

**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION**

MONDAY 8th MARCH, 2021 AT 6.00 PM

DIGITAL MEETING VIA MICROSOFT TEAMS

[Youtube Link to meeting](#)

**NOTE: MEMBERS ARE REQUESTED TO MAKE
EVERY ENDEAVOUR TO ATTEND THE MEETING
IN ORDER TO ENSURE A WIDER REPRESENTATION
OF THE GROUPS**

QUORUM: 8 Members from 3 out of 4 groups

WALSALL STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION REPRESENTATIVES

Church of England

Mrs P. Lane (Vice Chair)	
Mr. A. Orlik	- Lichfield Diocesan Board of Education
Mrs K. Donnellan	

Christian denominations, other religions and religious denominations to reflect the principal religious traditions in Walsall.

Dr. Gerry Gomez	- Roman Catholic
Mrs P. Mullins	- (Archdiocese of Birmingham)
Vacancy	- Salvation Army
Mrs Vickie Heydon-Matterface	- Methodist, Brownhills and Willenhall
Mrs Margaret Gibbons	- Methodist, Walsall
Mr. David Lomax (Chair)	- United Reformed Church
Mrs. D. Letford	- New Testament Church of God
Mrs Barbara Groombridge	- Walsall Quakers
Mr. Mahmood Sacha	- Muslim Welfare Society
Mr. Sijaad Hussain	- Pakistan Muslim Welfare Association
Mr. Yusuf Sidat	- Anjuman-E-Isha'at-E-Islam
Imam Saeed-Ur-Rahman	Mosque and Islamic Centre
Vacancy	- Hindu Faith
Mr. K. Bhatt	- Shree Ram Mandir (Walsall)
Mr. Mohammed Ashik Ali	- Bangladesh Islamic Association
Mr. Mohan Singh	- Guru Nanak Gurdwara
Mr. K. Mavi	- Guru Nanak Sikh Temple
Mr. Surjit Singh Rai	- Walsall Sikh Forum
Mr. George Tsiappourdhi	- Black Country Orthodox Trust

Teacher Representatives

Mr. Geoff Headley	- National Union of Teachers
Ms H. Leadley	- Blackwood Primary School

Local Authority

Councillor Ali	}	
Councillor Bashir	}	
Councillor Johal	}	
Councillor Mazhar	}	- Local Education Authority
Councillor Nasreen	}	
Councillor Rasab	}	
Councillor Singh-Sohal	}	

A G E N D A

1. Welcome and apologies.
2. Minutes:- 12 October, 2020 – **enclosed**
3. Late items to be introduced by the Chairman.
4. **Local Government (Access to Information) Act, 1985 (as amended):** To agree that the public be excluded from the private session during consideration of the agenda items indicated for the reasons shown on the agenda.
5. Presentation from WalsallForAll – **verbal** presentation
6. Membership Update – report of the Democratic Services Officer **enclosed**
7. Secondary Schools RE Feedback – report of the Quality Assurance Team Manager - **enclosed**
8. SACRE Annual Report 2019-2020 – report of the RE Today Consultant - **enclosed**.
9. School Workforce Data, Autumn 2020 – **verbal** update from the RE Today Consultant
10. Walsall Agreed Syllabus 2021 to 2026 – report of the RE Today Consultant **enclosed**
11. SACRE National Updates from RE Today: Spring 2021 – report of the RE Today Consultant – **enclosed**
12. Collective Worship – verbal item from Chair
13. Dates for Future Meetings – report of the Democratic Services Officer/Clerk to SACRE **enclosed**
14. Late Items (if any)

Schedule 12A to the Local Government Act, 1972 (as amended)

Access to information: Exempt information

Part 1

Descriptions of exempt information: England

1. Information relating to any individual.
2. Information which is likely to reveal the identity of an individual.
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information).
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the authority proposes:
 - (a) to give any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.
8. Information being disclosed during a meeting of a Scrutiny and Performance Panel when considering flood risk management functions which:
 - (a) Constitutes a trades secret;
 - (b) Its disclosure would, or would be likely to, prejudice the commercial interests of any person (including the risk management authority);
 - (c) It was obtained by a risk management authority from any other person and its disclosure to the public by the risk management authority would constitute a breach of confidence actionable by that other person.

Standing Advisory Council for Religious Education

held on Monday, 12 October, 2020 at 6.00 p.m.

Virtual Meeting via Microsoft Teams

Held in accordance with the Local Authorities and Police and Crime Panels (Coronavirus)(Flexibility of Local Authority and Police and Crime Panel Meetings)(England and Wales) Regulation 2020; and conducted according to the Council's Standing Orders for Remote Meetings and those set out in the Council's Constitution.

Present

Mr. D. Lomax (Chair)	-	United Reform Church
Mrs P. Lane (Vice Chair)	-	Lichfield Diocesan Board of Education
Mr. A. Orlik	-	Lichfield Diocesan Board of Education
Mrs K. Donnellan	-	Lichfield Diocesan Board of Education
Mrs M. Gibbons	-	Methodist, Walsall
Mrs B. Groombridge	-	Walsall Quakers
Dr. Gomez	-	Roman Catholic
Mrs V. Heydon-Matterface	-	Methodist, Brownhills and Willenhall
Mr. G. Headley	-	National Union of Teachers
Ms H. Leadley	-	Teacher Representative
Councillor Ali	-	Local Authority
Councillor Bashir	-	Local Authority
Councillor Johal	-	Local Authority
Councillor Mazhar	-	Local Authority
Councillor Nasreen	-	Local Authority
Councillor Rasab	-	Local Authority
Mr. W. Green	-	Humanist / Co-opted Member

In Attendance:-

Ms F. Moss	-	RE Today Advisor
Ms S. Kelly	-	Director - Access & Inclusion
Mr. N. Perks	-	Quality Assurance Team Manager
Mrs. B. Mycock	-	Democratic Services / Clerk to SACRE

1. Welcome and Apologies

The Chair opened the meeting by welcoming everyone, and explaining the rules of procedure and legal context in which the meeting was being held. He also directed members of the public viewing the meeting to the papers, which could be found on the Council's Committee Management Information system (CMIS) webpage.

Members and officers confirmed that they could both see and hear the proceedings.

There were no apologies received.

2. Late Items to be introduced by the Chair

There were no late items.

3. Local Government (Access to Information) Act, 1985 (as amended)

There were no items for consideration in the private session.

4. Minutes of the meeting held on 16th March, 2020

The Chair put the recommendation to the vote by way of a roll call of members.

Resolved (unanimous)

That the minutes of the meeting held on 16th March, 2020 be approved and signed as a true record.

5. Walsall OFSTED reports (released between 26th February to 28th September 2020)

Mrs P. Lane arrived at this juncture of the meeting and confirmed she could see and hear the proceedings.

A document had been submitted (see annexed)

The RE Today Advisor advised members of two Ofsted reports in particular that had been published under the new framework since SACRE's last meeting of 12th March 2020. The two schools highlighted were:-

- King Charles Primary School.
The school had been rated 'good', with tolerance and respect teaching strong. RE had not been specifically mentioned within the Ofsted report.
- Palfrey Infant School.
The school had been rated 'outstanding' for the past 11 years and therefore only a monitoring report had been required. The monitoring report had highlighted the school's well-planned and well-structured curriculum. RE had not been specifically mentioned within the Ofsted monitoring.

The RE Today Advisor reported that Ofsted inspections had been suspended over the summer term whilst schools had been operating, at times, with lower attendances of children. Ofsted had recently commenced visits as opposed to inspections, with the aim of determining how schools had been managing during the pandemic. It was anticipated that full Ofsted inspections would commence from January, 2021.

The RE Today Advisor advised that Ofsted had recently appointed a number of HMI Curriculum Experts to help improve the subject knowledge of its inspection teams under its new framework. The HMI Curriculum Expert appointed for religious education was Mr. Richard Kueh, who would work closely to train inspectors and support schools in understanding Ofsted's expectations with regard to what quality religious education should encompass. She added that she would be working closely with the inspectors.

A Member referred to SACRE's previous meeting and the inconsistent teaching of RE within secondary schools. He emphasised the need to continue strong community cohesion with the teaching of RE in both primary and secondary schools and that SACRE needed to ensure that happened. The Director, Access and Inclusion advised that Walsall had only two maintained secondary schools, both of which were Catholic schools and both of which covered a robust RE curriculum. The other secondary schools within Walsall were academies and the responsibility of their curricular monitoring lay with the Regional Schools Commission and with the Trusts overseeing the academies. The Director, Access and Inclusion stated that should the local authority receive any concerns from any of the partners involved in SACRE with regard to the potential lack of RE teaching within secondary academies, the local authority would raise the issue with the Regional Schools Commissioner and with the Trusts directly.

Following further discussions, it was agreed that the RE Today Consultant would draft a letter in consultation with the Chair on behalf of SACRE, to send to all secondary schools with regard to their RE curriculum with a request for the schools to respond. The responses would be included as an item at the next meeting of SACRE.

Members requested that a representative from Walsall For All be invited to the next SACRE meeting to discuss primary and secondary RE education and community cohesion and whether there would be the potential for any funding. The teaching of RE within secondary schools was easier to monitor due to the availability of examination data but SACRE should also consider supporting primary schools and monitor their provision in the future.

Actions:

- i. The Clerk to send a letter of congratulations to both King Charles Primary School and Palfrey Infant School on behalf of SACRE in relation to their Ofsted reports;
- ii. A representative from Walsall For All to be invited to the next meeting.
- iii. A letter to be sent to all secondary schools within Walsall with regard to their RE curriculum. Responses to be reported back to the next meeting.

The item did not require a formal decision and therefore the item was taken as noted.

Resolved (unanimously by assent)

That Members noted the report.

6. National Update Autumn 2020

A number of SACRE National Updates for Autumn 2020 had been submitted by the RE Today Consultant to provide information relating to RE nationally (see annexed).

The RE Today Consultant presented the document and drew members' attention to the questions following each article within the document to enable members to reflect upon the items. She stated that the reason for sharing the national updates was to enable SACRE members to share the information within their represented community groups, faith groups, non-belief groups or schools to ensure that communities were made aware of SACRE and of its responsibilities. In particular, the RE Today Consultant drew members' attention to the following items within the updates:-

Interfaith Week – 8th November to 15th November, 2020

The week would be an opportunity for pupils to explore inter faith issues and for schools to build relationships with faith, belief and inter faith groups within their community. Details of the Interfaith Week plus any other items of interest to be included within Walsall weekly schools bulletins/briefings.

GCSE Results

The number of pupils taking GCSE Religious Studies nationally in 2020 had declined slightly from 2019. The RE Today Consultant advised that she would provide some School Workforce and historical data to the next meeting to provide a comparison between the national statistics and Walsall.

Changes in RS Examinations for 2021

There would be no change to the content taught nor assessments in RS for GCSE, AS or A level for 2021. The RE Today Consultant advised that following a recent ministerial briefing, exams would be taken around three weeks later than previously scheduled, on or around 7th July. GCSE results would be available on 27th August, 2020 and A Level results available on 24th August, 2020. She further added that RS was a subject that must continue to be taught to all pupils from age 5 to 18 whether or not a pupil chose RS as an examination subject or not.

The Director, Access and Inclusion reiterated that Walsall had a duty to ensure all schools taught the full curriculum. Should there be concerns about maintained schools not providing RS, support would be offered and with regard to academes, the RS Commissioner and the Trusts would be notified. She further advised that Walsall had an active Primary Network. SACRE could make a request through the Primary Network for all primary schools to complete a self-evaluation of their RE delivery. The findings to be shared within the network meetings to provide school to school support for further development and reported back to SACRE to follow up with regard to content and quality.

The RE Today Advisor to liaise with primary schools and collate relevant data.

Reminder of the timing of SATs tests in 2021: Adaptions available for Muslim Pupils

In 2021, Eid may sit within the week of SATs tests. The DfE have advised that should any pupils be absent from school, the school is permitted to make rearrangements of the SATs tests.

Increase in the number of secondary teachers

More secondary trainee teachers for RE teachers have been recruited than the target set. Secondary school placements are required for the trainees from summer 2021.

Materials available for self isolating pupils, social distances RE and any further lockdowns.

Materials were available for teachers to download and use for free and to share with pupils and parents to support with home learning or if self isolating.

Anti-Racist RE

NATRE and Re Today working with the Free Churches Group and Methodist Schools to launch a project to help teachers tackle racism in RE lessons. The case studies, plans and lessons were available on the NATRE website to be shared with schools.

A member of SACRE reported that her school had downloaded and used the materials provided by RE Today for pupils who had been self-isolating and she thanked the RE Today Advisor.

Resolved

- i. That the local report be noted

7. Date of next meeting:

The next meeting had been agreed for 8th March, 2021

Termination of meeting

The meeting terminated at 6.43 p.m.

Chairman:

Date:

Presentation from WalsallForAll

Verbal

WALSALL COUNCIL

*STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION*

MONDAY, 8 MARCH, 2021

MEMBERSHIP UPDATE

1. Purpose of Report

To inform SACRE of a new member representing the Shree Ram Mandir (Walsall), in accordance with the Constitution.

2. Background

- 2.1 Prior to the meeting in October, 2020, Mr. Lad sadly resigned from SACRE after serving many years as a representative for Shree Ram Mandir (Walsall).
- 2.2 An email was sent to the secretary of Shree Ram Mandir requesting a representative and Mr. Bhatt was nominated and agreed to be a member of SACRE.
- 2.3 A message was sent on behalf of SACRE to Mr. Lad thanking him for his invaluable contribution to SACRE during his membership.

3. Recommendation

- 3.1 That SACRE notes the appointment of Mr. Kartik Bhatt, representative of Shree Ram Mandir (Walsall).

Beverley Mycock

Democratic Services Officer – Clerk to SACRE

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WALSALL COUNCIL

*STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION*

MONDAY, 8 MARCH, 2021

FEEDBACK FROM SECONDARY SCHOOLS

1. Purpose of Report

To inform SACRE of the feedback received from secondary schools / academies with regard to their provision of RE.

2. Background

- 2.1 The DfE have stated that RE must form part of the ambitions and broad curriculum that schools are providing for pupils at this time.
- 2.2 At its meeting on 12 October 2020, SACRE requested a letter to be sent to all Secondary Schools / Academies within Walsall with regard to their RE curriculum.
- 2.2 A letter was sent to all secondary schools in early January explaining the work of the SACRE group (see Appendix 1). The letter requested head teachers to provide the following information:-
 - 1. A link to the page or pages on your website that details RE provision
 - 2. The percentage of pupils on your school roll that were entered for GCSE RS in 2020
 - 3. Information about the RE that is offered to pupils in KS4 not entered for GCSE RS (e.g. where this fits within the curriculum offer, the amount of RE teaching they receive)
 - 4. Whether you follow the Walsall Agreed syllabus and if not a link to the syllabus that you do follow.
- 2.3 The deadline for responses from head teachers was 26 February.

2.4 Secondary School Responses to the Letter

The council has received 4 responses to the letter, 2 of which was complete, the others 2 responses were incomplete.

- 1) All schools provided their links to their RE provision on their websites
- 2) 100% of student's in two of the school's 87 students in the one school and zero in the other school.
- 3) 100% entered in two schools and the other schools did not provide information for this question.
- 4) One school indicated they did follow the syllabus, another school approximately 50% for KS3 and the 2 other schools did not supply this information in their return.

3. **Recommendation**

- 3.1 That SACRE notes the responses to the letter

Nick Perks

Quality Assurance Team Manager



Agenda Item 7

Appendix 1

Dear Headteacher

Walsall SACRE would like to thank you for the amazing work you, your senior leadership team and staff are doing in these difficult circumstances.

Religious Education in Walsall schools contributes dynamically to young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views. All absolutely essential as part of the preparation for adulthood, members of the local community and the workforce.

We are sure that you are aware that the DFE have stated that RE must form part of the ambitious and broad curriculum that schools are providing for pupils at this time.

www.natre.org.uk/news/latest-news/schools-minister-reiterates-schools-duty-to-teach-re-to-all-pupils-aged-5-18/

As you know pupils in all key stages need to be taught RE even if they do not opt to study it as an examination subject at Key Stage 4. It has been very positive to see the focus on a broad and balanced curriculum in the OFSTED Education Inspection Framework and the part that RE plays in that curriculum. The framework provides additional accountability for the provision of RE through the following inspection guidelines.

- All pupils in maintained schools are required to study the basic curriculum which includes the National Curriculum Religious Education and age-appropriate relationship and Sex Education.
- Academies must include English, Mathematics, Science and Religious Education in their curriculum. This curriculum must be of similar breadth and ambition to that provided in a maintained school.
- Spiritual development for pupils must include their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life as well as knowledge of and respect for different people's faiths feelings and values.
- Provision is needed for the cultural development of pupils including their ability to recognise and value the things we have in common across cultural, religious, ethnic, and socio-economic communities.
- Inspectors will consider how the curriculum is taught to the extent to which teachers have expert knowledge of the subjects that they teach and are supported to address gaps in their knowledge
- Further requirements relating to pupils' spiritual, moral, social, cultural and personal development.

As you are also aware schools must publish this on their website.

- **The content of your school curriculum in each academic year for every subject including Religious Education even if it is taught as part of another subject or subjects or is called something else.**

www.gov.uk/guidance/what-maintained-schools-must-publish-online

Last year the Department for Education wrote to the Chair of the National Association of SACREs pointing out the statutory requirement of schools, academies and free schools to deliver Religious Education.

'SACRE members will be familiar with the requirements on maintained schools, including the duty on those without a religious designation and voluntary controlled schools to follow the local Agreed Syllabus. Under the terms of their Funding Agreement with the Secretary of State, all academies (including free schools) must provide RE for all their registered pupils from age 5 to 18, except for those whose parents exercise the right of withdrawal. We would expect that all schools provide pupils with a curriculum that is high quality and promotes progression through the key stages, including in RE. The non- statutory guidance for RE (2010) also states that head teachers should ensure that 'the subject is well led and effectively managed, and that standards and achievement in RE, and the quality of the provision, are subject to regular and effective self-evaluation.'

www.nasacre.org.uk/file/nasacre/1-97-item-2.pdf

Part of the remit of Walsall SACRE is to monitor RE in all schools within the local authority and to this end we would be grateful if you could provide the following information.

- 1) A link to the page or pages on your website that details RE provision
- 2) The percentage of pupils on your school roll that were entered for GCSE RS in 2020
- 3) Information about the RE that is offered to pupils in KS4 not entered for GCSE RS (e.g. where this fits within the curriculum offer, the amount of RE teaching they receive)
- 4) Whether you follow the Walsall Agreed syllabus and if not a link to the syllabus that you do follow.

We would be grateful to receive this information by Friday 26th February so we can look at it during our termly SACRE meeting.

Thank you very much for your continuing support of this essential subject in the education of our young people.

Best Wishes



Dave Lomax
Chair of SACRE



Nick Perks
Quality Assurance Team Manager - Walsall Council

WALSALL COUNCIL

*STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION*

MONDAY, 8 MARCH, 2021

ANNUAL REPORT 2019-2020

1. Purpose of report

It is a legislative requirement that each SACRE produced an annual report of its work and that this is published, sent to the Local Authority, to the National Association of Standing Advisory Councils on Religious Education (NASACRE) and to other interested parties such as the Department for Education.

2. Recommendation

- 2.1 That SACRE recommends the Annual Plan 2019-2020 at appendix 1 for approval
- 2.2 SACRE is asked to note that following approval, the Annual Plan 2019–2020 will be published, sent to the Local Authority, to the National Association of Standing Advisory Councils on Religious Education (NASACRE and to other interested parties such as the Department for Education.

3. Background

- 3.1 Since 1988, it has been a requirement that every local authority establish a Standing Advisory Council on Religious Education (SACRE). Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

Ms Fiona Moss – RE Today Consultant

Beverley Mycock
Democratic Services Officer/Clerk to SACRE
Tel: 01922 654762

WALSALL

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Annual Report

2019- 2020

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Foreword

2019-20 has been another very successful year for Walsall SACRE. The Covid 19 pandemic resulted in one meeting being cancelled but the group can be very proud of what was achieved this year. As in previous years we are indebted to Re Today, and in particular Fiona Moss, who gives excellent value for money and ensures that our schools are well supported in their teaching of RE. We are also very grateful for the support of Walsall Council and our Clerk.

The excellent attendance at meetings noted in last year's report has continued and meetings have been both informative and enjoyable. We have benefitted from the educational expertise of a number of members. The meetings this year have been enhanced by presentations and we are very grateful to Helen Leadley from Blackwood Primary School, Haroon Ravat from Walsall for All, Mr. W. Green from Humanists UK and Alice Homer from Blue Coat C of E School for their contributions.

With support from RE Today we have reviewed and updated our constitution. The present Walsall Agreed Syllabus for RE, which has to be reviewed every 5 years, covers the years 2016-21. RE Today has given SACRE some initial thoughts regarding the new syllabus and this will form a key part of our work in 2020-21 and moving forward.

Dave Lomax

Chair of SACRE

1. Introduction

Since 1988, it has been a requirement that every local authority establish a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to NASACRE and to other interested parties such as the Department for Education. One important element of the report is performance data and an analysis of the extent to which schools are meeting their legal duties in relation to RE. More recently, other datasets have been made available by the DfE, most significantly the school workforce data that supports the monitoring of the level of provision in secondary schools. However due to the unique circumstances of the pandemic and the awarding of centre assessed grades to students this report will not include the usual focus on GCSE or other datasets as this would not be fair or equitable to schools or pupils.

2. Meetings

All meetings held at the Council House, Lichfield Street, Walsall commencing at 6.00pm

The following SACRE meetings were held during the reporting period:

21st October 2019 and 16th March 2020. The summer meeting was cancelled due to the Covid pandemic and Government advice to suspend all but urgent decision making Council meetings until further review. SACRE resumed virtually in Autumn 2020.

Summarised Minutes from 2019/20 Academic Year

21st October 2019

Excellence in R.E. Programme

Fiona Moss arranged for local Primary School RE subject leader Ms Helen Leadley of Blackwood Primary School to present to SACRE. She provided an overview of the Excellence in R.E. change programme she had been part of, jointly funded by Walsall SACRE and R.E. Today. She emphasised how the Excellence in RE programme had enabled not only herself but also all of the attendees to delve further into developing effective learning by providing the tools to enable them to audit their teaching with regard to their own subject knowledge. The aim of the programme was to create R.E. Leaders capable of supporting and improving R.E. within their own schools but also within other primary schools throughout the borough.

Ms Leadley informed members that she had combined the practices she had learnt from the Excellence in RE programme and what she had learnt through sharing teaching practices with the other participants.

Stage One

The first task had been to audit the subject background within her respective school as well as her personal and colleague's knowledge.

Stage Two

To improve pupils understanding of stories through visual hooks, ie. jigsaws, models. She advised how children had researched mosques and made models for the classrooms.

Stage Three

Planning a visit to places of worship – aim to inspire the children's investigative skills, their understanding of other religions and enable pupils to show pride in their heritage by sharing experiences. She advised members how visits to places of worship had been the most challenging obstacle to overcome due to a number of issues:

- Funding – ever decreasing school funding and difficult for all parents to contribute.
- PPA timetable.
- Engaging with parents to volunteer to help with transport / walking with groups of children.
- Priority of other year group visits for time, money and volunteers.

As a temporary solution when visits had been unable to take place, guest speakers from places of worship had attended the school to speak with the children. The use of iPads had also enabled pupils to take 'virtual visits' to places of worship.

Ms Leadley emphasised how the Excellence in R.E. training and ongoing Network meetings had personally:

- Expanded her depth of understanding and personal subject knowledge.
- Provided regular professional development and ongoing support for all subject leaders.
- Enabled her to meet like-minded people.
- Ensured a creative and inspiring learning environment.

Ms Leadley reported that the course attendees had felt the training had enabled them to become specialists in their teaching of the subject and that they would continue to put all of the practices learnt into present and future teaching. Ms Leadley concluded by thanking SACRE for providing the funding to enable the course to take place and she once again emphasised how the Excellence in RE training had made a huge difference to all the participants and ultimately to their respective pupils.

Walsall for All Programme Update

Haroon Ravat, Integration Area Project Manager, Community, Equality and Cohesion introduced himself and gave a verbal presentation with regard to the Walsall for All programme. He informed SACRE that Walsall was one of five areas chosen to receive funding for an integration programme to work with the Ministry for Housing Communities and Local Government (MHCLG). It was long-term strategy to create strong and integrated communities in Walsall with the aim of fostering greater community cohesion. He informed members that community cohesion work with young people had escalated and he provided details on a number of projects and initiatives for children and young people.

Walsall's School Linking Programme was one of a number of successful projects provided by Walsall for All. The remit of the programme was to foster tolerance and respect among young children and young people. Every school signed up to the programme would be 'twinning' with a school of dissimilar makeup with the anticipation of improving the understanding of faith across the participating schools. During 2018, Walsall for All piloted the programme with four primary and two secondary schools. Following on from the success of the pilot, the programme was extended to 22 primary schools and four secondary schools. He added that all of the schools involved with Walsall for All during the past twelve months had requested continued participation for a further year. Mr Ravat provided details of the schools included within the programme and a suggestion was made for the School Linking Programme to engage with special schools, which were sometimes isolated from mainstream activities.

There was discussion on whether Walsall for All and SACRE could work together with regard to linking the work they were doing to work in RE and the RE syllabus. Mr Ravat was optimistic about working with SACRE insofar as ensuring support offered would fit within the timescales and be compatible with the syllabus.

Constitution and Terms of Reference

SACRE worked on improving a draft constitution written by Fiona Moss, RE Today consultant. It was resolved that members would receive an updated Constitution and Terms of Reference for further consideration / approval. It was also agreed that a representative from Humanist UK be invited to a future meeting to provide an overview of their practice with a view to Members considering a Humanist UK representative on Walsall's SACRE.

National Updates

In particular, the new OFSTED framework emphasised the importance of a broader and more balanced curriculum including R.E. for all pupils in all school types. The first inspection reports under the new framework had been released and inspectors had indicated where improvements were needed in R.E. Ms Moss advised that she would monitor and provide SACRE with Ofsted inspection reports pertaining to Walsall schools when they become available.

School Workforce Data and Compliance in Walsall Secondary Schools

Ms Moss tabled a document, which contained data pertaining to religious education within Walsall's secondary schools. Ms Moss reminded members that it was compulsory to teach R.E. to all pupils regardless of whether a pupil has chosen the subject for GCSE or not. The only exception would be should a child's parents request withdrawal of their child from the subject. Ms Moss provided a breakdown of the data contained within the document, which included the percentage of time each school had spent teaching R.E. within KS3 and KS4 plus the percentage of pupils within each school who had taken the subject as a GCSE.

16th March 2020**Humanists UK**

Mr. W. Green, member of Humanists UK gave a presentation to SACRE and provided an overview of Humanists UK. He stated that RE was the space in the curriculum where young people explored questions around identity, belief, values, meaning and purpose and it was essential the subject included non-religious as well as religious perspectives on the questions and themes it explored. He believed it was important for SACREs to include a humanist representative to offer support to guarantee inclusive RE in schools as part of the curriculum. Mr Green elaborated on some of the key characteristics of Humanism:

- they are atheist, non-theistic or agnostic and usually secular
- have a naturalist view and look to science to understand the world around us
- they can and should live good lives without religion or superstitious beliefs
- do not believe in life after death – this life is the only one we have
- in the UK the public face of Humanism is Humanists UK

- their decisions are based on available evidence and an assessment of the likely outcomes of our actions
- behaviour should be based on individual responsibility, co-operation and respect for others – ‘one should not treat others in ways that one would not like to be treated’, known as The Silver Rule.
- Make the best of the one life we have

A discussion then followed with regard to the presentation. Ms Moss, RE Today consultant informed the meeting that she served on a number of SACREs and it was evident that the RE subject had changed over the years. She stated it had become clear that it was important to include discussion around non-religious beliefs as many children and young people now fell into that category. Ms Moss reported that at in the last census for Walsall in 2011, out of 269,323 people who had been asked about religion, 53,876 people had indicated they had no religion (19.7%).

Mrs Leadley advised that as an RE teacher, there were many faiths to teach and schools should not ignore children with different sets of beliefs and should some children identify with a non-belief, they could compare and understand other people’s cultures/religions thus promoting discussion within a classroom. RE should be inclusive to all children whatever their beliefs. Others were supportive of the importance of teaching about non-religious worldviews.

The Chairman thanked Mr. Green for his informative presentation and advised that Walsall SACRE would consider whether to include a humanist representative on its membership.

RE at Blue Coat CE Academy

Mrs Alice Homer introduced herself and provided a presentation and overview in relation to her role as Head of RE and Sociology at Blue Coat CE Academy, which taught secondary pupils. She advised that her school had three full time specialist RE teachers, which enabled all pupils to study the subject.

Mrs Homer explained the Academy used a mixture of the Walsall Agreed Syllabus and Understanding Christianity from RE Today and that as a Church of England Academy, 50% of their RE curriculum had a Christian focus and 50% focussed on other faiths or beliefs.

Mrs Homer than provided the meeting with a breakdown for each term of the RE curriculum for the key stages within the school, which included examples of the pupils’ work. Mrs Homer advised that she would be prepared to offer advice to other secondary schools in relation to their RE teaching.

Constitution Update

A final version of the updated was presented which was accepted and Walsall SACRE agreed that

- i. Group C: Teacher representatives to include a mix of up to six teacher representatives from both primary and secondary schools;
- ii. That a representative from Humanists UK be invited to join Walsall’s SACRE as a Co-opted member.

Walsall Agreed Syllabus (2021 to 2026)

The RE Today Consultant left the room at this juncture of the meeting due to having a commercial interest. A small Agreed Syllabus Working Party be assigned to bring forward a variety of options for SACRE's consideration.

National and Local updates

A number of SACRE National Updates for Spring 2020 had been submitted by the RE Today Consultant to provide information relating to RE nationally.

Reports from OFSTED and SIAMS and data on RE being taught in all schools.

A discussion ensued with regard to RE education within all primary and secondary schools including Academies. Concern was raised in relation to the level of RE taught within Walsall's secondary schools. The Assistant Director - Access & Achievement advised that the local authority had a RAG rating system and would include RE in judgements going forward. Should any secondary school not be engaging in RE, a joint escalation from SACRE and the local authority will be undertaken.

Annual Report (2018 to 2019)

The draft Annual Report was submitted and approved.

Summer 2020

The summer meeting was cancelled due to the Covid pandemic and Government advice to suspend all but urgent decision making Council meetings until further review. Meeting resumed virtually in Autumn 2020.

Membership

The membership of Walsall SACRE at the end of the academic year 2019-20 was as follows:

<p>Committee A: Christian Denominations and Other Religions and Religious Denominations</p> <p>Mr G. Gomez - Roman Catholic (Archdiocese of Birmingham)</p> <p>Mrs. P. Mullins Roman Catholic (Archdiocese of Birmingham)</p> <p>Mrs M. Gibbons Methodist, Walsall</p> <p>Mrs V. Heydon-Matterface – Methodist, Brownhills & Willenhall</p> <p>Mr. D. Lomax - United Reformed Church</p> <p>Mrs. D. Letford - New Testament Church of God</p> <p>Mr. D. Thakker - Walsall Evangelical Churches</p> <p>Mrs. B. Groombridge - Walsall Quakers</p> <p>Mr. M. Sacha - Muslim Welfare Society</p> <p>Mr. M. Lad - Shree Ram Mandir (Walsall)</p> <p>Mr. S. Hussain - Pakistan Muslim Welfare Association</p> <p>Mr. I. Dangor - Anjuman-E-Isha'at-E-Islam</p> <p>Imam Saeed-Ur-Rahman - Mosque and Islamic Centre</p> <p>Mrs. A. Sharma - Hindu Faith</p> <p>Mr. M. Ashik Ali - Bangladesh Islamic Association</p> <p>Mr. M. Singh - Guru Nanak Gurdwara</p> <p>Mr. K. Mavi - Guru Nanak Sikh Temple</p> <p>Mr. S. Singh Rai - Walsall Sikh Forum</p> <p>Mr. G. Tsiappourdhi - Black Country Orthodox Trust</p> <p>Vacancies -</p> <p>Baptist churches</p> <p>Salvation Army</p> <p>Jewish</p>	<p>Committee B: Lichfield Diocesan Board of Education The Church of England</p> <p>Mr. P. Prasadam</p> <p>Mr. A. Orlik</p> <p>Ms. K. Donnellan</p>
<p>Committee C Teachers' Associations</p> <p>Mrs. Rebecca Broughton-Mills Association of Teachers and Lecturers</p> <p>Mrs. Ellen Taylor National Association of Head Teachers</p>	<p>Committee D Local Authority</p> <p>Councillor Ali</p> <p>Councillor Bashir</p> <p>Councillor Johal</p> <p>Councillor Mazhar</p> <p>Councillor Nasreen</p> <p>Councillor Rasab</p> <p>Councillor Singh Sohal</p>
<p>Also invited – Mrs F Moss</p>	<p>Mrs Bev Mycock (Clerk)</p> <p>Mrs S. Kelly (LA Representative)</p>

3. Religious Education

The locally agreed syllabus

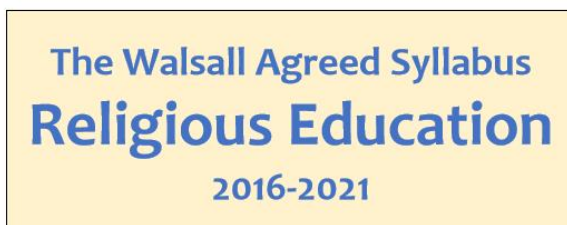
- a. For historical reasons, Religious education (RE) is not part of the National Curriculum but is a local responsibility. It is for this reason that legislation requires that each local authority (LA) produces an Agreed Syllabus for RE. Legislation also requires that an Agreed Syllabus be reviewed every five years.
- b. During the reporting period, SACRE supported schools as they continued to work with the new syllabus and consider any adaptations to RE curricula in the light of the learning from the new OFSTED framework for inspection. The feedback received from schools, especially from primary schools, is that they continue to appreciate the clarity of the materials and the guide to planning the new OFSTED framework means that some alterations may be welcome when the syllabus is reviewed to bring materials into line with current and the newly changed emphasis. Subject knowledge for teachers is essential especially with the real focus on knowledge, understanding and retention of knowledge in the new OFSTED framework. They note the thoughts around the science of learning and the importance of understanding diversity of religious and non-religious worldviews and hope that the new or revised syllabus will take that into account.
- c. Primary teachers receive on average 0-3 hours of training about RE in their initial teacher training and the majority receive no training each year in teaching the subject. This means it is a subject that NQTs and others need support to deliver.
- d. A hard copy of the Agreed Syllabus was given or sent to all schools in Walsall at the syllabus launch on the 6th June 2016. An electronic copy of the syllabus was also given to all schools. The syllabus will be reviewed in academic year 2019/20. You will note that a working party was set up in the SACRE meeting in March 2020
- e. The syllabus is accompanied by a full set of 27 support units of work for Primary schools. These units were placed onto a disc and shared with all Walsall Primary schools. Two sample units were also shared with secondary schools. Schools have found these useful to support planning but are aware that these are not statutory units to be slavishly followed rather to use as a treasury to support planning for their own school and classes.
- f. Each term Fiona Moss from RE Today runs a NATRE affiliated RE network meeting in an afternoon between 1-3pm. She is also available before and after these meetings for 1:1 meetings with subject leaders and teachers. She also provides support by phone and email. From the summer term 2020 these meetings became virtual due to the pandemic.

These Termly meetings provided a regular input of professional support and development for those who attend (a mixture of subject leaders, senior leaders, teachers and Teaching assistants) and those in their own to school to whom they disseminate learning. Termly briefing and training sessions also continue to support non-specialist TAs, HLTAs and teachers in primary schools to increase their confidence leading, managing and teaching RE.

During the year 2019-20 sessions were provided on ***Inspirational RE, Knowledge in RE and Teaching about the Hindu Religious Tradition in the Primary School***

These sessions were relatively well attended but due to loss of admin support in the local authority Fiona Moss provides the admin support for these. It is pleasing that the Local authority share details of these meetings through bulletins and other communication channels with schools.

- g. Delivery of RE by Higher Level Teaching Assistants (HLTAs), with teachers taking this time as their Preparation and Assessment (PPA) time, continues in Primary schools. Several HLTAs still regularly attend the termly network meetings. We continue to hear that some primary schools are reporting that although RE had been taught by HLTAs this subject is now taught by class teachers. We hope that tis will continue and hope to capture some quantitative information on this next academic year when reviewing the syllabus.
- h. There were no formal complaints to SACRE about RE during the year



Aliza, 14: 'Open minds look at all religions'

4. Acts of Collective Worship

No school requested a determination during this period.

There were no complaints received about Collective Worship during this period.

SACRE offered no advice concerning Collective Worship during this period.

5. Standards in Religious Education

As there have been no examinations in 2020 and will be none in 2021 it has been agreed nationally that there will be no sharing of data from individual schools.

SACRE hope that this will not mean that when we are able to interrogate data again this does not mean that there will be fewer students taking this important subject at examination level. RE still has to be taught to all pupils until they leave school whether or not they opt for it as an examination.

SACRE are continuing to collect information from local secondary schools through the local advisers to ensure that they are compliant with the law and are offering religious education for all students. If schools that are academies are choosing not to follow an agreed syllabus they must still teach RE to all their pupils. SACRE continues to work with the local authority to find out how RE is being taught in schools who are not entering the majority of their cohort for GCSE.

We were pleased to note that new OFSTED framework has made it even clearer that RE must be taught in all school types to pupils in both KS3 and KS4 even if they have not opted to take a qualification in Religious Studies.

SACRE is also internally using the information from the School workforce survey that NATRE sourced from the DfE but will not be publishing commentary on this. However, SACRE would like to congratulate students who, in extreme circumstances, achieved grades reflecting their hard work at both GCSE and A level. SACRE would also like to thank teachers who have supported students and taught them in extremely difficult circumstances.

6. School Workforce Data

As it has been agreed nationally that there will be no sharing of data from individual schools SACRE have decided not to share the school workforce data that secondary schools submit to the DfE as this would only provide a partial picture. SACRE continue to look at all suitable data within their meetings and work with the LA to provide appropriate support and challenge to all schools around provision of and standards in RE.

7. SACRE discussion of National Developments in RE

National Association of SACREs (NASACRE): Walsall SACRE is pleased to continue to be part of this association. The NASACRE newsletters provided useful information to inform agendas and support for schools.

NATRE: Members were concerned to read of the decline in the levels of provision of RE in England measured by the school workforce and GCSE data. They continue to work with schools in Walsall on this issue.

The Commission on RE: SACRE continue to keep up with any changes in RE as a result of this report and ongoing research and development. Members continue to focus on:

- Ideas around a national entitlement for RE which they will need to take into account in the next Agreed Syllabus
- The need to hold schools to account for the provision and quality of RE
- The legal status of right of withdrawal and the challenges of selective withdrawal
- Diversity of religions and worldviews

8. RE Support in Walsall Schools

During the reporting period the Adviser provided support to schools in the following areas:

- Subject Knowledge
- Provision of RE during lockdown
- Remote learning in RE
- Withdrawal from religious education
- Suitable places of worship to visit virtually
- Virtual visitors
- Agreed Syllabus
- Network meetings and individual requests for support or guidance.

9. 2019/20 Budget

The Local Authority reported that the budget was £5,000 per annum and that this would be spent primarily on meeting costs, Primary network meetings and professional advice to SACRE and Walsall schools provided by the Adviser.

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School Workforce Data, Autumn 2020

Verbal Update

Changes being made to the Revision of the Walsall Agreed Syllabus for RE 2021

The Local Authority have agreed through SACRE and RE Today consultants are working on this:

- Our stakeholder questionnaire has been devised and disseminated – very few responses so far, we need to push for more
- All agreed syllabuses must be reviewed every 5 years. This means the current syllabus must be reviewed and shared with schools so they can begin teaching from it in September 2021
- The recent high court judgement about RE means that the agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and non-religious beliefs. The DFE were taken to judicial review and this review was not published in a time frame that meant it could be taken account of in the last syllabus. See [R\(Fox\) v Secretary of State for Education](#)
- Complaints about a lack of RE in school now mean that syllabuses need to stipulate clearly guidance that students 'must' complete a qualification in RE rather than saying 'should'. Once again DFE lawyers were clear in their guidance in this area.

There has been much change since this syllabus was first written 10 years ago and adapted 5 years ago. Teachers need support in the areas listed below. It is SACREs role to provide this support. The list below reports the progress/actions/decisions against support needed.

- We will include planning pages that sequence the syllabus more tightly and clearly show the substantive knowledge each unit and each year will deliver
- We will give teachers more support for long term planning, exemplary overviews that support pupil progress and the development of rich knowledge and deep understanding
- RE in the new EYFS framework (to be adopted by September 2021)
- We are writing in our responses in RE to the OFSTED / DFE EIF.
- We are providing more support for deep dives in RE.
- We have written a new section on the SEND engagement model
- We will provide support for best practice around substantive and disciplinary knowledge
- We will reflect the language of religion and worldviews- see [Commission on RE 2018](#)
- We are have written new guidance on the government priority of cultural capital as it applies to RE
- We are referencing new guidance on withdrawal from RE
- We will provide a range of digital support materials as well, e.g. mini guides to 6 religions and NRWVs, to sit on the Walsall SACRE website.

Within the 'light touch review budget' we have £4750 to cover the consultancy costs. We will meet the 'deliverables' above within this budget.

Lat Blaylock and Fiona Moss Feb 2021

WALSALL COUNCIL

*STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION*

MONDAY, 8 MARCH, 2021

SACRE National Updates from RE Today: Spring 2021

1. Purpose of Document

The SACRE National Updates for Spring 2021 provides members with updated information relating to RE nationally.

2. Recommendation

That the information be noted.

3. Background

The RE Today Consultant provides Walsall's SACRE with information relating to RE nationally. The national updates enable members to share the information with their represented community groups, faith groups, non-belief groups or schools to ensure that communities are made aware of SACRE and its responsibilities.

The most recent updates are included at Appendix 1.

Fiona Moss – RE Today Consultant

SACRE National Updates from RE Today: Spring 2021

Government launches review into Faith Engagement

From Gov.uk website: On 10 October 2019, the government announced that Colin Bloom had been appointed as the Faith Engagement Adviser at the Ministry of Housing, Communities and Local Government (MHCLG).

As Faith Engagement Adviser, Colin is leading a review into how best the government should engage with faith groups in England. He will make recommendations to the Communities Secretary about how the government can best celebrate and support the contribution of faith groups, break down barriers and promote acceptance between faiths, and promote shared values while tackling cultures and practices that are harmful.

Colin Bloom's initial proposal is to structure the review around 4 main sections:

- the first section asks the question, "Are faith groups, places of worship and people of faith a force for good in society?"
- the second section explores the extent to which government and its agencies have sufficient faith literacy and considers the partnership between faith groups and the State
- the third section looks at some aspects where harm might be caused through religious or faith-based practices and a review of the government's role in tackling them
- the fourth and final section will be a set of recommendations for the government to consider and respond to

This survey closed on 11th December 2020 SACRE will receive an update on the next steps in due course.

Ofqual – consultation on proposed changes to GCSE and A level examinations 2021

In light of the recent government announcement about the 2021 exams, NATRE has already been in contact with officials, and will continue to engage positively and constructively with both Ofqual and DfE as they consult about the replacement for exams. The consultation on the replacement for exams has not yet reported.

Subject knowledge Enhancement

Following the disappointing news that bursaries had been cut for most subjects including RE, it was really good news that Religious Education had been selected for funded subject knowledge enhancement courses. The funding will be available from April 2021 but hopefully will help support those people wishing to apply to teach RE who do not have a first degree in the subject. This decision follows intensive lobbying to make the point that about 84% of trainee secondary RE teachers do not have a degree in Theology or Religious Studies and therefore need support in developing their subject knowledge.

<https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/subject-knowledge-enhancement-ske-courses>

Independent Evaluation of the Understanding Christianity Resource

This report was published on 11th December. It presents findings and analysis from a study that examines the impact of Understanding Christianity in schools across England. The study, conducted by Dr Rachael Shillitoe at the University of Birmingham, seeks to evaluate the impact of RE Today's Understanding Christianity teaching resources amongst pupils and teachers across primary and secondary schools, with a particular focus on schools without a religious character.

This study aims to find out the extent to which the resource has 'made a difference' to teaching and learning about Christianity in RE.

"Overall, the response to [Understanding Christianity](#) has been extremely positive, from both pupils and teachers, particularly in relation to the 'Big Story', pupil engagement and increased teacher confidence. Both pupils and teachers noted, in particular, the impact the frieze had on engagement and understanding. Teachers found pupils had an increased awareness of the big story in Christianity and pupils demonstrated their ability to connect this to core theological concepts.

Understanding Christianity was valued for its promotion of pupil agency and individual reflection. Both teachers and pupils found the lessons to be inclusive with pupils from a range of religious and nonreligious backgrounds finding the lessons enjoyable and accessible. Pupils felt their lessons encouraged discussion, individual reflection and debate with a range of different viewpoints considered.

There was considerable/noted improvement of textual understanding and knowledge of core concepts after using [Understanding Christianity](#). The ability of pupils to articulate, discuss and reflect on core theological concepts was significantly improved when the [Understanding Christianity](#) resources, such as the Big Frieze and the Core Concept icons were used."

The full report can be viewed on the [Understanding Christianity](#) website, [available here](#).

RE Today is really pleased to be moving into a new phase of working with the resources of Understanding Christianity, focusing on delivery to community schools. We have done some successful fundraising and have generous funds to support new school users of the resource during the next three years. This money will mean that we can offer thousands of primary and secondary community schools and academies hugely discounted prices to be trained in using Understanding Christianity in their schools – typically this may cost a school just £60 instead of up to £300. This is an excellent resource and a great opportunity for schools to get on board. This year courses have been offered online and they are going down really well as you can follow the trainer then use break-out rooms to have a more in-depth discussion.

NATRE curriculum symposium

NATRE are excited to announce that we will be running a 24 hour residential curriculum symposium in Autumn. We have been planning to run this for almost a year but took the decision to wait until it can be run as a face to face event as we want to create a curriculum learning community.

There will only be 25 places for delegates therefore we will be running an application process as we want to attract delegates from a variety of school types and at a variety of stages on their curriculum design journey for RE/Religion and worldviews.

As part of the symposium we will hear from both experts and practitioners in the area of curriculum design generally and curriculum design in for RE/Religion and worldviews. As part of the process there will be tasks to complete before the symposium that will be shared with other delegates to prepare for our time in the learning community. There is also an expectation that all delegates will provide a write up of their learning and subsequent curriculum development in early 2022.

Parts of this event will be filmed and written up so that this symposium, or aspects of it, can be replicated in NATRE local groups, departments and local hubs. This face to face event and the subsequent legacy materials for use by others is generously supported by Westhill and CSTG.

[Curriculum Symposium Expression of Interest Survey \(surveymonkey.co.uk\)](#)

How can we encourage Walsall schools to consider this event?

New NATRE Executive

It is exciting that after elections for the new NATRE executive last year the first (virtual) meeting of this group of RE activists took place. The executive is made up of mainly practising teachers and the group is made up of a balance of primary and secondary teachers. Please take a look at the NATRE executive web page (insert link) to see who is representing you.

NATRE is primarily a responsive organisation. This is a necessary result of the chiefly voluntary capacity of our work, and the often fast changing educational environment in which we work.

However, alongside this responsive work, we aim to prioritise certain tasks and projects over the course of the life of an Executive Committee.

Below you will read the principal aims, objectives and outcomes which frame our work.

Aim: NATRE aims to support the development of high quality teaching and learning in RE/Religion and Worldviews for all pupils in all schools

Key objectives:

1. To support and improve classroom practice

This includes promotion of the understanding and application of substantive, disciplinary/ways of knowing and personal knowledge in RE, support for quality, efficacy and understanding of medium and long-term planning, improving teacher subject knowledge and awareness of research amongst teachers.

2. To influence the influencers

We will focus on promoting informed conversations about the National Plan for RE and lobby government and other stakeholders about the need for action to strength the level and quality of provision of RE. Continuing our work to campaign broadly to improve public perception and develop more appreciation of the nature of RE and its importance in a broad and balanced curriculum. NATRE will continue to challenge government and others to invest in raising the standard of the workforce: to ensure all children in all schools are taught by well trained and qualified teachers whilst also providing support for teachers of RE working to secure space for religious education in school curriculums:

3. To increase membership of NATRE

We will particularly work to promote the value of NATRE membership in 'hard-to-reach' schools, including primary, secondary, ITE.

4. Develop fit for purpose structures and processes

This work will include support and development of NATRE local groups.

Free Lockdown home learning from NATRE and RE Today

As a response to the amazing work that teachers and school staff are doing teaching pupils both in school and remotely NATRE and RE Today would like to offer our support by making all the home learning resources that were created for use by NATRE members in the last lockdown free to all schools. These multi-faith resources are all available on our website and offer support for home learning about religious and non-religious worldviews for primary and secondary school pupils.

We will be offering further support by creating more member and free home learning resources over the next few weeks.

www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/

How can we share this information with our schools?

“Good News for Everyone (formerly known as Gideons)” has worked with RE Today to develop a range of free resources for school assemblies and lessons.



All our visitors to schools have been trained by Lat Blaylock of NATRE. The offer of a free copy of the New Testament and Psalms (now including the Book of Proverbs) to pupils is a benefit to schools as it helps to ensure that all pupils know about and understand a range of religious beliefs. Here's the link:

<https://goodnewsuk.com/node/778>

For many years we have been invited to speak to school pupils at school assemblies and lessons, and offer each pupil a copy of the New Testament and Psalms. That offer still exists. If

you are in a school that we have not visited, either as a teacher, a governor, or in any other capacity, and would like suitably qualified members to come and speak at an assembly in your school and offer Testaments to pupils, or if you would like to know more about what we offer please fill in the contact form via the link, and we'll be in touch."

Anti-racist RE – free project resources from NATRE for primary and secondary schools

NATRE and RE Today, working with the Free Churches Group and Methodist Schools are launching a project to help teachers tackle racism in RE lessons. The project aims to:

- Enable a team of 60+ black, Asian and minority ethnic teachers of RE and members of different communities to articulate perspectives on the contributions of RE to anti-racist education, accessible for all teachers of RE
- Provide challenging and well planned resources, case studies, plans and lessons for teachers of RE in both primary and secondary schools to use in RE that challenge and confront racism and are also good RE, mounted and free from web platforms hosted both by RE Today and by the Free Churches Group and the Methodist Schools.
- Create a forum for teacher education and development in relation to anti-racist RE, recognising that practice in RE in this area is patchy and inconsistent (also online)
- Disseminate better practice in anti-racist RE widely, using the wide range of contacts and networks available to RE today

Wide partnerships to maximise the impact of the project have been used, including for example with NATRE and the Jo Cox Foundation. Teachers can access a planned unit of six topics for primary and of 8 topics for secondary RE, including ready to use resources and a wide range of support materials.

www.natre.org.uk/anti-racist-RE

Can our SACRE publicise this to schools? Primary training is being offered on this in the network meeting- should we run a session for secondary teachers?

Art in Heaven 2020 and 2021

- The 2020 Art in Heaven and Spirited Poetry competitions attracted record entries – lots of teachers set it in lockdown! flagship for 'Spirited Arts', our strategy to make RE more imaginative and creative.
- The latest website update is excellent – take a look! The relaunched 2020 section includes many amazing responses to last year's themes, and our YouTube video to encourage entries had about **15000 views last year**. We will be doing another of these for 2021.

- A Climate Justice theme features again this year: ‘God’s good earth?’ The most popular theme, overtaking the hardy perennial ‘Where is God?’
- We have international interest – e.g. from Indonesia, Poland, Australia, India, South Africa, Ireland, Cyprus and New Zealand.

Promote further study to your examination classes with these films of Graduates in Theology and Religious Studies

To study for a degree in Theology or Religious Studies is to open up a vast range of options for worthwhile careers. TRS-UK is launching a set of recently-filmed interviews with TRS graduates in jobs as varied as television documentary-making, law, local government, public relations, education, and many more. These high-quality YouTube films are to be made available as ten individual (3-minute) filmed interviews and two 5-minute compilations, where graduates speak about the value of their degrees and show how they put their skills and knowledge to work in their jobs. They do not advertise a specific University, only the value of the degree and the doors it has opened for them.

These films (which can be selected at will) would be ideal for showing to pupils wondering about taking a degree in this subject, but unsure about where it might lead, or pressured to answer that question by parents. The answer is: it could take you in a myriad of exciting directions, and employers are intrigued and delighted to have applicants with a degree in this subject. TRS graduates have some of the highest employment rates of any University graduates, as they acquire multiple skills and a varied knowledge-base that is crucial for navigating our complex world.

There are ten individual profiles and two compilations.

[View careers playlist](#)

[YouTube TRS-UK](#)



The Culham St Gabriel’s Leadership Programme: Finding your voice as a leader of Religion and Worldviews 2021-22

Following a successful pilot programme in 2020-21 CSTG are now inviting applicants to be part of a new Cohort of Leaders for Change in 2021-22. This is an amazing opportunity for teachers.

Programme Outline

The funded programme aims to develop leaders in the following four areas; research, curriculum, classroom and politics

Programme Partners

The programme builds on the hugely successful AREIAC Revitalise scheme. It is funded by Culham St Gabriel’s and the Jerusalem Trust. It brings together the following organisations who all have representatives on the steering group which oversees the programme:

- Association of RE Advisers, Inspectors and Consultants (AREIAC)
- Association of University Lecturers on RE (AULRE)

- Learn, Teach, Lead RE (LTLRE)
- National Association of SACREs (NASACRE)
- National Association of Teachers of RE (NATRE)
- RE Council of England and Wales (REC)

Stage 1

This stage is for those local or regional leaders who are beginning to work across more than one school. For example, leading Religion and Worldviews across a MAT or supporting other schools in a Federation and/or leading a local group or hub. Some NATRE Regional Ambassadors, SLEs, REQM Gold award RE leads or LTLRE Hub leads might find this Stage of CPD helpful.

Stage 2

This Stage is for teachers who have completed Stage 1 and/or for those who already have a regional/national role and would like to develop their expertise further. This stage is particularly for teachers/advisers who are likely to continue their specialism into senior leadership roles within or outside of their school situation. Those who are seeking to become advisers, ambassadors or an Executive member of one of the RE Organisations are particularly encouraged to apply.

Please go to the website for more details, participant guides and the application form. Applications need to be in by March 31st. Find out more [on the RE:Online website.](#)

Standing Advisory Council on Religious Education

Monday 8th March, 2021

Dates for Future Meetings of SACRE 2021/2022

1. Purpose of report

The purpose of the report is to enable SACRE to agree dates for meetings for the coming year.

2. Recommendations

2.1 That SACRE agree to hold the meetings for the 2021 municipal year as follows:-

- Monday 5th July, 2021
- Monday 4th October, 2021
- Monday 7th March, 2022

Subject to approval at Annual Council

2.2 All meetings to commence at 6pm.

2.3 Members to be advised in due course whether attendance at some or all of the meetings will be remotely via Microsoft Teams or within a Conference Room at the Council House, Lichfield Street, Walsall.

3. Background

The Constitution states that SACRE will meet three times a year. It was felt that it would be expedient to meet once per term.

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