

County Offices  
Newland  
Lincoln  
LN1 1YL

6 June 2022

**Standing Advisory Council on Religious Education**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 14 June 2022** in **Committee Room One, County Offices, Newland, Lincoln Lincs LN1 1YL** at **2.00pm** for the transaction of business set out on the attached Agenda.

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, 14 JUNE 2022**

<b>Item</b>	<b>Title</b>	<b>Report Reference</b>
1	<b>Opening Reflections</b> <i>(Opening reflections by Councillor Ashley Baxter)</i>	
2	<b>Apologies for Absence/Member Changes</b>	
3	<b>Declarations of Members' Interests</b>	
4	<b>Minutes of the Previous Meeting of SACRE held on 22 March 2022</b>	(Pages 5 - 10)
5	<b>Correspondence received by the Chairman (if any)</b>	
6	<b>SACRE Annual Report 2020-21</b> <i>(To receive a report by Wendy Harrison, RE Adviser, which invites the Committee to consider the SACRE Annual Report 2020-21)</i>	(Pages 11 - 24)
7	<b>Religious Education Council Report</b> <i>(To receive a presentation by Wendy Harrison, RE Adviser, which details the findings of the Religious Education Council Report)</i>	
8	<b>Analysis of Ofsted Reports</b> <i>(To receive a presentation by Wendy Harrison, RE Adviser, which provides an analysis of recent Ofsted Reports)</i>	
9	<b>Analysis of SIAMS Reports</b> <i>(To receive a report by Gillian Georgiou, Diocesan RE Adviser, which provides an analysis of recent SIAMS Reports)</i>	(Pages 25 - 28)
10	<b>NASACRE Annual Conference Update</b> <i>(To receive a report by Councillor Chris Burke and Mark Plater, which provides an update following the NASACRE Annual Conference)</i>	(Pages 29 - 30)
11	<b>Diocesan Update</b> <i>(To receive a report by Gillian Georgiou Diocesan RE Advisor, which provides an update on her work with schools)</i>	<b>Verbal Report</b>
12	<b>Reflections at the next meeting</b> <i>(A volunteer is sought to undertake reflections at the next meeting)</i>	
13	<b>Date and time of the next meeting</b> <i>(The next meeting is scheduled to take place on 22 November 2022)</i>	

**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  
22 MARCH 2022**

**PRESENT:**

Christian Denominations and Other Religious Denominations (Committee A)

Chris Burke (Chairman) (Roman Catholic Church), Andrew Hornsby (Methodist Church), Swathi Sreenivasan (Hindu Community), Atikur Rehman Patel (Islamic Association of Lincoln), Dr Amanda Grant (Jewish Community) and Claire Simons (Salvation Army)

The Church of England (Committee B)

Cherry Edwards OBE (Vice-Chairman) and Mark Plater

Associations Representing Teachers (Committee C)

Jennifer King (NAS/UWT) and Elizabeth Moore (NAHT)

The Local Authority (Committee D)

Councillor Ashley John Baxter and Councillor Mrs Jacqueline Brockway

Officer/Advisers

Gillian Georgiou (Diocesan RE Adviser), Wendy Harrison (RE Advisor to the Council) and Emily Wilcox (Democratic Services Officer)

14 OPENING REFLECTIONS

Opening reflections were received from Claire Simons which reflected on the devastation caused by the on-going war in Ukraine.

It was suggested that Claire Simons share the words used for her opening reflections with the Committee.

15 APOLOGIES FOR ABSENCE/MEMBER CHANGES

Apologies for absence were received from Councillor M A Whittington, Peter Crosby, Sian Wade and Jill Chandar-Nair.

16 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations of interest.

17 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 8 DECEMBER 2021

The Committee reflected on the content within minute item 8 for the Ofsted Update, noting that there had been no mention of positive outcomes from Ofsted inspections.

The Local Authority Adviser and the Democratic Services Officer acknowledged the wish to receive a report detailing the positive results of recent Ofsted inspections at a future meeting.

## RESOLVED:

That the minutes of the previous meeting held on 8 December 2021 be approved as a correct record and signed by the Chairman.

18 CORRESPONDENCE RECEIVED BY THE CHAIRMAN (IF ANY)

No correspondence had been received.

19 UPDATES FROM MARK PLATER

The committee received an update from Mark Plater on a number of issues including the LAR-D project (learning about religion through dialogue); survey of secondary RE-ITE students 2020-21; the Farmington Secondary RE teacher support group; Lincolnshire RE hub & email group and GCSE & A levels in Lincolnshire. Details of which could be found within the agenda pack.

Consideration was given to the update and during the discussion the following points were noted:

- Jennifer King representative reflected on her involvement in the Farmington Secondary RE Support group and highlighted the positive opportunity it offered to meet other teachers, share resources and connect with colleagues.
- The difficulties faced within the teaching profession in recent times were acknowledged. The Farmington Secondary RE Support group allowed teachers to communicate offered valuable support and sought to ensure teachers felt valued.
- It was confirmed that there were currently only nine places available for the special Farmington Research opportunity being offered to secondary school teachers from schools close to Lincoln City Centre. It was hoped that the success of the current programme would encourage Farmington to offer more opportunities like this, and therefore the importance of providing positive feedback was emphasised.
- Mark Plater extended an offer to the Committee to be added to the Lincolnshire RE Hub and email group which shared resources.

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- Previously, under a different curriculum, many A Level students would have chosen to study RE at AS level and continued with their studies at A Level. The elimination of AS levels meant that some students needed encouragement to take RE as an A level.
- Bishop Grosseteste University had bid for a project which would provide funding for work to produce a syllabus which was based on religion and world views, focussing on 'big ideas' rather than being solely based on religion.
- The Chairman congratulated Jasmit Kaur Phull for her appointment as the first Sikh Sherriff of Lincoln. It was suggested that Jasmit be invited to a future meeting of the Committee.

20      SACRE ANNUAL REPORT 2020-21

Consideration was given to a report by the RE Adviser, which invited the Committee to consider and comment on the the draft SACRE Annual Report 2020-21 prior to it being finalised.

It was noted that no examinations had taken place within the 2020-21 academic year.

It was acknowledged that an introduction from the Chairman was yet to be included.

The use of photographs within the report was welcomed.

Should any members of the Committee have any further comments, it was requested that they be sent to the Democratic Services Officer for inclusion prior to the report being finalised.

21      SCHOOL VISITS AND TRAINING

Consideration was given to a verbal report by the RE Adviser which provided an update on school visits and training.

School visits from RE Advisers had recommenced and were currently taking place both virtually and in person. The value of communicating with children in person during the visits was emphasised.

22      BUDGET 2022-23

Consideration was given to a verbal report by the RE Adviser which provided an update on the Budget for 2022-23.

The RE Adviser was pleased to report that the budget for Religious Education and SACRE had remained the same as for the previous year.

23      REVIEW OF AGREED SYLLABUS

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Consideration was given to a verbal report by the RE Adviser which provided an update on the review of the agreed syllabus.

When reviewing the syllabus, Officers would consult with teachers to seek their views, as well as taking note of changes to Ofsted and developments in thinking on knowledge and progression. An update would be provided at the next meeting of the Committee.

Consideration was given to the report and during the discussion the following points were noted:

- It was confirmed that the agreed syllabus would apply to all primary and secondary maintained schools. Academies were able to choose their own syllabus, however many chose to adopt the Lincolnshire Syllabus.
- It was also noted that two local authorities, North Lincolnshire and North East Lincolnshire, had bought into the Lincolnshire Syllabus.
- Schools were legally obliged to outline their curriculum on their website and anybody wishing to view the curriculum should look online.

Comments received from inspections had indicated that Ofsted inspectors were satisfied with the RE syllabus provided within Lincolnshire.

24 ANALYSIS OF OFSTED REPORTS: SEPTEMBER 2021 - FEBRUARY 2022

Consideration was given to a verbal report by the RE Adviser which provided an update on the review of the analysis of Ofsted reports from September to February 2022, details of which could be found within the agenda pack.

The distinction between Section 5 inspections in which a full inspection was carried out; and a section 8 inspection which was a shorter inspection, was noted. Most schools would receive a section 8 inspection unless significant change or concern had been raised, in which they would usually receive a more thorough inspection. A section 5 inspection was required to be carried out to change the overall Ofsted rating for a school. The complicated nature of the new Ofsted inspection process was acknowledged.

A deep dive into RE had been carried out at Utterby Primary Academy and findings suggested that the curriculum was deemed to be strong, but the school's teaching of British Values was not as strong as it could be.

Consideration was given to the report and during the discussion the following points were noted:

- The need for RE teachers to have an understanding of a range of religions and cultures was emphasised.



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- It was acknowledged that teachers may need to travel to other localities to obtain a wider understanding of other religions and cultures. There was a suggestion that exchange programme could be used to support a further understanding.
- Assurance was provided there was a support network of training and information surrounding different religions available to teachers but a need for more first-hand experience of other cultures to understand the complexities of other religions was acknowledged.
- The Committee were reassured that schools had access to support from the RE Adviser and the Diocesan RE Adviser who would ensure communication with schools was effective. SACRE's role in promoting and supporting faith leaders to encourage and support learning within other faiths was highlighted.

25      UPDATE FROM DIOCESE

Consideration was given to the Diocesan RE Adviser which provided an update from the Diocese.

A key focus for the Diocese in recent months had been the agreed Lincolnshire syllabus in secondary schools.

Many of Lincolnshire's primary schools were using Lincolnshire's agreed syllabus and learning within primary schools as meeting higher expectations. It was noted that as many of them were academies, very few secondary schools used the Lincolnshire locally agreed syllabus for RE as the basis of their RE curriculum. Many secondary schools had acknowledged a need to re-think their curriculum as many children starting secondary school had showed evidence of good knowledge in RE as the primary RE curriculum had been based on the Lincolnshire locally agreed syllabus for RE.

The Committee welcomed the creation of a podcast series which was being developed to explore religion with a focus on wider world views. The series would be co-written with children and include conversations with experts on a range of topics.

26      STILL STANDING: A REPORT BY THE RELIGIOUS EDUCATION COUNCIL

Consideration was given to a report by the RE Adviser, which invited the Committee to consider a report by the Religious Education Council – Still Standing. An Executive Summary was set out within the agenda pack.

It was proposed that some of the recommendations within the report be explored in detail at the next meeting of the Committee.

27      NASACRE ANNUAL CONFERENCE

Volunteers were sought to attend the NASACRE Annual Conference which was scheduled for Monday 24<sup>th</sup> May 2022.

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It was agreed that the Chairman, Mark Plater and Amanda Grant attend the conference on behalf of Lincolnshire SACRE.

28      REFLECTIONS AT THE NEXT MEETING

It was agreed that Councillor A J Baxter give opening reflections at the meeting on the 7 June 2022.

29      DATE AND TIME OF THE NEXT MEETING

The next meeting was scheduled for 14 June 2022 at County Offices, Lincoln.

Following a request, it was agreed that details of the Farmington research project would be shared with the Committee. It was suggested that a member of the project group be invited to a future meeting to present their research which had focussed on vocabulary and curriculum.

The meeting closed at 3.37 pm

## Lincolnshire SACRE Annual Report 2020-21



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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).

## Introduction from the Chairman Cllr Chris Burke MBA.



I am very proud of the fact that despite being under lockdown Lincolnshire SACRE continued to meet (virtually) and interact through officers, councillors, and sectional representatives. Our colleagues in the teaching profession still gave their all in that most crucial of vocations, even under the most difficult circumstances and I pay tribute to them and SACRE colleagues.

I want also to remember those lost to Covid in our county, may they rest in peace.

As this report highlights, great work has been performed by colleagues, RE and collective worship continues and has been scrutinised by our SACRE. It was particularly pleasing that Mark Plater and Wendy Harrison participated in a writing group which produced materials for the resource 'Big ideas in Religious Education', devised by Dr Barbara Wintersgill and that we have continued to benefit from the Lincolnshire agreed syllabus which other organisations have obtained or expressed an interest in.

I would like to thank Wendy Harrison and Gillian Georgiou for the work that they do on our behalf while also thanking our Clerk, Steve Blagg and wishing him a long and happy retirement.

As we emerge from restrictions, we plan to meet in locations outside of County Hall as we began to do previously, visiting as we did Lincoln Mosque and Bardney Primary School.

I feel that our base has broadened with the welcome arrival of Rev Sian Wade, a leading Pentecostal Pastor who has grown the Active Faith Network. I am conscious that the largest area of growth in Christian terms has come from the charismatic churches over the last decade and that increasingly they have taken the lead in anti-poverty interventions with which we can all participate in and also encourage our school communities to do the same. These churches and communities have much to contribute to the world of education as indeed do all our faith communities. Accordingly, I hope we can extend our membership to more faith communities next year.

Chris Burke

**Chair of Lincolnshire SACRE**

## 1. Background Information

The Education Reform Act (1988) established compulsory Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five-yearly revision of the locally agreed syllabus for Religious Education (RE) and consider any complaints about the provision and delivery of RE and collective worship referred to it by the LA. <sup>1</sup>

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

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

**Committee B:** The Church of England

**Committee C:** Teachers' Associations

**Committee D:** The Local Authority.

### Also in attendance at Lincolnshire SACRE meetings 2020-21

Steve Blagg: Clerk

Jill Chandar-Nair: LA

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.

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281929/Collective\\_worship\\_in\\_schools.pdf](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 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 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

#### Ellison Boulters CE Primary academy: Ramadan Diary

Liz Peachman, RE subject lead writes: "A Y6 pupil at Ellison Boulters Academy joined the school about three years ago when he moved to the area. He has always been very willing to take part in any activity which would help educate his classmates about his own religion, Islam. He has created a film of his experience during the holy month of Ramadan. By making this film and sharing it with us, he 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 this video."



**Ellison Boulters CE Primary academy (From School Public Web site)**

### **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 Community, Worship and Celebration. One pupil, Arjuna, was able to show everyone how people worship 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.



**Monkhouse Primary School (From School Public Web Site)**

## **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 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'<sup>2</sup>. 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.



**West Common, Lincoln.**

## 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.

<sup>2</sup> <https://www.reonline.org.uk/wp-content/uploads/2019/08/Big-ideas-for-religious-education.pdf>

### **11. Lincolnshire Agreed Syllabus**

The current syllabus runs from 2018 – 2022. 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 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.



**Stamford market**

## Appendix: SACRE Membership

	17 November 2020	23 March 2021	6 July 2021
<b>Committee A: Christian and Other Religious Denominations</b>			
Chris Burke (Chairman), Roman Catholic Church	Present	Present	Present
Peter Crosby, Baptist Church	Present	Present	Present
Andrew Hornsby, Methodist Church	Present	Present	Present
Swathi Sreenivasan, Hindu Community	Present	Present	Present
Dr Tanweer Ahmed MBA, Islamic Association of Lincoln	Present	Apologies Received	Present
Amanda Grant, Jewish Community	Present	Present	Present
Claire Simons, Salvation Army	Present	Present	Present
Sian Wade, Assemblies of God Pentecostal	Present	Present	Present
<b>Committee B: Church of England</b>			
Cherry Edwards OBE (Vice- Chairman)	Present	Present	Apologies Received
Lynsey Norris	Present	Present	Present
Mark Plater	Present	Present	Present
<b>Committee C: Associations Representing Teachers</b>			
Jennifer King, NAS/UWT	Present	Present	Present
Elizabeth Moore, NAHT	Present	Present	Apologies Received
Chris Thompson, NEU (joined 23 March 2021)		Present	Present
Jayne Watson, NAHT	Present	Present	Present
<b>Committee D: The Local Authority</b>			
Councillor B Adams	Present	Present	Present
Councillor Mrs J Brockway -	Present	Present	Present
Councillor - M A Whittington	Present	Present	Present
<b>Co-Optee</b>			
Jack Dryden, Humanist	Absent	Absent	Absent

### Officers/Advisers in attendance

Steve Blagg, Rachel Wilson, Rob Close - 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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## SIAMS (Statutory Inspection of Anglican and Methodist Schools) - *also known as Section 48 inspections*

All Church of England and Methodist schools and academies are inspected under Section 48 in order to ensure that the religious character of the school is being appropriately upheld. RE and collective worship must be considered as part of this inspection.

Voluntary controlled church schools and academies receive a general comment on RE and collective worship. In these schools, Ofsted can carry out a ‘deep dive’ in RE as part of a Section 5 or Section 8 inspection in order to judge the quality of education in the school. This is because in voluntary controlled church schools and academies, there is a legal requirement to follow the locally agreed syllabus for RE.

Voluntary aided church schools and academies receive the equivalent of an Ofsted ‘deep dive’ in RE as part of SIAMS inspection; these schools are provided with a comment on the quality of education in RE. This is because in voluntary aided church schools and academies, the RE curriculum is designated by the governing body. They are not required to use the locally agreed syllabus as the basis of their RE curriculum.

School	SIAMS Outcome	Comments on RE	Comments on Collective Worship
<b>The Cowbit St Mary's (Endowed) Church of England Primary (voluntary aided)</b>  <b>LINCOLNSHIRE</b>	Overall:	School leaders have prioritised the development of a well-constructed and coherent religious education (RE) curriculum that is leading to all pupils flourishing. Its full impact is yet to be realised. There is scope for pupils to use their prior knowledge more consistently in order to create greater learning opportunities. School leaders prioritise the ongoing development of a well-constructed RE curriculum which has the same importance as core subjects. This ensures good opportunities for pupils to understand and respect difference and diversity in the community and beyond. Pupils have some knowledge of a range of religions and world views but do not articulate this clearly. They do not fully understand the variety of Christian worship around the world. RE learning is driven by ‘big questions’ that become more specific year-on-year and develop pupils’ theological understanding. However pupils do not use their vocabulary learned during RE lessons. Effective use has been made of diocesan support for RE in developing the subject. Teachers are well-supported by the subject leader in making the curriculum accessible for those with special education needs (SEND). Pupils talk positively about the role of RE in their learning. They know it is a safe space to explore their understanding and to ask big questions.	Worship is invitational and readily attended by the school community, including those of different faiths or no faith. Parents look forward to occasions when they are invited to participate. The programme is well planned by the collective worship lead and pupil worship leaders, who take an active role in all aspects of worship. Themes are based around the school’s Christian values and the calendar of church festivals. Collective worship enables pupils and staff to live out the school’s vision and values and consider key Christian beliefs. Pupils took inspiration from a worship focussed on perseverance as having a direct impact on their attitude towards completing learning tasks during lockdown. Pupils were keen to report that worship at their school includes everyone, whether they believed in God or not.
	Good		
	RE:		
	Good		

School	SIAMS Outcome	Comments on RE	Comments on Collective Worship
<b>Lisle Marsden Church of England Primary Academy (voluntary aided)</b>  <b>NORTH EAST LINCOLNSHIRE</b>	<u>Overall:</u> Excellent  <u>RE:</u> Excellent	<p>The forward-thinking religious education (RE) curriculum inspires pupils to confidently explore both their own views and those of others. RE is an extremely safe space where pupils can explore their own and the faiths and beliefs of others. Pupils report that everyone is allowed to express an opinion and that it is 'okay to disagree'. Pupils are incredibly proud of the work they produce and talk articulately about Christianity and a range of world religions. They are enthused by the big questions they are encouraged to both ask and respond to. Even the youngest children, who were exploring the life of Jesus, were challenged to explain why actions can be considered good and how this links to their choices. Leaders of RE are passionate that all pupils should have real life experiences to enhance their understanding of faith and religion in the wider world.</p>	<p>Collective worship is the heartbeat of the school, encouraging pupils and adults to reflect deeply on their views and beliefs. Consequently, pupils can express readily the impact it has on them. Pupils value reflections that challenge them to respond and make a difference in the world.</p>
<b>The Marston Thorolds Charity Church of England School (voluntary aided)</b>  <b>LINCOLNSHIRE</b>	<u>Overall:</u> Good  <u>RE:</u> Good	<p>Following recent revisions, the religious education (RE) curriculum is now relevant to the school context. Pupils enjoy the subject. RE is effective in developing their learning through exploring believers' practice, thinking and living. Assessment is established but moderation of pupil work is not fully embedded... Pupils flourish in RE as it is led well... High expectations for every pupil result in them becoming critical thinkers. RE is a safe space in the timetable that enables pupils to challenge ideas, reflect and shape their knowledge and understanding of world faiths. The curriculum planning ensures Christianity is experienced as a living, diverse world faiths and beliefs.</p>	<p>Collective worship is at the centre of this church school. It is inclusive, invitational and inspirational. Pupils have opportunities to plan and lead collective worship and have a voice in evaluating its impact. Collective worship is the centre of the school day and everyone enjoys coming together for this special time. Pupils sing with happiness. Every pupil is invited to pray and have time for reflection. Those who take part speak of how they invite God into their day and feel his presence. Biblical teachings are remembered and impact on how children behave with one another.</p>

School	SIAMS Outcome	Comments on RE	Comments on Collective Worship
<p><b>Mrs Mary King C of E Primary School (voluntary controlled)</b></p> <p><b>LINCOLNSHIRE</b></p>	Good	<p>RE is led with enthusiasm and expertise. As a result, RE is a meaningful way for pupils to be prepared for life. A range of big questions within Christianity ensures a good breadth of knowledge and understanding of concepts, such as 'Why is the word God so important to Christians?' Christianity is explored as a diverse, living worldwide faith. Whilst the RE curriculum covers a range of religions and worldviews, these are not as embedded yet. Recent training from the Diocese has grown staff confidence in delivering the core knowledge of these. This is beginning to impact on pupils wider understanding of the world. Pupils have an RE curriculum that supports progress in their learning. It enables pupils to explore RE through what people believe, how they think and live.</p>	<p>Collective worship is the heart of this church school. It is invitational, offering everyone the opportunity to engage. However due to COVID disruption pupils' monitoring of worship has not been formalised.</p>
<p><b>Ulceby St Nicholas Church of England Primary School (voluntary controlled)</b></p> <p><b>NORTH LINCOLNSHIRE</b></p>	Good	<p>Religious education (RE) is well led and provides a safe space for children to explore key concepts of Christianity and other world views. RE is led well. Staff have been supported by the RE subject leader and the Diocese in delivering RE teaching to deepen pupils' knowledge across the whole school curriculum. Inspiring and creative approaches to RE enable pupils to explore key concepts in depth. Pupils are encouraged to develop their curiosity and ask 'big questions'.</p>	<p>Collective worship is integral to school life; it is valued by all and provokes thoughtful and respectful responses from pupils. However, more opportunities for the pupils to plan and lead worship would give them further ownership.</p>
<p><b>Weston Hills C of E Primary School (voluntary controlled)</b></p> <p><b>LINCOLNSHIRE</b></p>	Good	<p>Religious education (RE) is well planned and led, providing a safe space for pupils to explore different faiths and viewpoints. The children gain a deep understanding of important Christian concepts and belief. However, their understanding of diversity and difference is less well developed.</p>	<p>Collective worship is invitational and integral to the life of the school. Its value is clearly understood by everyone. However, there are insufficient opportunities for the children to plan, lead, and take ownership of collective worship.</p>

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# Agenda Item 10

Annual NASACRE conference 2022

Monday 23<sup>rd</sup> May, 10:30am to 3:30pm

## AMBITIOUS SACRES

### **Main events of the day:**

**Ed Pawson (REC vice-chair) Keynote:** Ed explained the nature, membership and functions of the **Religious Education Council**, and then talked us through the **CoRE report** (2018) and more recent **Draft Handbook** on developing a Religion & Worldviews approach to RE in the classroom:

<https://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/> He explained that funded work is now being done to provide exemplars of how this could be done, and these will be published as the Final Handbook.

**Dr Richard Keuh (HMI subject lead for RE):** Richard spoke to the question, What is high quality Religious Education? Reminding us of the recent Research Review for RE (May 2021), he explained that a forthcoming RE Subject Report will provide details on what recent OFSTED reports are showing from ‘deep dives’ about the quality of RE in schools.

Drawing on the above Research Review document he argued that quality RE should enable pupils to “enter into the discourse” of the subject in an intellectually and personally challenging way. Reminding us of the three forms of RE Knowledge (Substantive; Ways of knowing; Personal knowledge), he focussed on the two functions of Selection of curriculum material, and the Scholarliness of the curriculum. Selected curriculum material needed to be “collectively enough”, or, “cumulatively sufficient” for engaging in a complex society. Furthermore, academic scholarship (Ways of knowing) should be foundational to the taught curriculum: like percolating coffee, the aroma and taste of RE scholarship (the language, level of certainty, etc.) should be present in what is taught, so that misconceptions are avoided, and real lived experience reflected.

**Westhill Awards were then announced for 2022-23:** Bristol, Leicestershire and Luton SACREs were all successful in being granted awards, and Bexley SACRE remains in negotiation for a possible fourth award. Applications for awards of up to £4k for next year will be accepted from autumn 2022.

**David Hampshire (NASACRE Exec.):** Presentation of survey results of a **National Analysis of SACRE Annual Reports**. 57 SACRE reports were received by Dec. 2021. A range of contents were reported, including details of: members and termly meetings; resources; level of LA support; methods of monitoring of RE & CW; RS exam results; advice given to LAs and responses received; support for, and/or communications with schools; details of determinations, complaints, withdrawals; partnerships with other bodies.

**Panel discussion/debate** (see photo above). Various questions were discussed, but the ‘big’ issue identified for the future is how SACREs should relate to the new MATs (multi-academy trusts).

**New NASACRE website:** this was ‘showcased’, and will be available shortly.

Report by: Cllr Chris Burke, MBE & Mark Plater. 23/05/2022

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