

## Lincolnshire SACRE Annual Report 2020-21



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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).

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**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.<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 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.

<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 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*<sup>2</sup> 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

<sup>2</sup> <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'<sup>3</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.

### **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

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<sup>3</sup> <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.

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## **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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