

**STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

Meeting to be held on Monday, 7 March 2022 at 6.00 pm

At the Council House, Walsall, WS1 1TW

**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

Democratic Services, The Council House, Lichfield Street, Walsall, WS1 1TW
Contact Name: **Mr Picken, Principal Democratic Services Officer** Telephone
(01922) **654369**
www.walsall.gov.uk

**If you are disabled and require help to and from the meeting room,
please contact the person above**

WALSALL STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION REPRESENTATIVES

Church of England

Mrs P. Lane
Mr A. Orlik - Lichfield Diocesan Board of Education
Mrs K. Donnellan
Mrs R. Graham
Vacancy

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

Dr G. Gomez - Roman Catholic
Vacancy - Salvation Army
Mrs V. Heydon-Matterface - Methodist, Brownhills and Willenhall
Mrs M. Gibbons - Methodist, Walsall
Mr D. Lomax - United Reformed Church
Mrs D. Letford - New Testament Church of God
Mrs B. Groombridge - Walsall Quakers
Mr M. Sacha - Muslim Welfare Society
Imam Saeed-Ur-Rahman - Mosque and Islamic Centre
Vacancy - Muslim Faith
Vacancy - Hindu Faith
Mr K. Bhatt - Shree Ram Mandir (Walsall)
Mr M. Ashik Ali - Bangladesh Islamic Association
Mr M. Singh - Guru Nanak Gurdwara
Mr K. Mavi - Guru Nanak Sikh Temple
Mr S. Singh Rai - Walsall Sikh Forum
Mr G. Tsiappourghi - Black Country Orthodox Trust
Vacancy - Jewish Faith
Vacancy - Buddhist Faith

Teacher Representatives

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

Local Authority

Councillor A. Hussain }
Councillor K. Hussain }
Councillor S. Johal } - Local Education Authority
Councillor S. Nasreen }
Councillor K. Pedley }
Councillor I. Robertson }
Councillor G. Singh-Sohal }

AGENDA

1. Apologies

To receive apologies for absence.

2. Minutes – Copy Enclosed

To approve and sign the Minutes of the meeting held on 4 October 2021

3. 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.

4. SACRE Annual Report 2020/21 – Report Enclosed

David Lomax, Chair, and Fiona Moss, RE Today Adviser

5. Review of Walsall OFSTED reports – Report Enclosed

Fiona Moss, RE Today Adviser

6. Syllabus Launch – Report Enclosed

Fiona Moss, RE Today Adviser

7. NASACRE training – Verbal Update

Fiona Moss, RE Today Adviser

8. Religion and World Views – Verbal Update

Fiona Moss, RE Today Adviser

9. National RE updates for SACREs – Report Enclosed

Fiona Moss, RE Today Adviser

10. Date of Future Meeting:

To note and confirm the following meeting:

- 20 June 2022

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, 4 October 2021 at 6.00 pm

Digital 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:

Mrs P. Lane (Vice Chair in the Chair)
Mrs K. Donnellan
Mrs Graham
Dr G. Gomez
Mr W. Green
Mrs B. Groombridge
Mr D. Lomax
Mr A. Orlik
Mr Bhatt
Councillor A. Hussain
Councillor S. Johal
Councillor S. Nasreen
Councillor K. Pedley
Councillor I. Robertson

In Attendance:

Ms F. Moss, RE Today Advisor
Dr P. Fantom, Democratic Services Officer

1. Welcome and Apologies

As the Chair, Mr D. Lomax, felt unwell, the meeting was chaired by the Vice-Chair, Mrs P. Lane.

The Vice-Chair opened the meeting by welcoming everyone, and explaining the rules of procedure and legal context in which the meeting was being held. She 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.

Apologies were received on behalf of Councillors K. Hussain and G. Singh Sohal, Mrs V. Heydon-Matterface, Ms H. Leadley, Mr M. Sacha and Mr G. Tsiappourdhi.

2. Minutes of the meeting held on 5 July 2021

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

Resolved:

That the Minutes of the meeting held on 5 July 2021 be approved and signed as a true record.

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

There were no items for consideration in the private session.

4. Plans for the launch of the new agreed syllabus

The RE Today Consultant, Ms F. Moss, provided information on the arrangements being made for the launch of the new agreed syllabus on 2 November 2021.

It was noted that having been agreed at the last meeting, the new agreed syllabus had been agreed at the meeting of Cabinet on 8 September 2021.

The launch would be a full-day virtual event to be run by Fiona Moss and Lat Blaylock, both of whom had been involved in writing the syllabus, and would be in three parts concerning the aims of RE, the syllabus, and assessment, impact and progression. Information on the launch had been circulated to schools and head teachers, and a copy of the flyer was circulated to the meeting [annexed].

Further to a question regarding the local authority funding for SACRE, it was noted by Ms Moss that each local authority used a portion of its Central School Services Block (CSSB) funding, and that an item on SACRE funding could be placed on the agenda for a future meeting.

5. New SACRE annual reporting format

A document concerning the format for the new Annual Report was submitted and it was noted that from September 2021, NASACRE, in conjunction with the DfE, would undertake an analysis of annual reports using this framework [annexed].

Further to questions from Members, Ms Moss explained the timescales for providing the annual report and the reporting arrangements in respect of academies.

6. School workforce data for secondary schools, 2020

Ms Moss shared with Members a presentation on school workforce data, including the amount of time devoted to teaching each subject area, for secondary schools in Walsall during 2020. It was noted that primary schools were not required to provide this type of data.

Whilst recognising that data from some schools was still to be provided, Members noted the positive improvements that had been made.

7. Community cohesion

This item was deferred to the next meeting.

8. NASACRE training

Ms Moss referred to the events and other training that had been circulated [annexed].

9. National RE updates for SACREs

Ms Moss provided updates on various events and items, including:

- Research into public perceptions of religious education
- GCSE and A' Level Religious Studies
- Resumption of school inspections
- CPD and networking opportunities

During discussion, the question of what was done with the information provided during SACRE meetings was raised. It was noted that the Local Authority provided information to schools, head teachers and governors.

10. Dates for Future Meetings

It was noted that the next meetings were to be held on:

- 7 March 2022
- 20 June 2022

The meeting terminated at 7.26 pm.

Chair:

Date:

WALSALL

Standing Advisory Council on Religious Education

2020- 2021

Contents

1. Introduction
 - Foreword
 - Contents
 - Overview of the work of SACRE 2020-21
 - Overview of the Agreed Syllabus conference 2020-21

2. Religious Education (RE)
 - RE in schools
 - The locally agreed syllabus
 - Standards and monitoring of RE
 - Teacher training materials and advice for schools
 - Other information
 - Advice given to the Local Authority

3. Collective worship
 - Standards and monitoring of Collective Worship
 - Determinations
 - Teacher training provided
 - Other information
 - Advice to the Local Authority

4. Links with other bodies
 - National Bodies
 - Local bodies

5. SACRE involvement in the Local Area
 - Governor and headteacher links
 - Advice on community issues

6. Managing the SACRE and partnership with the Local Authority (LA)
 - Professional and administrative support
 - Membership
 - Training
 - Finance

7. Managing the SACRE and partnership with the Local Authority (LA) and other key stakeholders

- SACRE meetings
- Membership and training
- SACRE development
- Financial support
- Information and advice
- Professional development opportunities

Appendices

A: Membership of SACRE

B: SACRE Terms of reference

C: Circulation details of the Annual report

Foreword

2020-21 has been, despite the problems caused the pandemic, has been another successful year for Walsall SACRE. All meetings have been online and, while in person is always better, attendance has continued to be very good from all representative groups. All members have contributed to the meetings and we have had some interesting discussions. As in previous years we are indebted to RE Today, and in particular Fiona Moss, for ensuring that are schools are well supported in their teaching of RE. We are also very grateful to the support from Walsall Council and their staff.

The agendas for meetings have been varied including presentations from a variety of people. Members who are teachers led a session on collective worship. We received feedback on responses to a letter sent to all schools. It was particularly pleasing that we had responses from both primary and secondary schools.

The success story of the year was the establishment and launch of the new Walsall Agreed Syllabus for RE. This covers the years 2021 to 2026. We are grateful to Walsall Council for providing extra funding, the small working group who liaised with RE Today and Fiona and Lat who produced the impressive document. The syllabus was launched with over 80 primary and secondary teachers attending a day of presentations and workshops.

Moving forward into 2022 I hope we can fill the vacancies on the group, work with the councils Community, Equality and Cohesion team and continue to help our schools develop their RE curriculum.

Dave Lomax Chair Walsall SACRE

Overview of the work of SACRE

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.

SACRE met on three occasions during the academic year 2020/21. Due to the ongoing COVID- 19 Pandemic all of these meetings have been held online using Microsoft Teams. The management, access to and broadcast of these meetings has been 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) Regulations 2020; and meetings have been conducted according to the Council's Standing Orders for Remote Meetings and those set out in the Council's Constitution. This has resulted in an increase in the number of members of SACRE able to attend these digital meetings, and has also enabled members of the public to view the meetings on YouTube.

All of the meeting in 2020-21 were quorate with members of each of the four constituent groups in attendance. Detailed information on the attendance at meetings can be found in Appendix ??

The Agendas and minutes for these meetings are available on the Walsall Council website. (<https://cmispublic.walsall.gov.uk/cmis/Home.aspx>)

A brief overview of each meeting can be found below

Monday 12th October 2020

OFSTED reports on Walsall schools and the monitoring of RE

The RE Adviser contracted to work with SACRE shared a document with SACRE outlining comments from reports. She shared the situation regarding OFSTED inspections during the pandemic who have 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.

There was extensive discussion about the inconsistent teaching of RE within some secondary schools and the fact that this had been discussed many times in SACRE before. The need was emphasised to continue strong community cohesion with the teaching of RE in both primary and secondary schools and that SACRE needed to ensure that this happened. It was agreed that any issues in with RE in academy schools would be raised by the local authority with the Regional Schools Commissioner and with the Trusts directly.

Following further discussions, it was agreed that the RE 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.

There are difficulties in monitoring the teaching of RE in Walsall due to only having a very small number of days of adviser time. In normal times standards within secondary schools were easier to monitor due to the availability of examination data. SACRE should also consider supporting primary schools further and monitoring their RE provision in the future.

Plans for GCSEs and A levels, and the non- public sharing of school level results were discussed and it was noted this would change some of the information available for SACRE in its monitoring role and information in the annual report.

Local and national updates

Documents were presented to share information and opportunities for schools, teachers, SACRE members and the organisations they represented.

It was requested that the local authority shared relevant items directly with schools.

There was further discussion around inter-faith week opportunities, examination arrangements and results and arrangements for pupils fasting during primary and secondary fasting periods.

The one-year increase in secondary RE trainees was discussed and schools were asked to provide training placements where possible. The Director of Access and Inclusion reiterated that Walsall Council had a duty to ensure all schools taught the full curriculum.

A series of resources freely available to schools were discussed. These included NATRE Anti-racist RE resources, further home learning RE resources and socially distanced RE resources from NATRE. The LA were asked to tell schools about these resources. A member of SACRE spoke highly of the resources and their use in her school.

The primary network continues virtually.

Monday 8th March 2021

Walsall for All

The Integration Area Project Manager, Mr Haroon Ravat from the Community Equality and Cohesion Team provided a verbal presentation to SACRE. Mr Ravat talked about how school links had been doubled from 12-24 schools and had been praised for its work with the art gallery and football club. Covid-19 had meant a reduction in the work with schools but 10 schools are to continue.

Mr Ravat advised members that the Walsall For All programme would formally finish at the end of March but its principles and working practices would continue through the Community, Equality and Cohesion Team. The Council had recognised that the ethos of the work of Walsall For All needed to continue to build a stronger, more united, cohesive town and to develop opportunities for all ages.

Discussion continued around the presence of RE in the programme offer and the use of the agreed syllabus and linking work to RE that teachers are expected to do in schools.

There was discussion around the importance of setting up a database of contacts for schools of visits to places of worship and visitors. Mr Ravat committed to making their extensive database of contacts into a format that could be shared with schools.

SACRE asked that a member of the community cohesion team might join SACRE.

Membership update

Report presented around new members attending and others who had been or were to be approached.

Secondary Schools RE Feedback

The report of the Quality Assurance Team Manager was submitted. Mr Perks, presented the report to inform SACRE of the feedback received from secondary schools and academies with regard to their provision for RE, as requested at its meeting of 12 October 2020. He reported that only four responses to the RE questionnaire had been received, as detailed within the report.

The RE adviser highlighted the follow up steps to be taken.
It was agreed that an online questionnaire would be sent out.

The RE Consultant suggested that secondary head teachers be reminded of the legal obligation with regard to the teaching of RE within all schools at one of their future Head teacher meetings.

SACRE Annual Report

The report was discussed and approved. The clerk was asked to send it to NASACRE and DfE.

School Workforce Data - Autumn 2020

Verbal update on the School Workforce Data, Autumn 2020 provided by the DfE to NATRE.

Within the school Workforce Data:

- 4 schools had no KS4 entries for RE
- 3 schools had reported to DfE they had no teaching of RE
- 2 schools had reported less than 2% of RE teaching

With regard to Primary Data, Ms Moss alluded to the previous meeting of SACRE when members had requested a primary school survey be carried out with regard to the teaching of RE. The questions within the primary school survey included:-

- Who taught RE within the school;
- Comment on how it was being taught;
- How much curriculum time was committed to the teaching of RE;
- Amount spent on resources;
- Whether RE was taught daily or weekly.

The RE Today Consultant reported that following a discussion with the Quality Assurance Team Manager, an on-line questionnaire would be prepared for completion by primary schools and data collated and reported back.

Walsall Agreed Syllabus 2021 to 2026

The RE Today Consultant, Ms Moss, reported that the Agreed Syllabus Working Group had met twice. She reported that the Local Authority had agreed for RE Today to update the present agreed syllabus to create the Agreed Syllabus 2021-2026.
A questionnaire had been forwarded to all schools. Feedback had been very positive and this would be collated. Further details of the syllabus were discussed.

National updates

Various updates were discussed and the LA agreed to share items in the schools bulletin.

Collective Worship

After a discussion on the role of SACRE and collective worship, it was resolved to hear about Collective worship from two schools at the next meeting.

Monday 5th July 2021

Appointment of Chair and vice chair

Mr D Lomax was appointed Chair and Mrs Patti Lane was appointed Vice Chair.

COVID 19 and schools update

Measures in school were discussed, as was the current position with OFSTED visits into schools.

Collective Worship

Presentations on Collective worship were heard from two schools; Mrs H. Leadley, Blackwood School and St Anne's Primary School, and Mr A. Orlik, Blue Coat C of E Infant and Junior Schools' Federation.

There was discussion on the role of collective worship and members from both religious and non-religious organisations expressed their appreciation about what was represented.

Walsall Agreed Syllabus

The Chair introduced the item by thanking the members of the working group and Ms F. Moss and Mr L. Blaylock for their work in producing the new agreed syllabus, which it was proposed was to be implemented in community and voluntary controlled schools, as well as free schools and academies.

Ms Moss provided background information and summarised the production of the new agreed syllabus, which was a local responsibility for each SACRE and was undertaken every five years. It was noted that in reviewing the current agreed syllabus, a 'light-touch' review had been undertaken by the working group and that there had been liaison with teachers throughout the process. The presentation of the syllabus to this meeting was to seek the approval of SACRE acting as ASC and then as SACRE.

Approval was granted unanimously by all four groups.

The next step is for it to be considered by the Cabinet with a view to recommending the Council to approve its implementation in Walsall Schools.

New agreed syllabus launch and support

The launch of the new agreed syllabus, planned for 2 November 2021, was discussed. Whether this would be a physical event or carried out virtually was to be determined but both print and electronic versions of the syllabus would be available (the latter being uploaded to the Council website's SACRE page). Some units of work required 'refreshing' and enquiries to obtain funding for this were ongoing. The work to provide support to schools would continue, with network meetings being arranged on a regular basis.

National updates

There was discussion on the following items of the tabled updates:

- Ofsted research review
- National RE updates for SACREs, summer 2021
- NASACRE conference 2021 summary

Overview of the Agreed Syllabus conference 2020-21

The whole SACRE formed the ASC to start the review process 2020-21. The ASC consisted of the whole body of SACRE. They chose members of SACRE representing a variety of groups including teacher members to form a working group to work with the consultants to complete a light touch revision of the syllabus.

During the process, the working group were presented with drafts at several points during the writing process and were able to input advice and suggestions. Schools were surveyed online and also invited to the consultation meetings during the process.

The decision was made to recommend to the ASC and SACRE that the revised Walsall Syllabus for September 2021-September 2026 be approved and shared with Walsall's schools. The revised syllabus was considered by and it received approval from the Cabinet of Walsall Council.

The revised Agreed Syllabus for Walsall was due for launch to all schools in the Borough during early Autumn 2021.

Section 2: Religious Education

RE in schools

Evidence from teachers attending virtual termly briefing meetings and the RE Consultant's virtual visits to and conversations with schools suggested that:

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. The primary networks and syllabus support units provide some support for NQTs but there was concern that there were no RE subject specific sessions on RE available for NQTs

Whilst many primary schools were able to offer RE as part of home learning, some schools struggled and focused on other subjects, such as English and Maths and pupil well-being.

Many schools resumed their 'normal' timetable in September 2020; others adapted and created a recovery curriculum. Some of these recovery curriculums included RE and others focused more heavily on other subjects. Schools were regularly reminded that, legally, RE must be taught to all pupils in all year groups (unless withdrawn by their parents). Most schools fulfilled their legal duty.

Schools continued to teach RE using the Locally Agreed Syllabus and were pleased to be consulted extensively about the review of the syllabus.

It was pleasing to hear reports directly from schools in SACRE meetings.

The Locally Agreed Syllabus

Teachers are continuing to work with the Agreed Syllabus launched in Summer 2016 but are pleased to hear that the syllabus is being refreshed and revised. They hope the new syllabus will offer more support and clarity around knowledge and progression and reflect the requirements in the OFSTED EIF and the OFSTED research review for RE.

Subject leaders, heads of RE, teachers and senior leaders were consulted over options for the new agreed syllabus for September 2021-September 2026. Consultations were done through survey monkey, online meetings and in regular network meetings. The results of these were fed back to the working group.

The new syllabus was due for launch in October 2021.

SACRE has failed to find funding to refresh the support units of work.

Training is planned to continue into the year 21-22 in termly primary network meetings.

The academic year 2021-22 is an implementation year and schools are gradually bringing in the new syllabus with schools expected to have it in place by September 2022.

Standards and monitoring of RE

Ensuring that sufficient time is given to RE is an ongoing difficulty for some schools, although there are reports that the new OFSTED inspection framework and RE research review is bringing a renewed focus on RE in schools where RE was struggling to get sufficient curriculum time.

Normally SACRE is able to monitor the standards in schools by reviewing GCSE and A level results. Due to the fact that no examinations were held in 2021, it has been agreed nationally that no individual school data will be shared. SACRE is therefore unable to make comment on the examination of RE. 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.

OFSTED reports also provide a way of monitoring RE. As inspections have been suspended for much of this year this has not provided the view into RE in Walsall that we usually get. We will be pleased to consider evidence from OFSTED reports in future years.

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.

We have sent out a letter and survey to Secondary schools and have had fruitful conversations with several schools to ensure they are aware of the law around the provision of RE to all pupils in all year groups (unless withdrawn by their parents). 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.

Teacher training materials and advice for schools

Termly briefings provided a regular input of professional support and development for those who attend subject leaders, class teachers and HLTAs delivering RE and those in their own school to whom they disseminate learning.

These briefings remained virtual in 2020-21. There continued to be a higher attendance than at face-to-face meetings. When all this over it may be worth considering a mixed delivery model.

Termly network meetings 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.

This year termly networks have taken place on teaching using diverse stories and texts in RE, anti-racist RE and diversity in religion and worldviews. The number of teachers attending has slightly increased with attendance peaking at over 25 for some sessions.

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.

These Termly networks 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 school to whom they disseminate learning. These meeting have moved to 4-6pm as supply is very difficult to get in current Covid times. The RE adviser 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.

Information on resources for home learning in RE was sent out to schools via the Head teachers' bulletin.

The current agreed syllabus has a full set of 27 support units written for use in Primary schools. These units were placed onto a disc and shared with all Walsall Primary schools in 2016. 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.

A NATRE affiliated local group also runs in the city.

Other information

There were no formal complaints to SACRE about RE during the year.

Advice given to the Local Authority

Advice was given to the local authority around the necessity to review the current RE agreed syllabus and to ensure that schools were aware of what would be in place for September 2021-2026.

Section 3: Collective worship

Standards and monitoring of Collective Worship

The SACRE has found it hard to monitor collective worship over the past few years. It is noted that schools found different ways of delivering collective worship virtually during the last difficult year. Two SACRE meetings this year included a discussion on collective worship, and SACRE members were pleased to receive presentations from two schools on collective worship and discussions of how these schools had managed their collective worship during the pandemic.

Determinations

No determinations have been requested in the year 2020-21.

Teacher training provided

No training on Collective worship has been provided in 2020-21.

Other information

There were no formal complaints to SACRE about collective worship during the year.

Advice to the Local Authority

No advice was given to the local authority around the provision of collective worship.

Section 4: Links with other bodies

National Bodies

Walsall SACRE are pleased to be linked with national bodies and receive useful national updates from Fiona Moss our RE adviser.

Reports from NATRE, including the School Workforce Data have proved useful to SACRE when monitoring schools. Further resources, such as those for home learning, from NATRE have been shared with schools.

Information from the REC has been used in meetings and shared with schools where appropriate.

The OFSTED research review for RE provided good guidance and discussion for SACRE and this was shared with schools.

Local bodies

Lichfield Diocese provide excellent support to SACRE and we are pleased to have a member of the diocese as vice chair.

SACRE tried hard to further links with Walsall for all and heard from the Integration Area Project Manager, Mr Haroon Ravat from the Community Equality and Cohesion Team.

Section 5: SACRE involvement in the Local Area

Governor and head teacher links

Information has been shared to head teacher briefings.

Advice on community issues

The RE adviser regularly gives advice on speakers coming into schools and visits to places of worship locally. As can be seen in the digest of the minutes, it is hoped that in the winding down of the Walsall for all project up to date contacts for places of worship can be shared with schools.

David/Nick- can we add something further local here???

Section 6: Managing the SACRE and partnership with the Local Authority (LA)

Professional and administrative support

The Local Authority provided funding to support SACRE activity 2020 -21 by contracting with RE Today Services of an RE Consultant for up to 5 days during the year. These days include servicing SACRE, working with schools, providing primary networks training and first response consultancy.

A small amount of further funding was used to conduct a light touch syllabus review.

Fiona Moss from RE Today continued in the role of RE consultant.

Fiona Moss
RE Today Services
Imperial Court
Sovereign Road
Birmingham
B30 3FH

During this year, Bev Mycock left the employment of the Local Authority. In the interim, and pending the recruitment of her replacement, the clerking of SACRE was temporarily undertaken by Dr Paul Fantom. The clerking services are provided by:

Legal and Democratic Services.
Walsall Metropolitan Borough Council
Council House
Lichfield Street
Walsall, WS1 1TW

Nick Perks from the Local Authority's Children's Services Directorate holds responsibility for supporting SACRE and attends its meetings.

Nick Perks
Children's Services Quality Assurance Team
Walsall Metropolitan Borough Council
The Civic Centre
Walsall
WS1 1TP

Membership

Due to the Covid-19 pandemic, in 2020/21 three meetings of SACRE took place. These meetings were held on 12 October 2020, 8 March and 5 July 2021, and these were conducted digitally via Microsoft Teams and all of them were quorate.

The table provided in Appendix A demonstrates the diverse composition of Walsall's SACRE, but it does also show that during this challenging time a number of membership vacancies have arisen and for which it will be necessary to undertake recruitment in due course.

Training

Some members of SACRE have attended training provided by the RE Adviser to primary teachers.

Finance

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.

Appendix A: Membership

The membership of Walsall SACRE at the end of the academic year 2020-21 was as follows:

<p>Committee A: Christian Denominations and Other Religions and Religious Denominations</p> <p>Mr G. Gomez - Roman Catholic (Archdiocese of Birmingham) Mrs. P. Mullins Roman Catholic (Archdiocese of Birmingham) Mrs M. Gibbons Methodist, Walsall Mrs V. Heydon-Matterface – Methodist, Brownhills & Willenhall Mr. D. Lomax - United Reformed Church Mrs. D. Letford - New Testament Church of God Mrs. B. Groombridge - Walsall Quakers Mr. M. Sacha - Muslim Welfare Society Mr. M. Lad - Shree Ram Mandir (Walsall) until October 2020 then replaced by Mr K. Bhatt. Mr. S. Hussain - Pakistan Muslim Welfare Association Mr. Y. Sudat - Anjuman-E-Isha’at-E-Islam Imam Saeed-Ur-Rahman - Mosque and Islamic Centre Mr. M. Ashik Ali - Bangladesh Islamic Association Mr. M. Singh - Guru Nanak Gurdwara Mr. K. Mavi - Guru Nanak Sikh Temple Mr. S. Singh Rai - Walsall Sikh Forum Mr. G. Tsiappourdhi - Black Country Orthodox Trust</p> <p>Vacancies - Baptist churches Salvation Army Hindu Faith Buddhist Faith</p>	<p>Committee B: Lichfield Diocesan Board of Education The Church of England</p> <p>Mrs P. Lane Mr. A. Orlik Ms. K. Donnellan Mrs R. Graham</p>
<p>Committee C Teachers’ Associations</p> <p>Mr G. Headley National Union of Teachers Mrs. Rebecca Broughton-Mills Association of Teachers and Lecturers Mrs. Ellen Taylor National Association of Head Teachers</p> <p>Vacancies Association of School and College, National Association of School Masters and Union of Women Teachers or NEU, VOICE. Ms H. Leadley, Blackwood Primary School</p>	<p>Committee D Local Authority</p> <p>Councillor A. Hussain Councillor K. Hussain Councillor S. Johal Councillor S. Nasreen Councillor K. Pedley Councillor I. Robertson Councillor G. Singh-Sohal</p>
<p>Also invited – Mrs F Moss</p>	<p>Democratic Services Team, Walsall MBC, to provide clerking service to the meetings of SACRE Mr N. Perks, Children’s Services, Walsall MBC</p>

Appendix B: SACRE Constitution

Needs inserting

Appendix C: Circulation of the Annual report

The Walsall Standing Advisory Council on Religious Education Annual Report will be:

- Provided, via e-mail, to all SACRE Members
- Provided, via e-mail, to the Department for Education
- Provided, via e-mail, to NASACRE
- Published on the Local Authority website



STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

(S.A.C.R.E.)

CONSTITUTION

1. Legislative Background

The Education Act 1996, Sections 375-397 (in conjunction with 'Religious Education In English Schools: Non-statutory guidance 2010').

2. Terms of Reference

- a) The broad role of SACRE is to support the effective provision of RE and Collective Worship in schools. Walsall Local Authority will work with the SACRE to monitor and review the existing provision for RE and Collective Worship.
- b) The functions of SACRE are detailed in section 391 Education Act 1996 (as amended). Other responsibilities are outlined in: Religious Education in English Schools: non-statutory guidance 2010; SACRE and Self Evaluation: A guide Ofsted 2005; Circular 1/94 (Collective Worship).

These responsibilities are:

- a) **to advise** the Authority on such matters connected with Religious Education and Collective Worship in Walsall Community schools, Foundation schools without a religious character and Voluntary Controlled schools.
- b) **to monitor** the provision and quality of RE taught according to its Agreed Syllabus together with the overall effectiveness of the syllabus in all schools.
- c) **to provide** advice and support on the effective teaching of the Agreed Syllabus.
- d) **to provide** advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training.
- e) **to require** the LA to set up a statutory conference to review the Agreed Syllabus if, in the opinion of the SACRE, this becomes necessary. This must be reviewed and updated every five years but a majority of representative groups on the SACRE, other than that consisting of persons chosen to represent the Authority (Group D), may at any time require a review of the Agreed Syllabus which is currently being used by the Authority.

*For the purpose of this document British values are those identified by the DFE and monitored by OFSTED

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- f) **to consider**, in partnership with the LA, whether any changes need to be made to the Agreed Syllabus or in the support offered to schools in the implementation of the Agreed Syllabus, to improve the quality of RE and the learning of pupils.
- g) **to offer** schools and the LA advice concerning how an existing syllabus can be interpreted so as to fit in with wider changes in education.
- h) **to receive, determine and review** applications from headteachers that the requirement for **Collective Worship** in community schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school.
- i) **to publish** an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describing the nature of that advice, and setting reasons for offering advice on matters which were not referred to it by the LA. This report will be presented to the LA and schools and is to be delivered to the Department for Education and NASACRE (the National Association of Standing Advisory Councils for Religious Education) by the date specified. This report should also be made available to the public. The report will provide at least the information specified by the receiving body.
- j) **to develop** SACRE's own role, supported by the LA and working with inter-religious bodies, to enhance the important contribution that the study of religion and belief can make to community cohesion, British values* and the combating of religious prejudice and discrimination.
- k) **to offer** advice to the Walsall LA on any matters related to SACREs.

3. Membership of SACRE

- a) The number of representative members shall be determined from time to time by the LA and the individual appointments should be made by the LA after taking all reasonable steps to assure itself that the individual is representative of the denomination or the teacher association concerned. It is desirable that all members have an interest in education in general and in religious education in particular.
- b) SACRE is to be comprised of the members of the four Representative Groups and members co-opted to SACRE
- c) The four Representative Groups shall be:

Group A: Such Christian denominations other religions and religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in Walsall and religions and faiths covered by the Agreed Syllabus. The number of representatives of each religion and religious denomination appointed shall, so far as consistent with the efficient discharge of the Council's functions, reflect broadly the proportionate strength of that denomination or religion in the area as indicated by the 2011 census data:

*For the purpose of this document British values are those identified by the DFE and monitored by OFSTED

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- 1 Baptist
- 1 Black Country Orthodox Trust
- 2 Methodist
- 1 New Testament Church of God
- 1 Quakers
- 1 Roman Catholic
- 1 Salvation Army
- 1 United Reform Church
- 3 Muslim
- 2 Hindu
- 3 Sikh
- 1 Jewish
- 1 Buddhist

Group B: Church of England. This group is made up of 5 members of the Church of England, representing the Diocese of Lichfield. It can include both clergy and lay people. Each nominee will be proposed by the Lichfield Diocesan Board of Education and appointed by the LA. The nominating body will be the point of reference should the LA have any questions pertaining to their nominee(s) either before or subsequent to their appointment.

Group C: Teacher representatives to represent a spread of teacher specialisations as listed below, and these should reflect as broad a spread of teacher associations as possible. Any teacher association that is not represented by the teacher category criteria will have the right to nominate an additional representative. The nominating body will be the point of reference should the LA have any questions pertaining to their nominee(s) either before or subsequent to their appointment:

- 2 Maintained School Headteachers (Primary or Secondary)
- 1 Secondary Academy School Headteachers
- 1 Primary Academy School Headteacher
- Local RE subject leader Primary
- Local RE subject leader secondary
- Representatives of Unions (NUT, NASUWT, ATL, ASCL, NAHT)

Group D: Local Authority. This group shall comprise a group of up to seven elected members as nominated by the political parties represented on the council.

Co-opted members: SACRE shall have the right to co-opt additional members for the remainder of the municipal year. Co-opted members may take part in any of the discussions but do not belong to any of the groups and do not have voting rights. The co-opted members shall be appointed only by those members of SACRE who have not themselves been co-opted.

Co-opted Members to include a Humanist UK representative.

*For the purpose of this document British values are those identified by the DFE and monitored by OFSTED

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

4. Officer Support

- a) Local Authority senior officer or representative (non-voting)
- b) Clerk to SACRE (non-voting)
- c) RE Consultant (non-voting)

The nominating body will be the point of reference should the LA have any questions pertaining to their nominee(s) either before or subsequent to their appointment. The Head of Service will be the point of reference should SACRE have any questions pertaining to the Local Authority Senior Officer.

5. Membership

- a) The LA shall appoint the members of the SACRE after consulting with the Nominating Bodies as appropriate.
- b) Nominating bodies will review their representation at the beginning of each municipal year or up to every five years as they see fit.
- c) An individual representative member may resign at any time by giving notice in writing to their Nominating Body and to the Clerk of SACRE
- d) An individual representative member may be removed from membership by the LA, if in the opinion of the LA he or she ceases to be representative of the nominating denomination or teacher association.
- e) Following non-attendance of a member at two consecutive meetings without apology, the SACRE will recommend to the LA that a replacement nomination be sought from the relevant Nominating Body.

6. Term of Office

- a) Appointments to SACRE shall generally be for a term of 5 years from the date that the new member should have attended their first meeting. Groups can re-nominate members after the end of the 5 years for consideration by the LA. Members may not serve for more than two consecutive periods of 10 years (i.e. ten consecutive years in total). SACRE may waive this rule with the agreement of all voting members of SACRE if the continued service of a Member was considered to be beneficial to the Council.
- b) The SACRE shall review the membership annually at the AGM in the summer term.

7. Voting

- a) Each of the four Groups on SACRE shall have one vote. Groups are to determine their own internal voting arrangements. Decisions within a group about how that vote is cast do not require unanimity. Each group is to regulate its own proceedings including provision for resolving deadlock.
- b) A proposal shall not be deemed to be carried unless it has been approved by at least three of the four Groups, unless otherwise required by law or guidance. If there is a tied vote then the issue would fail, and no action would be taken.

*For the purpose of this document British values are those identified by the DFE and monitored by OFSTED

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- c) The validity of the proceedings of SACRE or of the members of SACRE of any particular category shall not be affected by a vacancy in the office of any member of SACRE, or on the ground that a member appointed to represent any religion, religious denomination or association does not at the time of the proceedings represent the religion, religious denomination or association in question.

8. Quorum

A quorum shall consist of one member from at least three of the constituent groups with a total presence of no less than eight of the appointed members.

9. Chairs and Vice Chair

- a) The chair and vice chair will be appointed by the membership of SACRE at the AGM in the summer term or any meeting during the year when the position is vacant. Normally the chair and vice chair will remain in their positions for two years.
- b) The chair and vice chair, where possible, will represent different Groups of the SACRE and if possible have different religious backgrounds.
- c) SACRE will put in place procedures to consider succession planning for the posts of chair and vice chair.
- d) Where a vote is required, voting will be by a simple majority with each Group being assigned one vote.
- e) The Chair will be responsible for:
- the management of meetings
 - representing the SACRE to other bodies
 - such other duties as the SACRE considers appropriate.
- f) The Vice Chair will be responsible for:
- deputising for the chair as required;
 - representing the SACRE to other bodies in the absence of the chair or in agreement with the Chair
 - such other duties as the SACRE considers appropriate.

10. The Clerk

The LA shall appoint, fund and supervise a Clerk to:

- a) attend the full meetings of SACRE, any agenda setting meeting and Agreed Syllabus Conference meetings
- b) take appropriate minutes and notes at meetings
- c) maintain and update the records of SACRE and its meetings
- d) perform any other necessary administrative duties
- e) provide a copy of the minutes and papers of meeting to the members of SACRE and LA

*For the purpose of this document British values are those identified by the DFE and monitored by OFSTED

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

11. The Local Authority Senior officer

SACRE shall be served by a Local Authority Senior Officer. The LA officer will:

- a) attend each SACRE and ASC meeting
- b) represent the views of the LA at these meetings
- c) provide necessary information and support to the RE Consultant regarding RE and Collective Worship in the Walsall schools
- d) ensure that the LA provide sufficient funds for SACRE to perform its functions.

12. The RE Consultant

The RE adviser will:

- a) attend each meeting of the SACRE and support the SACRE to fulfil its function with regard to RE and Collective Worship
- b) work with the Chair, Clerk and LA Officer to prepare the SACRE agenda and any reports, papers or advice required
- c) report regularly to SACRE on work completed on behalf of SACRE
- d) provide expertise and advice in the areas of RE and Collective Worship.

13. Meetings of SACRE

- a) There will normally be three SACRE meetings per academic year, one per term. Meetings will be convened by the LA. The summer term meeting will be the AGM.
- b) Special meetings may be called by the Chair, Vice Chair and LA acting jointly.
- c) Details of the business to be considered by the meeting, which will be included in the agenda, must be received by the Clerk not later than 15 school days before the meeting.
- d) The Clerk will, no later than 5 working days before the meeting, circulate the agenda and supporting papers to the members.
- e) Meetings of SACRE shall be held in public except where an item of business is being considered which involves the consideration of confidential information in accordance with the Religious Education (Meetings of Local Conferences and Councils).

14. Convening an Agreed Syllabus Conference

- a) Walsall LA is required to convene an Agreed Syllabus Conference (ASC) to review the Agreed Syllabus every five years. An ASC may be requested to be convened by SACRE more frequently.
- b) This conference will ideally have the same composition as SACRE. There is no provision for co-opted members, however some individuals may be invited to all meetings of the conference and its Groups in order to give their advice.

*For the purpose of this document British values are those identified by the DFE and monitored by OFSTED

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

15. General

- a) The SACRE may if it wishes establish working parties to take forward specific projects comprising representatives of each of the groups and the RE Consultant. These working parties will report back to SACRE regularly, according to a schedule agreed at the outset of the project.
- b) In accordance with the statutory requirements of the Education Act 1996 and associated regulations, the press and public will be entitled to attend meetings of the SACRE, but may be excluded from the meeting during the consideration of items containing information capable of being treated as exempt information if meetings of SACRE were meetings of a Local Authority. The press and public are not entitled to attend meetings of an Agreed Syllabus Conference.
- c) The Constitution will be reviewed on a biennial basis at the Summer term meeting of SACRE (the AGM) and suggestions for amendment voted on as described in Sections 7 & 8. Minor amendments may be brought to any meeting, with the agreement of members, and such minor amendments voted on as described in Section 7 & 8.

*For the purpose of this document British values are those identified by the DFE and monitored by OFSTED

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Review of OFSTED reports of Walsall Schools

As you know at various points in the COVID 19 pandemic OFSTED inspections have been suspended or only carried out when safeguarding issues have arisen.

The following inspection reports have been published between **1st May 2021 and 18th February 2022**

All Saints National Academy Requires Improvement 12/13th Nov 2021

Leaders have recently changed the design of their curriculum. A subject-based approach has replaced the previous theme-led curriculum. Pupils now have a more balanced curriculum.

Pupils have a growing understanding of fundamental British values as this has been a recent focus area.

Alumwell Infant School Requires Improvement 9/10 November 2021

Leaders have developed a curriculum that is ambitious for all. It follows the early years foundation stage framework and the national curriculum. Plans set out the knowledge pupils should learn in all year groups and are well sequenced. As a result, learning is planned to revisit and build on what pupils already know. For example, in religious education (RE), Year 1 pupils find out about Sikh places of worship and holy books. In Year 2, they then learn about the Five Ks of Sikhism.

Barcroft Primary School Good 16/17 November 2021

No comment on RE

Bloxwich Academy Good 3/4 November 2021

No comment on RE

Croft Academy Monitoring visit 26 May 2021

No comment on RE

Joseph Leckie Academy Good 12/13 October 2021

No comment on RE

Leamore Primary School Good 15 June, and 14–15 July 2021

Pupils understand and can discuss fundamental British values, such as the rule of law and tolerance. However, some struggle with the correct terminology.

New Invention Infant School Good 23/24 November 2021

Pupils learn, in their 'pieces of me' lessons, about the importance of respect for, and tolerance of, other people. They learn about different religions and faiths of the world.

Palfrey Junior School Good 12/13 January 2022

They learn about different faiths and understand why they need to show respect to others. This work is preparing pupils for life in modern Britain.

Pelsall Village School Monitoring visit 19th Jan 2022

No comment on RE

Pool Hayes Academy Monitoring visit 20th Jan 2022

No comment on RE

Queen Mary's High School Outstanding 12/13 October 2021

No comment on RE

Reedswood E-ACT Academy Good 13/14 October 2021

Pupils learn about tolerance, respect and maintaining positive relationships with others. They learn about viewpoints that are different to their own. This includes learning about the faiths and beliefs that others have. Older pupils discuss these matters with great maturity.

St Francis of Assisi Catholic College Good 26/27 January 2022

As this is a voluntary aided school RE cannot be directly commented on by OFSTED.

St Joseph's Catholic Primary School, Darlaston Monitoring visit 19th May 2021

As this is a voluntary aided school RE cannot be directly commented on by OFSTED.

St Patrick's Catholic Primary School Good 16/17 November 2021

As this is a voluntary aided school RE cannot be directly commented on by OFSTED.

Sunshine Infant and Nursery School Good 7/8 December 2021

No comment on RE

The Jane Lane School, A College for Cognition & Learning Requires Improvement 14/15 July 2021

No comment on RE

Walsall Wood School Good 9/10 November 2021

Pupils benefit from a broad and balanced curriculum. Pupils know about different faiths and cultures.

Walsall RE Agreed Syllabus Launch November 2nd 2021

91 delegates attended the full day virtual launch from 75 schools, a mixture of Infant, Junior, Primary, Secondary and special schools. This training was delivered by Fiona Moss and Lat Blaylock, Senior National RE advisers for RE Today and writers of the revised syllabus.

The first half of the day was spent as one group with breakout rooms and jamboards to allow for discussion. The second half of the day was spent in Phase groups with secondary and primary meeting separately.

Sample delegate feedback

- I liked seeing practical examples of activities which would really engage the children. It would have been nice to be able to be together physically (out of your control I know) My take away is to restructure our progression map and to obtain more interesting artefacts for the children.
- My CPD needs are creating a long term plan that is effective for SEN children - considering that some classes are made up of children from year 1 to year 4, or year 3 to year 6.
- Thank you - Brilliant!!! 🙏
- An excellent and informative session.
- Thank you both for your enthusiasm and clear delivery of the information today, it's been really helpful and interesting to listen to!
- I liked the interactive sharing of resources and demonstration of how these could be applied in the classroom. The delivery of information from Lat and Fiona was captivating!
- An inspiring day.
- I Liked unpicking the resources with colleagues, and sharing their thoughts. I would have changed the fact that the session had to be virtual as I am a people person. My takeaway is to really think carefully about how to sequence the RE curriculum to best meet pupil needs across our federation. My immediate CPD needs involve reading, understanding and planning the launch of the new curriculum. Beyond that. to continually learn more about the faiths that I teach and deepen my understanding so that I can teach the subject both creatively and effective.
- I liked learning about the updated RE framework which has included the recent Ofsted research findings. I would have preferred if we could have attended in person. My biggest takeaway is being more confident about splitting topics and using the questions to develop progression of learning. My CPD needs are how to implement these changes in an all through special school where we struggle with retention of knowledge.
- I enjoyed seeing the examples of work from children and ideas for delivering lessons. I would like more time to discuss how it can fit into our present curriculum map on an individual basis. I would have preferred it to be in person and would have liked to have had a look at the new syllabus before the training to get a better understanding as we presently use a different scheme. I need to revisit the progression across the school. Thank you
- I liked how the examples were EYFS as many courses cover years 1-6.
- My take away is to create a long term plan showing progression. I would like more opportunity to discuss with others implementing the new curriculum by 2022 assessment is also a grey area for me!
- I liked learning about the place of RE with regards to the new OFSTED framework. I wouldn't change anything. My CPD needs – I want to know more about how to talk about my subject

with confidence in a deep dive! My take away is lots of ideas for activities to assess children's knowledge and ideas to tweak my long term plan by splitting up units.

- I liked the shared resources, classroom ideas, teaching RE creatively. I have also liked the enthusiasm from Fiona and Lat in presenting today's session.
- I liked the new unit over views and how prior learning is included. I wouldn't have changed anything. My takeaway is to update and change my progression maps. CPD to share more engaging ways to teach RE lessons with members of staff / share progression maps and improve assessments.
- I liked the lesson ideas and resources. I wouldn't change anything as was a well structured day. My takeaway is to ensure our RE lessons are creative and engaging. CPD is deep dives in RE
- I liked the resources and lesson ideas, long term planning information and networking. I would have liked it to have been face to face. I am taking away new interesting ways of teaching RE and encouraging children to talk about their views. CPD will be more discussion and support with planning during network meetings and CPD in school will be sharing with colleagues. An excellent day, thank you.
- I liked the structure of the new plans.
- I liked the ideas to use in the classroom, there are some fantastic ideas which I will take back and share with my colleagues. I particularly liked using the real life contexts and examples. I wouldn't change much - it would be nice to be in person but obviously this cannot be helped at the moment. My takeaway is using links to other subjects and use of other people who have religions/are not religious e.g. Dr Noel Chavasse rather than sticking to the same people. My CPD needs are based around updating our long term planning and implementing assessment. Thank you, it's been a really helpful day

Spring Term 2022 National SACRE updates from RE Today

Inspecting RE: An examination of OFSTED inspections

The publication of the [Religious Education Research Review](#) was greeted positively by many teachers.

This article examines the inspections reports published between 1st May - 14th Oct 2021. We investigate whether inspectors are taking account of the factors identified in the research and if this is improving the potential of inspections to drive up standards in RE. A detailed article outlining sample reports and themes is available for NATRE members.

Key themes that are commented on are

1. Studying the curriculum in depth, knowing more and remembering more
2. A well sequenced curriculum to ensure that pupils learn the knowledge they need for later topics.
3. Planning an ambitious curriculum
4. Collectively enough
5. Adequate curriculum time is given to RE, so that leaders can deliver an ambitious curriculum.
6. Developing pupils' personal knowledge helps them to relate the content to themselves (for example, their own prior assumptions).
7. There is sufficient training and professional development so that teachers have appropriate subject professional knowledge.
8. The importance of visits and visitors
9. Links to SMSC and Personal Development
10. Generally poor or non-existent provision
11. The importance of subject leadership

NATRE members can download the full document [on this link](#).

Could SACRE encourage schools to become members of NATRE to gain up to date information such as this? Is SACRE monitoring OFSTED reports?

Analysis of teacher survey on Secondary RE and RS

A Ninth Secondary NATRE Survey – July 2021: This ninth survey was conducted during the spring term of 2021 via a number of teacher networks supported by the National Association of Teachers of Religious Education (NATRE), and RE Today Services. Conclusions can be drawn around provision, GCSE entries, timetabling and the supply of specialist RE teachers.

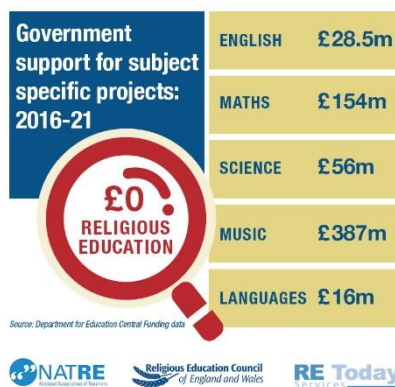
See the report www.natre.org.uk/news/latest-news/an-analysis-of-a-survey-of-teachers-on-the-impact-of-government-policy-on-student-opportunity-to-study-gcse-rs/

Is this something that should be discussed on our SACRE agenda? Are we aware of the picture in our schools? Are senior leaders aware of their duties around RE

Religious Education and the lack of support by government funding

A written parliamentary question tabled has led to the government sharing that it has been supporting curricular projects in many areas of the curriculum, but has allocated no funds on Religious education specific projects in the last 5 years.

The RE community are asking people to write to their MP to ask if this can be changed. According to a Savanta survey commissioned by CSTG, 64% of UK adults agree that RE is an important part of the school curriculum today. Religious Education requires support by the government.



Can SACRE talk to local MPs about this and ask them to press the government on this?

Conference 2022 - Ambitious SACREs

Taking place in Birmingham on Monday 23 May, this conference will provide an opportunity for SACRE members to engage in discussion around issues of RE and Collective Worship. Keynote speakers will be Sarah Lane-Cawte (new Chair of the REC - Religious Education Council), HMI Richard Kueh (Ofsted) and David Hampshire, a previous chair of NASACRE, who will present the analysis of the most recent (2021) SACRE annual reports.

Additional sessions will look at the new SACRE audit tool, Westhill award winners, the Local area Network report and other topical issues of interest to SACREs.

Who can attend this on behalf of our SACRE?

LAN (Local Area Network) report

Still Standing – the REC Local Area Network Report is now live [here](#).

The report asks SACREs to consider the following points:

1. Reviewing SACRE membership in partnership with the LA to ensure that it is representative of the local community, and supports the religions and worldviews included in the Agreed Syllabus. Having a diverse range of voices with specific roles on SACRE is essential if an LA is to be able to discharge its legal responsibilities. SACREs can start the process of working with their LA to update membership now. This may require a change to the constitution or terms

of reference; the LA legally approves your members and there is nothing in the present legislation that would hinder this.

2. Continue to build local partnerships with the LA to ensure necessary funding.
3. Within the present legislation regarding their ability to widen their membership, the CoRE report helpfully suggests SACREs think about adding to their membership - if they haven't done so already - education departments at museums and universities, local ITT providers, local RE CPD providers, training school hubs, parents, governors, pupil voice, academies and free schools, to name but a few possibilities. Widening representation and local buy-in strengthens the work of high quality RE in schools.

Claire Clinton, the report's author, believes that there are some useful documents developed by SACREs who participated in the project, for other SACREs to use in their work, including

- An audit tool for Agreed Syllabus reviews
- A simple participatory action research template
- A membership tool

NASACRE hopes that there will be an opportunity for SACREs to find out more about these tools and discuss the impact of the report at the (hopefully!) face-to-face May 2022 conference in Birmingham

What can our SACRE learn about this? Could someone go back and find out more about this and lead a discussion at our next meeting?

SACRE Self-evaluation tool

The development group has worked hard on reviewing, updating, and improving the SACRE self-evaluation tool. This tool will enable you to consider your SACRE's effectiveness in all areas of its work in order to produce a targeted and costed Development Plan in partnership with your LA.

The SEF is available [here](#) for use at SACRE meetings.

There will be a workshop at the conference in May 2022 around how to use the tool to best effect.

Should this be on our summer agenda- led by whoever attends the NASACRE conference?

Religion and Worldviews in Religious Education

This new page on the REC website hosts a series of resources relating to worldviews. It includes a new animation from Jason Ramasami, well known animator and former RE teacher that captures the key characteristics of how this new approach represents religions in the classroom, a Bibliography from Dawn Cox of articles, blogs and other material that have been published in response to the CoRE Report and a series of FAQs.

www.religiouseducationcouncil.org.uk/worldviews/

Do we need an item on our agenda to discuss new developments in worldviews?

NASACRE's new online Training programme

You can access these recorded sessions [here](#) along with the Ppts and resources.

The programme for 2021-22 can be accessed [here](#).

Can you attend any of these- which might be useful?

The Culham St Gabriel's Leadership Programme: Finding your voice as a leader of Religion and Worldviews 2022-23

APPLICATIONS NOW OPEN: Closing date for applications: 31st March 2022

The programme is a one to two year mentoring and coaching programme developing leadership skills in middle leaders. It is **free** to schools. Applications are open now for a September 2022 start. The programme works at 2 levels.

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.

For more details and a film outlining the programme go

to www.reonline.org.uk/leadership/leadership-programme/

Strictly RE conference attendees can also watch the session recording on the programme.

Who should we be encouraging to join this programme? Can we share this with schools?

Competitions

NATRE Spirited Arts 2022

Will schools from our area join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of.

Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The 5 themes

1. "We have more in common than that which divides us."
2. God's good earth? ("Beautiful World, wonderful God?")
3. Searching for God
4. A view of the world.
5. Celebrations: Big days and big ideas

Find out more details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/

Lessons that make a difference

CSTG through REonline have launched their blog writing competition. CSTG are inviting children and young people to write a 500-word blog or record a 2-minute audio or visual file about a Religion and about a Religion and Worldviews (or RE) lesson that has made a difference to them. Entries are due in by 14th March.

Winning entries will be notified and their blogs/vlogs posted on RE:ONLINE in Summer 2022.

www.reonline.org.uk/news/pupil-blog-competition-2022/

How can SACRE encourage schools take part in these 2 competitions? Can this link in with anything going on locally? Some SACREs have held local Spirited arts competitions and worked to display entries in a local museum. Is this something this SACRE might consider?

Websites refreshed and relaunched

The **RE:Quest** website has refreshed and relaunched with a series of new resources on key Christian concepts such as Salvation, resources for pupils with additional needs and a series of new films. You can also create boards of resources for particular units or topics for pupils and teachers to access. Resources on the key concepts provide sample lesson plans too.

<https://request.org.uk>

The **Understanding Humanism** website has relaunched with over 100 new FREE resources to support teaching about humanism and non-religious worldviews.

Resources for ages 5-18 organised into several core areas of knowledge to support young people's understanding of a humanist approach to life, humanist history, and the influence of humanism on the modern world. '

<https://understandinghumanism.org.uk>

The **Truetube** website has also had a refresh with a series of new films added for teachers in Primary and secondary schools.

www.truetube.co.uk