons, Salvation Army
Sian Wade, Assemblies of God Pentecostal

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

Cherry Edwards OBE (Vice-Chairman)
Lynsey Norris
Mark Plater

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

Jennifer King, NAS/UWT

Elizabeth Moore, NAHT

Chris Thompson, NEU

Jayne Watson, NAHT

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

Councillors A J Baxter, Mrs J Brockway and M A Whittington

Co-opted Member

Jack Dryden, Humanist

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA
TUESDAY, 22 MARCH 2022**

| Item | Title | Page Number |
|-------------|--|--------------------|
| 1 | Opening Reflections <i>(Opening reflections by Claire Simons)</i> | |
| 2 | Apologies for Absence/Member Changes | |
| 3 | Declarations of Members' Interests | |
| 4 | Minutes of the Previous Meeting of SACRE held on 8 December 2021 | (5 - 10) |
| 5 | Correspondence received by the Chairman (if any) | |
| 6 | Updates from Mark Plater <i>(To receive a report from Mark Plater which provides an update on several matters in relation to religious education, in particular the LAR-D project and the RE ITE Covid cohort-study)</i> | (Verbal Report) |
| 7 | SACRE Annual Report 2020-21 <i>(To receive a report from Wendy Harrison, RE Advisor, which invites the Committee to consider the draft SACRE Annual Report 2020-21)</i> | (11 - 22) |
| 8 | School Visits and Training <i>(To receive a verbal report from Wendy Harrison, RE Advisor, which provides an update on school visits)</i> | (Verbal Report) |
| 9 | Budget 2022-23 <i>(To receive a verbal report from Wendy Harrison, RE Advisor, which provides an update on SACRE's budget for 2022-23)</i> | (Verbal Report) |
| 10 | Review of Agreed Syllabus <i>(To receive a verbal report from Wendy Harrison, RE Advisor and Gillian Georgiou, Diocesan RE Advisor, which invites the Committee to review the agreed syllabus)</i> | (Verbal Report) |
| 11 | Analysis of Ofsted reports: September 2021 - February 2022 <i>(To receive a report by Wendy Harrison, RE Advisor, which provides an analysis of Ofsted reports from September 2021 – February 2022)</i> | (23 - 30) |
| 12 | Update from Diocese <i>(To receive a report by Gillian Georgiou, Diocesan RE Advisor, which provides an update on her work with schools)</i> | (31 - 32) |

- 13 Still Standing: A report by the Religious Education Council** (33 - 36)
(This item provides a summary of the report by the RE Education Council which aimed to test out the recommendations of the Commission on RE regarding SACRE's)
- 14 NASACRE Annual Conference**
(This item is to inform the Committee that the NASACRE Annual Conference will take place on Monday 24 May 2022)
- 15 Reflections at the next meeting**
(A volunteer is sought to undertake reflections at the next meeting)
- 16 Date and time of the next meeting**
(The next meeting is scheduled to take place on Tuesday 14th June 2022 at 2pm)

Democratic Services Officer Contact Details

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

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

Contact details set out above.

All papers for council meetings are available on:

<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
8 DECEMBER 2021**

PRESENT:

Christian Denominations and Other Religious Denominations (Committee A)

Chris Burke (Chairman) (Roman Catholic Church), Peter Crosby (Baptist Church), Andrew Hornsby (Methodist Church), Swathi Sreenivasan (Hindu Community)

The Church of England (Committee B)

Cherry Edwards OBE (Vice-Chairman)

Associations Representing Teachers (Committee C)

Chris Thompson (NEU)

The Local Authority (Committee D)

Councillor Ashley John Baxter, Councillor Mrs Jacqueline Brockway and Councillor Mark Anthony Whittington

Officer/Advisers

Wendy Harrison (RE Adviser) and Emily Wilcox (Democratic Services Officer)

1 OPENING REFLECTIONS

Opening reflections were received by Cherry Edwards OBE, in which tribute was made to former Councillor Bob Adams.

2 ELECTION OF CHAIRMAN

RESOLVED

That Chris Burke be elected Chairman of the Standing Advisory Council on Religious Education until the AGM in November 2022.

CHRIS BURKE IN THE CHAIR

2
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
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3 ELECTION OF VICE-CHAIRMAN

RESOLVED

That Cherry Edwards OBE be elected Vice-Chairman of the Standing Advisory Council on Religious Education until the AGM in November 2022.

4 APOLOGIES FOR ABSENCE/MEMBER CHANGES

Apologies for absence had been received from Jill Chandar-Nair, Gillian Georgiou, Dr Amanda Grant, Jennifer King, Elizabeth Moore, Mark Plater, Claire Simons and Sian Wade.

5 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations of interest.

6 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 6 JULY 2021

RESOLVED:

That the minutes of the previous meeting of SACRE held on 6 July 2021 be approved as a correct record and signed by the Chairman.

7 CORRESPONDENCE RECEIVED BY THE CHAIRMAN (IF ANY)

The Chairman reported that he had not received any correspondence since the previous meeting.

8 FEEDBACK FROM RE SURVEY AND EXAMINATION TIME ALLOCATION

The Committee received a presentation from the RE Adviser, which provided an update on the RE Survey and Examination Time Allocation; recent Ofsted inspections and work with schools and CPD, covering items 8, 9 and 10 of the agenda.

Feedback from the RE Survey and Examination Time Allocation

The Committee received an update on the feedback received from the RE Survey and Examination Time Allocation. The Committee was advised that the survey had been sent out to all primary and secondary schools within Lincolnshire, of which only 17 primaries and 2 secondary schools had responded.

Of the 17 Primary Schools which that had provided feedback, data showed that:

- Most were delivering RE as a discrete subject with acceptable time allocation, with RE being delivered mainly by class teachers
- Only four primary schools were 'extremely confident', and three said they were not confident at all

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- Two schools expressed concern about certain areas – this will be followed up
- A number of training needs had been identified in order to deliver RE more effectively
- RE had continued to be taught remotely during the covid-19 restrictions

The following feedback had been provided from the two Secondary Schools who had responded to the survey:

School 1

- RE was taught as a discrete lesson for one hour a week (KS3) and was taught by subject specialists
- The Subject Leader was very confident that the school has a well sequenced and knowledge-focused curriculum and believed that teachers were very confident about their subject knowledge.
- 100% of pupils were entered into a GCSE examination for RE
- The school had identified that they needed more resources to teach Hinduism
- The school had not seen an impact on the teaching of RE as a result of Covid-19

School 2

- RE was taught as a discrete lesson for one hour a week (KS3) and was taught by subject specialists
- The school in question was an academy and therefore a different syllabus was used, with a focus on enquiry and skills
- The Subject Leader was fairly confident that the school had a well sequenced and knowledge-focused curriculum and believed that teachers were fairly confident about their subject knowledge
- Pupils were offered examination options, in which around 40% were entered for GCSE examination
- There was no RE on offer for those not taking an examination course
- The school identified a number of training needs including new assessment methods which enabled students to know and remember the substantive content of what they had been taught.
- During the Covid-19 restrictions, RE had been taught via remote learning. There was no significant 'catch up' to be done, beyond a gap analysis

Members of the Committee were invited to ask questions on the feedback to the RE Survey, in which the following points were noted:

- It would be difficult for the RE Adviser to put together schemes of work that would cover all aspects of the syllabus that suited all schools. The Diocese had produced some model lesson plans that schools could buy into. The RE Adviser would be seeking the views of subject leaders to identify what resources they required to support them in their teaching of RE
- It was suggested that it should be the job of the subject leader to produce a scheme of work for the department. However, if the subject leader was not a specialist, the

school may need external help and support should needs should be directed towards subject leaders to help them produce schemes of work that met the needs of their school

- From the feedback provided, it was suggested that there may be a number of teachers who did not want to be teaching the subject
- It was highlighted that there were many free resources online, including model lesson plans, which could be used to support teachers
- The Committee acknowledged that teachers had been under exceptional pressure as a result of the Covid-19 pandemic
- As the response to the feedback had been poor, the survey was only a small sample of the responses received so it was not representative of the whole of Lincolnshire's schools
- It was suggested that the Council assessed the way that they sent out surveys to schools as a change in method could increase the response rate. The RE Adviser agreed to discuss this with the Inclusion and Attendance Officer to identify the best approach for future surveys

The RE Adviser provided an update on time allocations in primary schools. Analysis was based on data provided by Deborah Weston, Research Officer for NATRE (National Association of Teachers of Religious Education). The data was reported by schools to the Department for Education (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. Some schools had not reported any data this year for a variety of reasons. The data showed hours taught for years 7 to 13, in RE and philosophy.

The Committee was provided with the names of those schools of which had reported zero hours of RE teaching; had not provided any data on RE and where hours of RE had decreased from 2019-20.

In response to the information provided on time allocation, it was suggested that as with any data, caution had to be applied regarding analysis, i.e. the data provided raised questions rather than provided answers.

Ofsted Update

The Committee received an update on recent Ofsted inspections within Lincolnshire, which included the following:

- 6 schools had been inspected between September and December 2021, but there had been no 'deep dives' into RE as part of any of the inspections
- The schools which had been inspected: Benjamin Adlard; Moulton Chapel; Scampton CE; Bourne Abbey; Swineshead St Mary's and Wrangle. Details of their inspection in relation to SMSC/British Values/RE were provided.
- Areas for improvement included: ensuring pupils received support to develop a more detailed enough knowledge of diversity and of faiths and cultures that were different to their own and a better understanding of diversity and difference in British society.

- There were also improvements to be made on the curriculum coherence and sequencing.

Update on the work for schools and CPD

The Committee then received an update on the work for Schools and CPD, which included providing online training for teachers in February and March, and face to face training in Summer 2022.

Schools had also been invited to receive an RE 'Health Check' free of charge, which would involve the RE Adviser analysing the schools use of policy, planning and preparations for RE. There had already been a positive response to the offer of RE Health Checks.

The Committee was invited to ask questions on the update, in which the following points were noted:

- The Committee emphasised the importance of making materials very easy to access for teachers who were often time limited and under pressure as well as a need for making materials interactive 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 the training provider Focus Education to develop training resources for RE which would offer support to subject leaders.

The Committee joined the RE Adviser in paying tribute to Karen Topliss, an RE colleague from Manor Leas Infant School who had recently passed away.

RESOVLED:

That consideration be given to the presentation and that the comments made by the Committee be noted.

9 OFSTED UPDATE

Information relating to this item was considered as part of a presentation under item 8 – Feedback from RE Survey and Examination Time Allocation.

10 UPDATE ON THE WORK WITH SCHOOLS AND CPD

Information relating to this item was considered as part of a presentation under item 8 – Feedback from RE Survey and Examination Time Allocation.

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**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
8 DECEMBER 2021**

11 DIOCESAN UPDATE

The Committee had received a written update from the Diocesan RE Adviser, which was included within the agenda pack.

RESOLVED:

That the report be noted.

12 REFLECTIONS AT THE NEXT MEETING

Jennifer King and Claire Simons would be put forward for opening reflections at the next meeting.

13 DATE AND TIME OF THE NEXT MEETING

The next meeting was scheduled for Tuesday 22nd March at 2.00pm. Due to concerns regarding Covid-19, it was yet to be confirmed whether the meeting would take place in person or via Microsoft Teams.

The meeting closed at 3.22 pm

Lincolnshire SACRE Annual Report 2020-21



Contents

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To be added

Images: Permission has been received to use the published images by George Hughes (photographer) and Gregg Hughes (Head Teacher) of St Hughes School Lincoln, The Islamic Association of Lincoln, Rev Sian Wade of Bridge Church and Chris Burke (Photography and Graphic design).

DRAFT

Introduction from the Chairman Cllr Chris Burke MBA.



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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 202-21

Steve Blagg: Clerk

Jill Chandar-Nair: LA

Jack Dryden: Co-opted Humanist member

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 2020-21 there were three SACRE meetings: in November 2020, March 2021 and July 2021. All were held via Teams due to the COVID situation.

Membership update

It was resolved that Chris Burke be elected Chairman of SACRE and Cherry Edwards be elected VICE Chairman of SACRE until the AGM in November 2021. The Chairman placed on record his appreciation for the contribution made by Kay Sutherland, a NAHT representative who had recently retired from SACRE. He also welcomed Jenni King, head of RE at Welton William Farr CE School and Jayne Watson, headteacher of Gonerby Hill Foot CE Primary School as teacher representatives on committee C of SACRE as well as Sian Wade from the Assemblies of God Pentecostal Church, who was appointed to Committee A.

¹

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

During the July meeting Dr Tanweer Ahmed took the opportunity to advise the committee that it would be his last attendance at SACRE due to a number of commitments. The Chairman thanked Dr Ahmed for his services to the committee.

The Chairman sought the views of members on future locations of SACRE meetings and suggested that SACRE should re-introduce the idea of inviting guest speakers to meetings and also asking SACRE members to speak about their faith. The point was made that while this could be interesting and worthwhile, members must bear in mind that the focus of SACRE was its work with schools and helping to ensure high quality RE and collective worship.

Review of membership

In accordance with SACRE's constitution, the current membership of SACRE was reviewed. It was noted there were two vacancies on Committee A, one vacancy on Committee B. which was to be considered by the Lincoln Diocesan Board of Education, one vacancy on Committee C and one vacancy on Committee D. It was suggested that a Youth SACRE could be a very positive move forward but some concerns were expressed regarding the time that would be required for this to be set up and maintained.

3.The effect of COVID-19 on schools

Members were provided with updates during each meeting. Every attempt was being made to provide pupils with a broad curriculum, including RE. Some inspections were taking place and it was clear that inspectors were looking for evidence that schools were delivering that broad curriculum. Where this was not the case the school would be expected to explain how it would be addressed. This was welcomed by members as there had been concerns that Ofsted may have wanted schools to concentrate on the core subjects.

4. Ofsted update

SACRE received a presentation from WH about the 2019 Education Inspection Framework 2019 and the possible implications for RE. The following issues were highlighted:

- In the past there was an emphasis on data relating to maths and English in order to come to a judgement about the overall effectiveness of a school. This was often to the detriment of other subjects.
- The 2019 Framework shows a move towards the inspection of the wider curriculum (foundation subjects and RE) and a focus on the three 'Is' (Intent, Implementation and Impact)
- Due to this new emphasis upon the whole curriculum (what Ofsted calls 'the Quality of Education) and the 'deep dives', there is more of a focus on the role of subject leader. This in turn has implications for non-subject specialists and CPD. The new framework could be good for RE as the subject could be chosen for a deep dive. Also, inspectors would report on compliance in terms of provision and where improvements were required. The rules around deep dives in different types of church schools were explained.

An example of a report based on the new framework was provided.

Ofsted Research Review of RE, May 2021

GG explained that Ofsted research reviews had been undertaken across different curriculum subjects to establish what a good quality education might look like. The review into RE was led by Dr Richard Kueh, Ofsted lead for RE. While not providing a categorical checklist, the review offers schools an overview of what could typically be expected of them in terms of high-quality RE. For example, the reports suggests that the delivery of RE should focus on substantive, disciplinary and personal knowledge. WH noted that for the past 18 months or so training and support for Lincolnshire schools from her and GG had included information to support this. Members registered their concern that some religions might not be allocated sufficient time to enable any in-depth learning. In addition, it was considered important that RE teachers had contextual knowledge of the lifestyles that accompanied religions and worldviews. GG explained that resources were shared with RE teachers that offered contextual 'lived' experiences of faiths and religions. Members asked what enforcement measures were in place to ensure adherence to the allocated RE teaching time. Ofsted/SIAMS both had responsibility to hold schools to account. For example, If the provision of RE was significantly below the recommended time, Ofsted would want to know how pupils could build up appropriate knowledge within the time allocated. Accountability for provision within academies falls within a school's funding agreement and responsibility for ensuring this is under the remit of the Education Skills and Funding Agency (ESFA). However, compliance would still be inspected by Ofsted.

5. Freedom Of Information request for information (FOI): Funding of SACREs

SACRE received details of a FOI request which had been sent to all LAs by NASACRE (National Association of SACREs) about the level of funding available to support RE and collective worship. Officers stated that Lincolnshire's SACRE was relatively well funded although there had not been any change to the amount for a number of years. Some local SACRE's had zero budgets even though there was a statutory duty for LAs to fund them from their Central Schools' Services Allocation. Officers stated that SACREs had a responsibility to support RE and collective worship in all schools, including academies. Members noted that Lincolnshire had responded to the FOI. It was noted that the five year review of the Lincolnshire agreed syllabus would have to begin in summer 2022. It was not anticipated that any major changes would be necessary so there were no funding implications. However, some amendments and additions would need to be made in order to bring the document up to date and responsive to teachers' needs.

For members' information: It was highlighted that the Lincolnshire SACRE budget for the year 2021-2022 had been confirmed and would remain the same as the previous year.

6. Updates from the Diocese

GG continued to support schools across Lincolnshire in order to help raise standards in RE. Due to COVID restrictions much training and support has been delivered virtually. This approach had enabled support and training to be delivered more

frequently, more flexibly and to a greater number of teachers. The support covered a range of different areas including subject leadership, curriculum design, subject knowledge, assessment and progress. GG continued to offer support to church schools preparing for inspection under section 48 and also worked closely with colleagues in North and NE Lincolnshire as they implemented the Lincolnshire agreed syllabus. She has also led a national symposium and several follow-on discussion events as part of the Re-Connecting Lincolnshire project, which seeks to address poor religious literacy across the country.

News from schools

Barton St Peter's CE Primary

KS1 pupils explored Christian beliefs about God using the *Understanding Christianity*² resource. The RE subject leader, Anna Crosby, said, “the pupils really loved this activity. A pupil said it was like making a ‘treasure box’ and one mum came to tell me that her son kept turning the story box over and over, retelling the story and telling me its meaning for Christians.”

It was good to see the pupils at Barton St Peter's getting the opportunity to carry out **hermeneutics** (interpreting meaning from sacred texts) in age-appropriate ways: a great use of **theology** in action.



Ellison Boulton CE Primary academy: Ramadan Diary

Liz Peachman, RE subject lead writes: “Bilal is a Y6 pupil at Ellison Boulton Academy. He joined the school about three years ago when he moved to the area. Bilal has always been very willing to take part in any activity which would help educate his classmates about his own religion, Islam. Bilal has created a film of his experience during the holy month of Ramadan. By making this film and sharing it with us, Bilal has enriched the learning of the whole school community. We are also grateful for the support he has received from his family, which made the video possible. As a school family we feel privileged and thankful to have been able to share Bilal's video.”

Monkhouse Primary School

Pupils at Monkhouse Primary School in Spalding have been getting lots of opportunities to explore the lived reality of religion through the eyes of Christians, Muslims and Hindus, including some members of their own school community. Year 1 pupils conducted one kind of Christian baptism in class as part of their work on

² <https://www.understandingchristianity.org.uk>

Community, Worship and Celebration. One pupil, Arjuna, was able to show everyone how people worship in his religion in his religion, Islam. As part of their studies about Expressing Belief through the Arts, Year 6 pupils produced some amazing mehndi and rangoli patterns. They were really focussed on independently designing some very intricate patterns.

REConnecting Lincolnshire project

On 23rd February 2021, the Lincoln Diocesan Board of Education hosted a national symposium as part of the REConnecting Lincolnshire project, *Conversations about Religious Literacy: Creativity and the Classroom*. This symposium was the culmination of several years' work with schools and local communities around greater Lincolnshire. Representatives of schools, universities, faith communities and funding organisations came together to discuss the impact of the creative arts and creativity on good RE. The REConnecting Lincolnshire team shared their experience of delivering the project across the region and showed clips from the live performances of *Our Place*, a play that was researched, written and produced by communities and young people working with professional artists. At these follow-on sessions, research carried out by Heather Boulby was shared. This considered the the impact on KS2 pupils' engagement in RE if the arts are an integral part of their learning. The visual artist Laura Cordery talked about inspiring curiosity about beliefs and identity by engaging with devotional objects and mark-making. The participants explored lots of examples of creativity in the RE classroom and shared their own experiences of using creativity in their teaching practice.

The symposium also offered a platform for The Linking Network, a Bradford-based organisation that provides a structured programme of school linking to enable children and young people to engage with diversity and explore identities. There was also the opportunity to hear from a number of funding organisations about the practicalities of funding this sort of work.

Whilst this phase of the REConnecting Lincolnshire project has ended, those involved are already looking ahead towards the next phase of work, *Empowering Voices, Exploring Worldviews*. It will capture and explore England's rich religious and cultural diversity by working with 10 different faith communities, empowering unheard voices from our region and beyond to share their story.

Learning during lockdown

Pupils in Reception class at Dunholme St Chad's CE Primary learnt about a Christian worldview and thought about ways in which Christians seek to 'love your neighbour as you love yourself' (Mark 12.31). They were inspired to think about the ways in which they could make a positive difference in their local community. The RE subject leader, Emma Atkinson, explained: "Reception this year had to think slightly outside of the box with ways in which we could support our community so did care home Zooms where we sung our entire Nativity to care homes. We then did carol singing round classes using external windows and collected pennies. We raised £80. I then went and bought a full Christmas dinner, presents and books for the children and decorations and delivered them to a family in Lincoln who would not otherwise have had these things. It just shows the ability of 4-year-olds to make a difference."

7. LA Adviser's work with schools

SACRE Received an update from WH. She reported that she was carrying out mostly virtual meetings with schools due to COVID. It was possible that in some

circumstances, this could be a permanent arrangement. It was queried whether RE had been affected in local schools by the lockdown, as there had been a great deal of focus on core subjects. Members were advised that there did not seem to be any indication of COVID having a significant effect on the teaching of RE.

8. Big Ideas in Religious Education

SACRE Received a verbal report from Mark Plater and WH who had both been approached by Dr Barbara Wintersgill to participate in a writing group which would produce materials for the resource 'Big ideas in Religious Education'³. Mark outlined the areas covered by the project. He emphasised the point that the project was not intended to *replace* LA agreed syllabuses but rather to provide ideas that would help teachers provide a more coherent curriculum.

9. Discussion about the use of 'Chair' or 'Chairman'

This item came about due to a previous discussion. Some members felt that 'Chairman' came more naturally and seemed more respectful, others disagreed on the grounds that 'Chair' seemed more inclusive and up to date. It was suggested that whoever was elected to chair the meeting should be able to decide how they would prefer to be addressed. The present Chairman advised that he was happy to be addressed as either, depending what members felt comfortable with.

10. Lincolnshire Annual Report 2019-20

The draft SACRE annual report 2019 - 2020 was presented by WH and comments/questions were invited. It was pointed out that this was slightly different to previous reports as it had not been possible to undertake visits to schools during the past year due to COVID restrictions. It was also noted that there was no examination data. Members expressed their approval for the inclusion of a selection of photographs that had been included in the report, courtesy of the Chair, Chris Burke.

11. Lincolnshire Agreed Syllabus

The current syllabus runs from 2018 – 2013. The five year review will begin in 2022. In their work with schools both the LA and Diocesan Adviser monitor teaching and learning based on the syllabus. During 202-21 this took place mainly through online conversations and emails. Training sessions also took place via Teams/Zoom. While this has lacked the interaction that is only possible through face-to-face training, it has made it possible for more teachers to attend. This means that it is likely that future meetings will be a mixture of both approaches.

12. Collective worship

There are no determinations at present.

13. 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

³ <https://www.reonline.org.uk/wp-content/uploads/2019/08/Big-ideas-for-religious-education.pdf>

Education (NATRE), Association of RE Inspectors, Advisers and Consultants (AREIAC), the Religious Education Council (REC) as well as local faith communities.

14. 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.

15. LA Budget

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

DRAFT

Appendix: SACRE Membership/attendance 2020-21

Committee A: Christian and Other Religious Denominations

Chris Burke (Chairman), Roman Catholic Church

Peter Crosby, Baptist Church

Andrew Hornsby, Methodist Church

Swathi Sreenivasan, Hindu Community

Atikur Rehman Patel/Dr Tanweer Ahmed MBA, Islamic Association of Lincoln

Amanda Grant, Jewish Community

Claire Simons, Salvation Army

Sian Wade, Assemblies of God Pentecostal

Committee B: Church of England

Cherry Edwards OBE (Vice-Chairman)

Lynsey Norris

Mark Plater

Committee C: Associations Representing Teachers

Jennifer King, NAS/UWT

Elizabeth Moore, NAHT

Chris Thompson, NEU

Jayne Watson, NAHT

Committee D: The Local Authority

Councillors B Adams, Mrs J Brockway and M A Whittington

Co-Optee

Jack Dryden, Humanist

Officers/Advisers in attendance

Steve Blagg, Rob Close, Emily Wilcox - Clerks to SACRE

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

Gillian Georgiou (Diocesan RE Adviser)

Wendy Harrison (RE Adviser, Local Authority)

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Lincolnshire SACRE, 22nd March 2022

Analysis of Ofsted reports: September 2021 – February 2022

| SCHOOL | Date/type of inspection | Overall outcome | Deep Dive | RE/SMSC/BVs |
|---|--|--|-----------|--|
| Primary | | | | |
| The Richmond School, Skegness | 14 th -15 th September 2021 | Requires improvement, previously the same. | No | Pupils learn to respect other people and to embrace difference. |
| Wrangle Primary School | 14 th -15 th September 2021 Section 5 | Good, previously required improvement | No | Pupils know the difference between right and wrong. <i>Their knowledge of diversity and of faiths and cultures different to their own is not always as strong as it could be.</i> They are therefore not as well prepared for life in modern Britain as they could be. Leaders should ensure that the curriculum contains effective opportunities for pupils to develop their knowledge in these areas, so that they develop their understanding of diversity and difference in British society. |
| Nocton Community Primary School | 9 th -10 th October 2021 Section 5 | Requires Improvement, previously good | No | Pupils are well prepared for life in modern Britain. Leaders make sure that pupils from the school develop 'broad horizons'. Pupils learn about their local community. They learn about people and places in Britain and from across the world. |
| Swineshead St Mary's CE Primary School | 12 th -13 th October 2021 Section 5 | Good, previously required improvement | No | Some teachers have used virtual reality technology to bring learning to life. This included a trip to Jerusalem in religious education. The curriculum for relationships, health and social education is ambitious. This works alongside the religious education curriculum to give pupils a broad range of experiences that prepare them well for life in modern Britain. Pupils are helped to understand and accept differences. |

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| Corby Glen Community Primary School | 19 th -20 th October 2021 Section 5 | Good, previously required improvement | No | Leaders ensure pupils have access to books that reflect diversity. School leaders provide various opportunities which support pupils' spiritual, social and health development. Pupils acquire a detailed knowledge of Christianity. They show respect for those who have different faiths to their own. <i>However, pupils' knowledge of other faiths and cultures is not extensive. Leaders and teachers do promote learning about this aspect of preparing pupils for life in modern Britain. However, pupils are not always able to recall what they have learned. Leaders should implement their plan of ensuring that the key knowledge they want pupils to learn is taught across their curriculum offer. This will help to broaden pupils' cultural development.</i> |
| Halton Hologate CE Primary School | 2 nd -3 rd November 2021 Section 5 | Requires improvement, previously good | No | Pupils understand and behave in ways that demonstrate the school's values. They have strong friendships and respect each other. One pupil told inspectors: 'We are all different in looks, but we are all the same inside.' in history and religious education, pupils can remember the interesting activities they have completed during lessons. <i>However, they are less secure in recalling the knowledge that they were supposed to learn.</i> Pupils are proud of the work they do as school, eco and faith councillors. Pupils learn about the school values. Pupils show respect for each other, regardless of their gender or religious beliefs. One pupil told inspectors, 'All children respect each other no matter what religion we are.' |
| Great Ponton CE School | 9 th - 10 th November 2021 Section 5 | Requires improvement, previously good | No | Leaders create a positive and respectful culture. Pupils understand British values such as democracy and the rule of law. They are good at listening to the ideas of others and respect different points of view. <i>However, some pupils' understanding of different faiths is weak.</i> |

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| Huntingtower Community Primary Academy | 9 th -10 th November 2021 Section 5 | Good, previously good | No | The school's vision is to 'improve life chances and so become true citizens of the world'. Pupils said that they appreciate learning about a range of faiths and cultures. |
| Westgate Academy | 9 th -10 th November 2021 Section 8 | Good, previously good | No | Everyone understands the 'Westgate Values'. These values help pupils care for and respect each other. There is a strong focus on pupils' broader development. There is a well-planned programme, with a strong ethos of tolerance and respect. This prepares pupils well for life in modern Britain. |
| The Lincoln Bishop King CE Primary School | 16 th -17 th November 2021 Section 5 | Good, previously good | No | The school's motto, 'Dream big, love God, live well', threads through the life of the school. Pupils learn about life beyond their local area. This is an inclusive school. Pupils learn about the location, culture and language of a wide range of countries. This is part of making the many pupils who were born outside the United Kingdom feel welcome, included and at home here. Pupils speak respectfully about those whose beliefs or home lives may be different from their own. They say, 'We are all different. It doesn't stop you from being you.' |
| Deeping St Nicholas Primary School | 17 th November 2021 Section 8 | Good, previously good | No | There is an inclusive culture and pupils treat each other as they would want to be treated. Pupils have assemblies in which they reflect on values such as honesty. In religious education, pupils are taught about different faiths. This helps pupils understand and value diversity. |
| Sutton Bridge Westmere Community Primary School | 23 rd – 24 th November 2021 Section 5 | Good, previously good | No | Pupils have a clear understanding of equality. They understand British values such as democracy and the rule of law. They have a clear understanding of different faiths. |

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| Sutton St James Community Primary School | 30 th November 2021 Section 8 | Good, previously good | No | Leaders ensure that pupils learn about the wider world. Pupils learn about different religions, cultures, and families. They visit different places of worship. Visitors to school, including local church leaders, work effectively with pupils to deepen their spiritual and moral understanding. |
| The Utterby Primary Academy | 30 th November 2021 Section 8 | Good, previously good | Yes | In religious education, teachers use the curriculum plans to ensure that the learning is appropriate. Teachers provide pupils with opportunities to discuss their understanding and develop their vocabulary. For example, pupils developed their understanding of the significance for Christians of advent calendars and symbolism in biblical stories. Pupils visit different places of worship and welcome visitors of other faiths to school. They reflect on how different communities and faith groups may differ to their own. <i>However, pupils' understanding of ideas such as rule of law, liberty and democracy are less well developed.</i> |
| Wyberton Primary Academy | 1 st -2 nd December 2021 Section 8 | No change to the overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection | No | The curriculum is ambitious and designed to broaden pupils' understanding of the world. Curriculum trips extend pupils' knowledge of the world beyond their local community. |

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| | | were carried out now. The next inspection will therefore be a full (section 5) inspection. | | |
| Navenby England Primary School | 7 th -8 th December 2021 Section 5 | Good, previously outstanding | No | Pupils value the school's Christian ethos. Leaders provide time during collective worship for pupils to be reflective about their own beliefs and those of others. Leaders ensure that pupils learn about the wider world. They learn about different cultures and religions. Pupils spoke with respect when talking about diversity and different families. They know that everyone is equal. Older pupils told the inspectors, 'It doesn't matter who you love, that's ok.' |
| Secondary | | | | |
| Skegness Grammar School | 21 st -22 nd September 2021 Section 5 | Good, previously required improvement | No | <i>Leaders must develop strategies and opportunities through the curriculum and the school's wider work to enable pupils to have the confidence to express their views, discuss and debate opinions and flourish as individuals.</i> |
| Stamford Welland Academy | 21 st -22 nd September 2021 Section 5 | Good, previously good | No | 'Learning for life' lessons and form time provide pupils with time to explore topics such as discrimination and different religions. This helps them widen pupils' understanding of spiritual, moral, social and cultural issues. Pupils also learn about healthy relationships, equalities, tolerance, etc. |

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| The Queen Elizabeth's High School, Gainsborough | 28 th – 29 th September 2021 Section 5 | Requires improvement, was outstanding | Humanities | Nothing specific. |
| The Boston Grammar School | 5 th – 6 th October 2021 Section 5 | Good, previously required improvement | No | School assemblies are thought-provoking. They give pupils opportunities to think about issues such as equality, including Black History Month. Pupils' learning in life skills sessions and in the sixth form is preparing them well for life in modern Britain. Pupils of different faiths have a dedicated space for prayer. Pupils in all year groups have many opportunities to enjoy extra-curricular activities. Experiences such as a pilgrimage to Lourdes and a recent visit to the Imperial War Museum add to pupils' cultural development. |
| Queen Elizabeth's Grammar, Alford | 23 rd – 24 th November 2021 Section 5 | Good, previously outstanding | No | Pupils understand the importance of diversity and equality. Most pupils respect what makes people different. Pupils commit to the school's charity work. Pupils and staff enthused about opportunities linked to the International Schools Award. |
| Special | | | | |
| Warren Wood | 16 th – 17 th November 2021 Section 5 | Good, previously good | No | Pupils spoke enthusiastically about the many different trips they had been on, including visits to a local church and a mosque. They also talked about the opportunities they have to be involved in local and national charitable activities. |
| Woodlands Academy | 17 th – 18 th November 2021 Section 5 | Inadequate (Special Measures), previously outstanding | No | <i>There are few opportunities for pupils to develop their interests and talents, or to contribute to their communities. Pupils do not have a secure understanding of fundamental British values. The school does not prepare pupils well for life in modern Britain. Pupils do not learn about different faiths and beliefs. Some say that they do not have opportunities to discuss their ideas and share their opinions. Pupils leave the school ill equipped to become good citizens.</i> |

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| | | | | <i>Leaders must provide pupils with opportunities to engage with a wide set of experiences. They must help pupils to understand the importance of fundamental British values.</i> |
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Wendy Harrison
RE Adviser

March 2022

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Agenda Item 12

Update from Diocese

This term has continued to be affected by Covid-related disruption in schools. RE training and support continues to be delivered by the Diocesan RE Adviser, both in person and virtually as appropriate. The Diocesan RE Adviser works across three local authorities and a significant proportion of her work is currently focused in North and North East Lincolnshire, where the Lincolnshire agreed syllabus has been implemented relatively recently. She has been supervising an RE subject leader who is currently carrying out a Farmington Scholarship and another RE leader 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; the Diocesan RE Adviser has worked with four secondary schools so far this term on issues including curriculum design and assessment. She continues to work with colleagues nationally on RE-related issues, including assessment and the types of knowledge in the RE curriculum.

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Still Standing: A report by the Religious Education Council, November 2021¹

EXECUTIVE SUMMARY

This report is an analysis of a joint REC/NASACRE project which ran from May 2020 to June 2021. This aimed to test out the recommendations of the Commission on RE regarding SACREs. For the project, funded by Culham St Gabriel's Trust, four SACREs engaged in action-research into the Commission on Religious Education's report recommendations on the future viability of SACREs.

In September 2018 the Commission on RE gave a call to government and RE bodies for wide ranging reforms to the present law around RE in English schools. In section 7, their report details what is positive and important in the work of SACREs which the Commissioners would want retained in a modified form, as local area networks. The Commission report goes on in its recommendations in section 8, to suggest a number of possible changes to improve the make-up of SACREs and their work within local communities and schools. Over a one-year period, May 2020-July 2021, this Local Area Network (LANs) project has sought to investigate the proposals in recommendation 8, specifically 8b and 8e of the CoRE report, through analysis of case studies produced by four SACREs.

- The case study in Barking and Dagenham showed how a small amount of funding to a SACRE/LAN can be highly effective and impactful for teachers of RE, providing opportunities for support to all schools and connect schools with faith/belief/other support groups.
- The Bath and NE Somerset action research project demonstrated that the National Entitlement is useful for structuring a renewed Agreed Syllabus. A SACRE Agreed Syllabus review tool was created as part of this research project.
- The work in Hampshire suggested that the democratic involvement of the LA was essential in an effective and fully representative SACRE .
- Richmond SACRE found that SACREs could and should review their membership within the current legal framework to ensure that it is representative. A diverse range of voices with specific roles making up a SACRE/LAN is essential if an LA is to be able to discharge its legal responsibilities. A SACRE membership tool was created as part of this research project.

The fact is that schools have changed enormously over the last 70 years, and so has religious and non-religious practice and its place in our society. Having analysed the action-research, this project has discovered that, with proper funding, section 8 recommendations from the CoRE report could be useful in ensuring that there is effective support for RE/Religion and Worldviews in schools.

However, this report concludes that without a significant change in funding to SACREs the ambitious and positive recommendations from CoRE will fail and systemic change will not be possible. A SACRE cannot be expected to carry a wider

¹ <https://www.nasacre.org.uk/file/nasacre/1-58-final-still-standing.pdf>

remit without new funding streams being secured for their work. The RE community must come together to ensure current SACREs find their place in this new educational system.

This report therefore makes the following recommendations:

RECOMMENDATIONS

The UK Government should consider:

1. It is 33 years since the last Education Reform Act was passed in parliament. The time is right for the legislation around RE and SACREs to be reviewed and reformed, providing clarity to SACREs and schools about the nature of high quality 21st century RE in schools.
2. The National Entitlement, contained within CoRE, should be developed with all key RE partners to create clear guidance that all schools must fulfil in terms of the RE they teach. Exemplar schemes of work for RE at all key stages which a SACRE could use to inform its own practice around producing a local agreed syllabus would be welcome.
3. SACREs need to continue to have statutory powers to carry out their work and the necessary funding to meet these requirements.
4. Reforming current SACRE groups to reflect the make-up of 21st century society and ensure the diverse voices around religion and worldviews are captured and used in a SACRE's work and decision making. As part of this the government might consider whether a separate group for the Church of England group should continue to be a separate group, but rather these important members should join a newly constituted religion and worldviews panel.
5. Asking a SACRE to assist in the local development and delivery of faith aspects of the governments approach to community integration and cohesion.
6. The implications of its academisation programme. There are at present SACREs operating with only 1 state school within their area – all others being academies. Creating, reviewing and publishing a local agreed syllabus is not a viable nor good use of public money in these circumstances. Government needs to ensure SACREs do not get left out of education reforms and changes. SACREs themselves have identified reduced contact with schools as the greatest issue they face at present – The Government should consider how they can resolve this issue.
7. Celebrating the work of a SACRE in determining and creating education locally – involving at their best many parts of local communities and working for the best for all pupils in their area.

SACREs should consider:

1. Reviewing their membership to ensure that it is representative of their local community, and the religions and worldviews included in their Agreed Syllabus. Having a diverse range of voices with specific roles making up a SACRE is essential if an LA is to be able to discharge its legal responsibilities. Current SACREs can start the process of reform around membership now – there is nothing in the present legislation that would hinder them.

2. Continue to build local partnerships with their LA to ensure necessary funding.
3. Within the present legislation their ability to widen their membership. The CoRE report helpfully suggests current SACREs think about adding, if they have not already, into their membership; education departments at museums and universities, local ITT providers, local RE CPD providers, training school hubs, parents, governors, pupil voice, academies and free schools to name a few possibilities. Widening representation and local buy in to strengthen the work of high quality RE in schools.
4. Making use of the toolkit (see Appendix 4) for auditing a current agreed syllabus (AS) provision in relation to a National Statement of Entitlement for an education in Religion and Worldviews. At this point also to consider how non-religious traditions feature in the AS and best practice in terms of presenting different religions/worldviews.
5. The next agreed syllabus should take account of the changing landscape of religion and belief in Britain by, for example:
 - paying more attention to non-religious traditions in both the syllabus structure and the exemplar units of learning;
 - providing more clarity on which aspects of Humanism, for example, would be included;
 - taking care to avoid 'colonial' attitudes and language in the programme and address an updated understanding of the broader aims of education, and
 - providing for teaching about key terms in the study of religion and particular worldviews, including 'spirituality' and 'secularism', as a contribution to 'worldview literacy'.

5. NASACRE should consider:

1. providing further support and opportunities for current SACREs to meet across local LAs and regions to support high quality RE in their areas.
2. provide national training which equips current SACRE members to carry out their duties well. Learning from best practice being shared and celebrated.
3. bringing chairs and vice chairs together nationally to ensure they have the relevant knowledge and skills to be able to lead current SACREs forward in ensuring they are relevant dynamic groups useful to schools and their local communities.

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