

## **Children and Young People's Service**

### **Standing Advisory Council for Religious Education**

**Tuesday 26<sup>th</sup> January 2021**

**Full SACRE Meeting: 4.30 pm - 6.00 pm**

### **Remote Meeting – via Microsoft Teams**

Pursuant to The Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority Police and Crime Panel Meetings) (England and Wales) Regulations 2020, this meeting will be held using video conferencing with a live broadcast to the Council's YouTube site. Further information on this is available on the committee pages on the Council website - <https://democracy.northyorks.gov.uk/>

The meeting will be available to view once the meeting commences, via the following link - [www.northyorks.gov.uk/livemeetings](http://www.northyorks.gov.uk/livemeetings) Recording of previous live broadcast meetings are also available there.

## **AGENDA**

- 1. Welcome and announcements**
- 2. Apologies for absence**
- 3. Declarations of interest**
- 4. Minutes of the meeting held on Tuesday 6<sup>th</sup> October 2020 (Enclosed) (Pages 4-12)**
- 5. Matters arising (that are not referred to elsewhere on Agenda)**
- 6. Recording of individual attendance at SACRE Meetings – Report of the Clerk (Enclosed) (Pages 13-14)**
- 7. Draft Annual Report 2019/2020 – Chair and Principal Education Adviser (Support) (Enclosed) (Pages 15-25)**
- 8. North Yorkshire SACRE Development Plan 2020-2022 – Update on Progress – Chair (Enclosed) (Pages 26-29)**

**9. Update by Olivia Seymour, Professional Religious Education (Pages 30-42) Adviser (Enclosed)**

NOTE: Appendix 2 is To follow

**10. Update by the Local Authority – Adrian Clarke, Principal Education Adviser (Support) (To follow)**

**11 Ofsted Reports for North Yorkshire Schools and any particular concerns arising from these – Adrian Clarke, Principal Education Adviser (Support) (Verbal report)**

**12. NASACRE EGM Brief Report – Chair (Verbal report)**

**13. Correspondence – Chair (Verbal report)**

**14. Date of Next Meeting**

- Tuesday 20<sup>th</sup> April 2021 at 2.00 p.m.

**15. Any other business which the Chair considers to be urgent**

Barry Khan  
Assistant Chief Executive (Legal and Democratic Services)

County Hall, Northallerton

18<sup>th</sup> January 2021

## MEMBERSHIP OF THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Group A: Faith Groups	
Professor J Adams	Humanist
Chris Devanny	Catholic
Bill Kimberling	The Church of Jesus Christ of Latter-Day Saints
Nasr Moussa Emam	Muslim
Helen Sellers (Chair)	Baptist
Mohinder Singh Chana	Sikhism
Vacancy	Budhism
Vacancy	Hindu
Vacancy	Judaism
Vacancy	Methodist
Vacancy	Salvationists
Vacancy	Society of Friends
Group B: Church of England	
Reverend Simone Bennett	
Margaret Gibson	
Vacancy	
Vacancy	
Group C: Teaching Associations	
Tara Askew	
Judy Clarke	
Rosemary Laverack	
Douglas Rice-Bowen	
Vacancy	
Group D: Local Authority:	
County Councillor Robert Heseltine	
Councillor Janel Jefferson	
County Councillor Andrew Lee	
County Councillor Patrick Mulligan	
County Councillor Annabel Wilkinson	
Co-opted Member: Academic Expertise in Religious Education	
Vacancy	

## North Yorkshire County Council

### Children and Young People's Service

### Standing Advisory Council for Religious Education

Minutes of a meeting held via Microsoft Teams on Tuesday 6<sup>th</sup> October 2020

**PRESENT (THAT IS, THOSE WHO JOINED THE DISCUSSION):**

Christian Denominations and such other religious denominations as, in the Authority's opinion, will appropriately reflect the principal religious traditions in the area:

Professor John Adams (Humanist), Bill Kimberling (The Church of St. Jesus of Latter-Day Saints), Helen Sellers (Baptist) and Mohinder Singh Chana (Sikhism)

Church of England: Reverend Simone Bennett and Margaret Gibson

Teachers Associations: Tara Askew, Rosemary Laverack and Douglas Rice-Bowen

Local Authority: County Councillors Janet Jefferson, Patrick Mulligan and Annabel Wilkinson

**Officers:** Adrian Clarke (Principal Education Advisor - Support), Daniel Harry (Democratic Services Manager), Patrick Duffy (Senior Democratic Services Officer – Clerk to SACRE), Heather Russell (Senior Education Advisor); Olivia Seymour (Professional Religious Education Advisor)

		Action
199	<p><b>ELECTION OF CHAIR</b></p> <p>Patrick Duffy reported that Members had been asked at the start of September if they would wish to put themselves forward for the role of Chair. One nomination had been received and that was from Helen Sellers.</p> <p><b>RESOLVED –</b></p> <p>That Helen Sellers be elected as Chair of the Standing Advisory Council on Religious Education for the next twelve months.</p> <p>Helen Sellers in the Chair.</p> <p>The Chair thanked Members for putting their confidence in her. She would do her best to serve the Committee well during her tenure.</p> <p>She also thanked her predecessor, Olivia Seymour, for all that she had done.</p>	

200	<p><b>ELECTION OF VICE-CHAIR</b></p> <p>The Chair advised that no nominations had been received for the position of Vice-Chair following the request to Members. However, since then, Douglas Rice-Bowen had indicated that he would be prepared to take on the role.</p> <p>The Chair asked if there were any other nominations. There were none forthcoming.</p> <p><b>RESOLVED –</b></p> <p>That Douglas Rice-Bowen be elected as Vice-Chair of the Standing Advisory Council on Religious Education for the next twelve months.</p>	
201	<p><b>CHAIR'S ANNOUNCEMENTS</b></p> <p>The Chair stated that, for the particular benefit of any members of the public who might be viewing the meeting, the Standing Advisory Council on Religious Education (SACRE) advises the Local Authority on Religious Education and Collective Worship and supports their delivery – especially through the Agreed Syllabus.</p> <p>She welcomed Members to the meeting and, in particular, Tara Askew and Rosemary Laverack, who had been appointed to the Committee as Teacher Representatives.</p> <p>Tara Askew works at Tadcaster Grammar School and is the Curriculum Team Leader for Religion, Philosophy and Ethics.</p> <p>Rosemary Laverack is a Senior Teacher at Langton Primary School and the Lead on Religious Education.</p> <p>Members of the Committee then introduced themselves.</p> <p>NOTE: The Teacher Representative vacancies were created by the resignations of Sarah Beveridge, Hannah Harrison and Hannah Spencer. This leaves one vacancy for a Teacher Representative.</p>	
202	<p><b>APOLOGIES FOR ABSENCE</b></p> <p>Apologies were received from Nasr Moussa Emam (Muslim); Barbara Belsham (Methodist); and County Councillor Robert Heseltine.</p>	
203	<p><b>DECLARATIONS OF INTEREST</b></p> <p>There were no declarations of interest.</p>	
204	<p><b>MINUTES</b></p> <p><b>RESOLVED –</b></p> <p>That the Minutes of the meeting held on 30<sup>th</sup> January 2020 be agreed and signed by the Chair as a correct record.</p>	Clerk

205.	<p><b>MATTERS ARISING:</b></p> <p>There were no matters arising.</p>	
206.	<p><b>NOTES OF INFORMAL DISCUSSION ON 21<sup>ST</sup> MAY 2020</b></p> <p>The Chair reported that when it became clear it would not be possible to meet in May, due to the coronavirus pandemic, it was recognised that there would not be a formal meeting of the Committee for some months. Therefore, an informal discussion was arranged in May to update Members on various issues.</p> <p>She added that the Notes of that discussion had been circulated. Progress had been made on a number of matters. It was not a formal meeting and therefore the Notes did not require approval.</p> <p>Professor John Adams sought clarification that a corrected version of the Religious Education Syllabus had been published online, picking up the errors that he had pointed out.</p> <p>Olivia Seymour confirmed that this had been done.</p> <p>Professor Adams repeated his previous view that the copy that had been published was very poor but he was pleased that this had now been done.</p> <p>NOTED.</p>	
207.	<p><b>CHANGES IN THE LOCAL AUTHORITY STAFFING</b></p> <p>Adrian Clarke, Principal Education Advisor (Support) in the School Improvement Service updated as follows:-</p> <ul style="list-style-type: none"> <li>- The establishment of a SACRE is a statutory duty of the Local Authority who are required to provide two roles - a named Liaison Officer and a Professional Religious Education Advisor.</li> <li>- The Local Authority Officer's role is to liaise with SACRE and the Clerk; represent the Director of Children's Services; and to provide local school context and assist in preparation, publication and distribution of the Annual Report. The role also entails liaison with the Religious Education Advisor, when this is not the same person.</li> <li>- The Professional Religious Education Advisor is required to provide advice, guidance and training to both SACRE and Schools and to provide national guidance and updates and to assist in drafting reports and agendas.</li> <li>- For the period September to December 2019, Rebecca Swift, the Equalities Adviser within the School Improvement Service, fulfilled both roles. Rebecca voluntarily left the service at the end of December at the conclusion of a restructure.</li> <li>- In January, he had taken on the role of a strategic link with SACRE, and Katharine Bruce, took on an operational role.</li> </ul>	

	<ul style="list-style-type: none"> <li>- It was determined that, following the restructure, the Local Authority lacked the specialist expertise of a Religious Education Advisor within the service. It was decided that this role would be commissioned. This is in line with a number of other Local Authorities. Olivia Seymour has been commissioned as the Religious Education Advisor.</li> <li>- The Local Authority Officer support had also been strengthened. Heather Russell, Senior Education Advisor, is providing operational resource and will be liaising with the Chair, the Professional Religious Education Advisor and himself and assist in drafting documents such as the Annual Report and collecting data and case studies from Schools.</li> <li>- His role would be to attend SACRE; provide a strategic overview; report back to Senior Leadership Teams; and liaise with other Council services affected by the work of SACRE.</li> </ul> <p>The Chair expressed her thanks to the Local Authority for the increased support that they are providing.</p> <p>NOTED.</p>	
208	<p><b>RETURN TO SCHOOLS</b></p> <p>Adrian Clarke provided an update:-</p> <ul style="list-style-type: none"> <li>- During the summer term, the Local Authority published Guidance for Schools on Collective Worship and Religious Education and provided links to a number of online resources so that School Leaders and Teachers had access to a variety of sources to assist them with provision of home learning.</li> <li>- Schools opened fully to all children and young people in September and currently there is an overall attendance rate of approximately 87%-89% across the county. There are occasions when pupils are having to home learn or self-isolate, in accordance with Government Regulations.</li> <li>- It is intended to shortly publish guidance for wider re-opening and how Religious Education and Collective Worship could be approached and a North Yorkshire County Council SACRE Newsletter has been finalised. Both documents have been circulated to the Committee, for information, as the Local Authority wanted to advise SACRE of these documents prior to wider circulation.</li> <li>- If SACRE are agreeable, both documents referred to above will be sent to Schools this week via the "Red Bag" which is the official communication method for sending information to Schools.</li> <li>- Guidance and risk assessments have been issued from the Music and Health and Safety Service with regard to music and singing. A number of Schools are undertaking collective worship within their 'bubbles' by utilising Microsoft Teams and other video conferencing software between classrooms.</li> </ul>	



	<p>- Reverend Simone Bennett asked if an amendment could be made to the Newsletter, which talks about the provision for Religious Education. It is about Religious Education support for all Maintained Schools and does not make a distinction for religiously Designated Schools. Adrian Clarke indicated that he would share suggested wording with Simone outside of the meeting.</p> <p><b>RESOLVED –</b></p> <p>a) That Guidance on Wider re-opening of Schools and how Religious Education and Collective Worship could be approached, together with a North Yorkshire County Council SACRE Newsletter, be sent to Schools, via the “Red Bag”.</p> <p>b) That Adrian Clarke liaise with Reverend Simone Bennett about revised wording in the SACRE Newsletter regarding the provision of Religious Education support.</p>	<p>Principal Education Advisor</p> <p>Principal Education Advisor</p>
209.	<p><b>DRAFT SACRE ANNUAL REPORT 2019/20</b></p> <p>Considered –</p> <p>The draft Annual Report of SACRE for 2019/2020.</p> <p>Adrian Clarke reported that, due to the coronavirus pandemic, the report will look significantly different from that of previous years. For example, School Case Studies were unable to be collected in the summer term and, although public examinations took place, we cannot yet report on North Yorkshire’s data. It may be possible to include the data in the finalised report, which will be brought back to the Committee for approval.</p> <p>There are a number of grammatical errors that will be picked up for the final version.</p> <p>Adrian talked Members through the sections of the Report.</p> <p>Douglas Rice-Bowen queried whether some reference should be included to the effect that future meetings are likely to be held remotely and that this is legally permissible. Patrick Duffy said he would arrange this.</p> <p>Daniel Harry added that the County Council would hold remote meetings until May 2021 and possibly beyond that. After May, it would be up to SACRE to decide what method of meeting best suits its purposes and its engagement with the public.</p> <p>The Chair pointed out that the Annual Report relates to 2019/20 and, therefore, any additional wording about meetings going forward, should be minimal.</p> <p>Professor Adams felt that the report should show individual’s attendance records, in line with many other public documents.</p> <p>Daniel Harry advised that, for Councillors, the County Council produce an Annual Attendance Record, which is published on its website. For Committees that are similar to SACRE, the County</p>	



	<p>Council tend not to include attendance, but there is no reason why this should not be included.</p> <p>Reverend Simone Bennett felt there should be further discussion about this.</p> <p>The Chair suggested Members indicate their view to Patrick Duffy outside of the meeting.</p> <p>The Chair thanked officers for their work on the Annual Report.</p> <p><b>RESOLVED –</b></p> <ul style="list-style-type: none"> <li>a) That the draft Annual Report be noted, together with the fact that a revised draft will be presented to the Committee at its January meeting.</li> <li>b) That a form of wording be included to the effect that, going forward, meetings are likely to be held online as a result of the coronavirus pandemic, but that this is permissible.</li> <li>c) That Members communicate to Patrick Duffy their personal preference as to whether an individual's attendance should be recorded in the Annual Report (which will be placed on the website); as part of the Annual Attendance Record (which will also be placed on the website); or not to publish individual attendance (except, of course, in the Minutes of each meeting.)</li> </ul>	<p>Principal Education Advisor</p> <p>Clerk</p> <p>ALL</p>
210	<p><b>NORTH YORKSHIRE SACRE DEVELOPMENT PLAN 2020/2022</b></p> <p><b>Considered –</b></p> <p>The final draft of the above-mentioned document.</p> <p>The Chair said this was being presented for approval, as it had not been possible to consider this earlier, with the Committee not having met formally since the start of the year.</p> <p>A progress column had been added, using a <i>Traffic Light System</i>. The increased links with the Local Authority Officers was evident from the number of “green” areas in the progress column. These will continue to be developed.</p> <p>She added that the document will continue to be a work in progress and that progress will continue to be monitored and reported to the Committee.</p> <p>Echoing his earlier point, Professor Adams commented that the proposed Skills Audit would be of little use if Members do not attend meetings. Olivia Seymour advised that national guidance from NASACRE has been received about membership and attendance and perhaps this could be looked at at a future meeting, to ensure capacity and full membership of the Committee.</p> <p><b>RESOLVED –</b></p> <p>That the Development Plan for 2020/2022 be approved.</p>	<p>Chair</p>

211	<p><b>RELIGIOUS STUDIES “A” LEVEL AND GCSE NATIONAL PICTURE 2020</b></p> <p><b>Considered –</b></p> <p>A paper by Olivia Seymour.</p> <p>She stressed that this has been a stressful and unusual year for our Schools, particularly in respect of external examinations and highlighted the following:-</p> <ul style="list-style-type: none"> <li>- It is very encouraging that Religious Education at “A” level and GCSE have both fared well, considering the challenges often faced in the time provided by Schools for Religious Studies examinations.</li> <li>- When the Locally Agreed Syllabus was approved last year, an approval was given for an accredited course at Key Stage 4 to be followed by Schools. Owing to the coronavirus pandemic, it has not been possible to build an accurate picture of numbers. Over the next year, however, an activity for SACRE will be to monitor the standards in Secondary Schools, in particular.</li> <li>- Uncertainty remains as to what will happen with next year’s examinations. We know that there will not be specific changes to the content of Religious Studies papers. However, challenges include the time spent home learning by pupils over the spring and summer of 2020 and where Schools send home pupils to self-isolate. As soon as we are made aware of the impact of the changes, Members will be informed.</li> <li>- Consideration needs to be given to the support we can provide to Schools as they navigate these challenges.</li> </ul> <p>NOTED.</p>	
212.	<p><b>OFSTED REPORTS FOR NORTH YORKSHIRE SCHOOLS AND ANY PARTICULAR CONCERNS ARISING FROM THESE</b></p> <p>Adrian Clarke advised that Ofsted has suspended its Inspection Framework due to the coronavirus pandemic. It has now instigated a framework of visits in the Autumn Term to Schools.</p> <p>Quoting from an Ofsted operational note: <i>Interim visits will help parents and the public to understand how individual schools are returning to the school’s normal curriculum. We will not be evaluating what leaders did during the spring and summer term 2020, when schools were not open to all pupils, but we may need to understand the broad context of its impact on the school.</i></p> <p><i>The lead Her Majesty’s Inspector (HMI) will write a short letter after each interim visit. The letter will summarise briefly the discussions inspectors had with leaders. This is to provide parents with information about what leaders are doing to help pupils back into full-time education. Letters will not provide any evaluation or graded judgement. They will be published on our reports website.</i></p>	

	<p>Adrian Clarke added:-</p> <ul style="list-style-type: none"> <li>- There have been four such visits to North Yorkshire Schools this term, and we await publication of the letter in all cases.</li> <li>- The Inspections will look at Schools normal curriculum, including Religious Education and Collective Worship.</li> <li>- A legal note had recently been received from the Department for Education confirming Schools have a legal duty to provide home learning to pupils who are not in school for a period.</li> <li>- As we move back into a framework of Inspections, we will work to analyse the information from these and appraise the Committee, as appropriate.</li> </ul> <p>NOTED.</p>	
213.	<p><b>TRAINING FOR SCHOOLS</b></p> <p>Olivia Seymour advised that, further to the update that she had provided at the discussion in May, about the move to online learning, there had been a number of Continuing Professional Development opportunities that North Yorkshire Schools had attended. These included a Humanism Workshop and some of the Muslim Services Learner Workshops.</p> <p>This year, the plan is that all Religious Education Networks will be online. Three are planned, termly, for Primary Schools. These will be at accessible times for Teachers. There will also be a Secondary Religious Education Network online each term, together with a Training Day for Teachers who are new to teaching Religious Education.</p> <p>The Networks are an opportunity to share updates and signpost Teachers to new resources, linking into the teaching of the Locally Agreed Syllabus, supporting Teachers in planning an appropriate curriculum for their School's setting.</p> <p>When the Ofsted Inspections recommence, SACRE will look at the feedback from Schools and decide if any further training needs to be provided.</p> <p>Douglas Rice-Bowen felt that, as we move into the digital world, consideration needs to be given as to the support available for vulnerable students for home schooling. How can we, as a SACRE, support parents of vulnerable children to continue to engage with some quality Religious Education within the current context?</p> <p>Olivia Seymour responded that some reflection will be required on this. However, during lockdown, Schools were signposted to known and approved home learning resources. The Subject Association and the Religious Education for England and Wales shared resources that were disseminated to Schools. The termly Newsletter for Schools is another mechanism that can be used in this regard.</p> <p>The Subject Association had provided a template letter for Schools to put on their website for parents and carers explaining the place</p>	

	<p>of Religious Education in the curriculum and dispelling myths of what Religious Education is and is not as an academic subject. That may be something we want to send out to Schools.</p> <p>She will also raise with NASACRE whether there is any national guidance on these points.</p> <p>Adrian Clarke added that there is a wider link to other Council Departments on this. The School Improvement Service look at general attendance patterns but not whole school attendance. That is something that could be examined.</p> <p><b>RESOLVED –</b></p> <p>a) Raise with NASACRE whether there is any national guidance as to the support available for vulnerable students for home schooling.</p> <p>b) Consider whether the School Improvement Service should look at whole school attendance rather than general attendance patterns.</p>	<p>Professional RE Advisor</p> <p>Principal Education Advisor</p>
<b>214.</b>	<p><b>CORRESPONDENCE</b></p> <p>The Chair said she had not received any correspondence.</p>	
<b>215.</b>	<p><b>DATES OF MEETINGS IN 2021</b></p> <p>The Chair advised that four meetings are proposed, rather than three, as it is felt that three meetings are not enough to consider the matters required, particularly the Annual Report.</p> <p>In addition, it is suggested that alternate meetings commence late afternoon to help facilitate attendance by Teachers.</p> <p>Professor Adams pointed out that one date in the published papers is incorrect; Thursday 24<sup>th</sup> June, should read Tuesday 22<sup>nd</sup> June.</p> <p><b>RESOLVED –</b></p> <p>That meetings of SACRE in 2021 be held as follows:-</p> <ul style="list-style-type: none"> <li>➤ Tuesday 26<sup>th</sup> January 2021 at 4.00 p.m.</li> <li>➤ Tuesday 20<sup>th</sup> April 2021 at 2.00 p.m.</li> <li>➤ Tuesday 22<sup>nd</sup> June 2021 at 4.00 p.m.</li> <li>➤ Tuesday 21<sup>st</sup> September 2021 at 2.00 p.m.</li> </ul> <p>NOTE: The first two meetings and, quite possibly, all four, will be held remotely.</p>	<p>ALL TO NOTE</p>
<b>216.</b>	<p><b>ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS TO BE URGENT</b></p> <p>On this occasion, there was no other business.</p>	

The meeting concluded at 3.04 p.m.

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**North Yorkshire County Council**  
**North Yorkshire Standing Advisory Council**  
**on Religious Education (SACRE)**

**26<sup>th</sup> January 2021**

## Recording of individual attendance by Members at meetings

<b>1.0</b>	<b>Purpose of the Report</b>
1.1	To seek a decision from SACRE as to whether the attendance of individual Members should be recorded and, if so, how.
<b>2.0</b>	<b>Background Information</b>
2.1	Currently, attendance at SACRE Meetings over the course of the academic year is recorded in the Annual Report. This is by Group A/B/C/D, rather than by the names of individual Members within each Group.
2.2	A view was expressed by Professor John Adams, of the Humanist Association, that individual attendance should be recorded in the Annual Report.
2.3	As part of the consideration of the draft Annual Report at the last meeting on 6 <sup>th</sup> October 2020, it was agreed that Members would let me know their preference as to the recording of individual attendance at SACRE Meetings.
2.4	<p>I emailed Members to seek their view and advised that the following would seem to be the main options:-</p> <ul style="list-style-type: none"> <li>a) In each set of Minutes of SACRE Meetings include details of the attendance totals for that year</li> <li>b) Include the attendance figures in the Annual Report of SACRE</li> <li>c) Put the attendance figures on the Council's website</li> <li>d) Include attendance figures in the report that goes annually to the Standards Committee and the County Council</li> <li>e) That attendance not be recorded other than, of course, in the Minutes of each SACRE Meeting</li> </ul>
2.5	Four Members responded. Three were in favour of individual attendance being recorded in the Annual Report, or elsewhere, one of whom added that, if this is via the Annual Report, it could be pointed out that this has been a difficult year, with some Members having difficulty in accessing remote meetings.
2.6	One Member did not feel it is appropriate to name individuals and their attendance and questioned the reasons why we would want to do this in that, if there is a Member continually non-attending, there are procedures in place to address that. Sometimes missing a meeting is unavoidable.

- 2.7 For the information of Members, another statutory body in the county, the North Yorkshire Safeguarding Adults Board, records in its Annual Report attendance by the position and organisation the Member is from, rather than by individual name. For instance, it refers to the attendance by *Corporate Director of Health and Adult Services*, rather than *Richard Webb*.
- 2.8 As the vehicle of the Annual Report already exists, it seems sensible to continue to record attendance in that document rather than elsewhere. The question is: Does the Committee want attendance to be recorded:-
- by *Group*, as is currently the case?;
  - by the *position/organisation* of the Member? (e.g. the Catholic Member of SACRE attended, say, 3 out of 4 meetings during the year); or
  - by *individual name and organisation*? (e.g. A.N. OTHER, from the Salvationists, attended 3 out of 4 meetings during the year)

**PLEASE NOTE: The above examples are purely illustrative**

### **3.0 Recommendation**

- 3.1 That attendance for the academic year at meetings of SACRE continue to be recorded in the Annual Report, but that SACRE decide whether that should be changed from the current method, which shows attendance by each Group, to the position/organisation represented by each Member; or the name of the individual Member and organisation they are from.

**NOTE:** The recording of individual attendance in the Minutes of each meeting will continue as per current practice.

Patrick Duffy  
Clerk to North Yorkshire SACRE

County Hall, Northallerton

18<sup>th</sup> January 2021

Report Author: Patrick Duffy

Background documents: None



# North Yorkshire Standing Advisory Council on Religious Education

**Annual Report for the School Year 2019/20**



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- 8. Summary
- 9. Membership of SACRE

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The SACRE welcomes any comments on, or enquiries relating to, this report, which should be addressed to Patrick Duffy, Clerk to SACRE, North Yorkshire County Council, Legal and Democratic Services, County Hall, Northallerton, DL7 8AE.  
Email: [patrick.duffy@northyorks.gov.uk](mailto:patrick.duffy@northyorks.gov.uk)

## 1: Introduction and context from the Chair of SACRE

It has been a privilege to chair North Yorkshire SACRE again this year, though much of the year has not been as we would have wished or expected. The work of SACRE was limited in many respects as the focus turned to supporting schools through limited opening. The RE networks that ran were, however, a great opportunity to meet with teachers, share best practice and support the embedding of the new agreed syllabus in our schools. We are delighted with the responses we have received to the syllabus and how schools have found the syllabus effective in supporting the shaping of a meaningful and engaging RE curriculum in their varying contexts. We look forward to working with our schools again over the coming year through a renewed training programme.

I would like to take this opportunity to thank the members of SACRE who commit their time to supporting the work of SACRE, I am grateful for their continued support and encouragement. We continue to focus on ensuring our membership reflects our different faith communities within North Yorkshire and on ensuring that teachers are adequately represented.

Grateful thanks go to Rebecca Swift and Sally Mitchell who left their roles in working with SACRE. I am grateful for Rebecca Swift’s commitment to ensuring there are ongoing network meetings for teachers and support for delivering the agreed syllabus. We are particularly grateful to Patrick Duffy who has taken on the role of clerk and to Adrian Clarke and Katharine Bruce from the Local Authority who have ensured there has been continued support for the work of SACRE through the interim arrangements.

I would like to take this opportunity to thank Dr. Neville Packter who has stepped down as our Jewish representative for his valued contribution to the work of SACRE whilst a member.

I am very pleased to be able to commend this annual report to school governors, head teachers and their staff, and to members and officers of the County Council.

Olivia Seymour, SACRE Chair 2019/20



## 2: Advice to Statutory Bodies

Over the last year, SACRE has provided the following resources and guidance documents for schools:

- An update on progression for the North Yorkshire SACRE RE Agreed Syllabus

In recent years, SACRE has produced:

- Guidance documents to support the teaching of the Agreed Syllabus
- Knowledge organisers to support learning
- Guidance on Collective Worship

## 3: Standards and Quality of Provision of Religious Education<sup>1</sup>

### Public examinations

The DfE will not hold schools and colleges to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools and colleges to account.

The DfE will not be publishing school, college or multi-academy trust (MAT) level performance data based on summer 2020 tests, assessments and exams at any phase.

The DfE will not be publishing, or sharing, school, college or MAT level accountability measures, such as Progress 8 and level 3 value added, using the summer 2020 data.

The performance tables that were due to be released in October and December 2020, and in January and March 2021, will not go ahead. <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>

### Religious Studies A-level

The number of Religious Studies A-level exam entries has declined at a lower rate than other humanities in 2020, performing better than some subjects despite a backdrop of overall declining entries and changes to the examination system. 15,692 RS A-level entries were recorded in England and Wales this year, compared with 17,490 in 2019. Although this represents a decline of 10.3%, it compares favourably with Geography (down 13.9%) and History (down 13.2%).

The overall number of A-Level entries in England and Wales fell this year by 2.6% from 768,217 in 2019 to 748,905 in 2020. The reduction reflects both a smaller cohort of 18 year olds (599,393 in 2020 compared with 618,873 in 2019 [Office for National Statistics]) and changes to the assessment of A level and AS examinations that had an effect in 2018, when the majority of schools changed their policies to recommending three A-levels, versus four in previous years. The number of AS exam entries also declined by 24.6% following AS and A-level reforms.

The demographic shift and changes to the examination system mean that it is difficult to draw concrete conclusions from comparisons with previous years, however the key outcomes of the 2020 A-level results in England and Wales for Religious Education are as follows:

- 15,692 RS A-level entries were recorded, a decrease of 10.3% on 2019.
- Despite the decrease in entries for RS, there are still 41% more entries than in 2003 (11,132 entries were recorded in 2003).
- The 10.3% decrease in entries for RS is smaller or the same as equivalent figures for some other subjects such as Geography (down 13.9%), History (down 13.2%), and Political Studies (down 11.1%).

<sup>1</sup> Public examinations leading to approved qualifications are entitled Religious Studies.



- The increase of 41% in the number of entries for RS A-level since 2003 is greater than equivalent changes over the same period for subjects such as Geography (down 14.9%), Law (down 5.4%), and History (up 7.1%).
- Among arts, humanity, or social science subjects, only Sociology (up 61.9%), Economics (up 80.1%) and Political Studies (up 90.5%) have seen stronger growth since 2003.
- The relative stability of entries suggests that candidates continue to recognise the value of RS A-level for Higher Education entry, graduate employment, and as a valuable life skill.

### Religious Studies GCSE

- The number of pupils taking GCSE Religious Studies in England and Wales has remained stable in 2020 despite ongoing challenges, reflecting the relevance of the subject and its popularity among young people.
- In England, RS GCSE entries for the full course fell by less than 1% to 225,719 compared to 227,913 in 2019. In Wales, entries fell by a similar amount from 10,129 in 2019 to 10,037 in 2020. Overall entries in England, including both full and short courses, fell by 2.3% to 243,786, compared with 249,443 in 2019. Full course entries in 2020 were still almost one third higher than in 2010. In Wales, combined entries fell by just under 2% from 16,327 in 2019 to 16,003 in 2020. Until this year, there has been a gradual decline in full course RS GCSE entries since a peak in 2016, when 269,839 entries were recorded in England. Full and short course entries reached a high of 461,795 in 2011 but declined rapidly as schools in England opted not to enter pupils into the short course following Government policy changes, despite a requirement among all schools, including Academies, to provide Religious Education to all pupils at all key stages. In Wales however, the short course entries have not declined at the same rate and fell by just 3.74% (from 6,198 to 5,966). In England, short course entries fell by more than 16%.

The key outcomes for Religious Education in England and Wales at Key Stage 4 in 2020 are as follows:

- There were 225,719 entries in England and 10,037 in Wales for the full course in GCSE RS, a fall of less than 1% from 2019 (227,913 England and 10,129 Wales).
- There were 18,067 entries in England and 5,966 in Wales for the short course in GCSE RS, a decline of 16.1% in England and 3.74% in Wales from 2019 (21,530 and 6198 respectively).
- There were 243,786 entries for GCSE RS (combined short and full courses) in England, a decline of 2.3% from 2019 (249,443). In Wales combined entry figures were 16,003 a fall of 1.98% from 2019 (16,327).
- Despite a decline since the peak in entries, the number of pupils receiving a full course GCSE in Religious Studies in England in 2020 (225,719) is still 32% greater than in 2010 (170,767). In Wales entries for the full course are 65% higher in 2020 (10,037) than in 2010 (6,100).

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
History	199852	200992	198316	202630	238928	236304	227619	242834	239027	244401	261537	273778
Geography	176034	175347	163604	169968	204497	207857	211721	228463	231297	242268	251121	255344
Religious Studies Full	164647	170767	199752	216373	239409	258067	271917	271973	256729	229189	227913	225719
Religious Studies	261399	254698	233998	211269	150621	99661	68890	53093	36962	26229	21530	18067
Religious Studies	426046	425465	433750	427642	390030	357728	340807	325066	293691	255418	249443	243786

### Sources:

<http://www.jcq.org.uk/examination-results/gcse>  
<https://www.gov.uk/government/publications/results-tables-for-gcse-as-and-a-level-results-in-england-2020>

### Quality of provision of Religious Education

#### Foundation stage and key stages 1 and 2

All maintained primary schools follow the North Yorkshire syllabus, other than Voluntary Aided Church schools which follow their diocesan syllabus. Most academies follow the North Yorkshire syllabus and have bought in to the new syllabus.

Using the teaching and learning model of the Agreed Syllabus many schools are planning their curriculum based around the enquiry questions provided. Training from the launch and onwards is focussed on supporting schools to build an effective curriculum for RE using the Agreed Syllabus. This includes a focus on the intent, implementation and impact of RE. An increasing number of schools teach RE in an enquiry-based way. Some schools have opted for regular RE themed days to support their delivery of the curriculum.

A programme of visits and visitors particularly in more rural parts of the county continues to be a challenge.



SACRE continues to build our data-base of recommended places to visit and visitors to schools and this is now linked with the county's Educational Visits Advisory Service. This sits alongside a planned programme of continuing professional development including subject knowledge support for schools.

Aided Church schools follow their diocesan syllabus. Most academies follow the North Yorkshire syllabus and have bought in to the new syllabus.

An increasing number of schools teach RE in an enquiry-based way. Some schools have opted for regular RE themed days, whilst others are adopting a cross-curricular approach.

Teaching multi-faith RE in the more mono-cultural, rural parts of the county continues to be a challenge. SACRE continues to build our data-base of recommended places to visit and visitors to schools and this is now linked with the county's Educational Visits website.

### Key stages 3, 4 and post-16

At key stage 3, some schools have developed an inspiring and stimulating RE curriculum, often incorporating some of the 5 units of learning developed to support the 2013 Agreed Syllabus. For some schools, however, curriculum time for RE has been reduced or RE has been incorporated into an integrated, skills-based course, combining with other humanities subjects, or with Personal, Social, Health and Citizenship Education. This can work successfully but is a challenge to teachers and to school leaders to ensure that sufficient time is given to deliver a quality RE curriculum, which allows students to make good progress in the discrete subject.

At key stage 4 there is more variation in the quality of teaching and learning in RE. The trend in recent years has been that whilst more pupils have some RE provision at KS4, this is increasingly part of a non-examination course, with limited curriculum time. However, this year has seen a change to that trend, with 5 additional schools offering a GCSE in RS. With the advent of the new syllabus, introduced in summer 2019, many secondary schools are reviewing their KS4 provision to ensure that all pupils follow a course leading to an appropriate qualification. In the public examination courses offered either for all students or as an option, the quality of teaching is largely good, as evidenced by the GCSE results.

Subject leaders in many secondary schools continue to face the challenge of securing the place of RE within the curriculum. The change to the KS4 requirement in the new RE Agreed Syllabus will support subject leaders in addressing this in their schools.

### Special schools

Separate regulations covering maintained special schools require them to ensure that as far as practicable a pupil receives opportunities to explore RE. Most Special Schools use the North Yorkshire RE Agreed Syllabus, at least partially, and adapt it to meet the needs of the pupils. Some Special Schools use the 'Equals' curriculum package which is designed specifically for RE in special schools. There are examples of outstanding practice in RE teaching and learning experiences in special schools.

### Summary

The provision for RE in most schools is good and often taught discretely.

In schools where the quality of provision is not as good, factors include:

- lack of curriculum time
- lack of specialist teachers
- staff who are not confident in teaching the subject
- lack of consistency across classes
- priority being given to other subject areas
- curriculum needing to be reviewed in the light of the changing diversity of the school's population
- greater integration with other subjects is needed.

SACRE has identified a planned programme to ensure it discharges its duties relating to the monitoring of standards in RE and monitoring the provision of collective worship. This has been delayed due to the Coronavirus pandemic but will be enacted for initial reporting in next year's report.

SACRE has received no formal complaints regarding RE provision or quality this year.



## 4: Effectiveness of the North Yorkshire agreed syllabus

North Yorkshire SACRE reviewed the Agreed Syllabus in 2019 and a new syllabus was launched in June 2019, with implementation at the beginning of September 2019.

The Agreed Syllabus is supplemented by a range of guidance documents and supporting materials. They include:

Four guidance documents:

- Good learning in RE: guidance for teachers
- Beginner's guides to the religions and beliefs recommended for learning
- Glossary of terms
- Assessment in RE

Knowledge organisers on the principal religions

Sample long term plans.

Due to the Coronavirus pandemic, it has not been possible to measure the success of the implementation of the new syllabus.

## 5: Collective worship

SACRE encourages all schools to comply with their legal duty to provide a daily act of Collective Worship for their pupils. This may take place at any time of day and in class, year group, or whole school settings.

North Yorkshire SACRE believes that acts of collective worship or spiritual reflection should be meaningful and relevant to all those present. In order for this to be the case, SACRE has identified six principles which schools should apply with regard to daily collective worship.

Collective worship should:

1. Promote a sense of community;
2. Be educational;
3. Promote spiritual, moral, social and cultural (SMSC) development;
4. Be a special time;
5. Enable participants to be actively involved;
6. Be of high quality.

Further information on this is available in the document, "Guidance to schools on Collective Worship", which may be accessed by schools via <https://secure2.sla-online.co.uk/v3/Resources/Page/11790> once logged into <https://www.nyeducationsservices.co.uk>

Resources to support the provision of Collective Worship are accessible at <https://secure2.sla-online.co.uk/v3/Resources/Page/11790> once logged into <https://www.nyeducationsservices.co.uk>

Schools may apply to SACRE for a determination in order to provide Collective Worship of a non-Christian or other form. No schools have done so during this academic year.

There were no complaints registered with the local authority or SACRE in 2019/2020 in respect of collective worship.

As in previous years, no determinations were requested by schools.

# 6: Management of SACRE

## SACRE meetings

For the period covered by this Annual Report, there have been two formal SACRE Meetings – September 2019 and January 2020. This was because of the Covid-19 pandemic. However, lines of communication have been retained with SACRE Members. An informal meeting was held with Members remotely in May 2020.

SACRE is professionally clerked by a member of the local authority’s Legal and Democratic Services team, for which members and advisers are grateful.

## Attendance at SACRE meetings 2019-20

Membership of each of the four Groups which constitute the North Yorkshire SACRE:

**Group A:** Baptist, Buddhist, Hindu, Humanist, Jewish, Methodist, Muslim, Roman Catholic, Salvationist, Sikh, Society of Friends and The Church of Jesus Christ of Latter-day Saints (a single representative of each)

**Group B:** Four representatives nominated by the Anglican Diocese of Leeds (2) and the Diocese of York (2)

**Group C:** Five Teachers for Religious Education representing the teachers’ associations

**Group D:** Five elected members of the County Council

**Co-opted:** There are currently no co-opted members

Committee	9th September 2019	30th January 2020	Possible Maximum Attendances at each meeting
Committee A	3	7	12 (includes four vacancies)
Committee B	1	3	4 (includes one vacancy)
Committee C	2	2	5 (one Member was on a sabbatical in 2019/20)
Committee D	2	5	5
Local Authority Adviser	1	1	1
Total	9	18	27 (Total Membership)

Please note: the local authority adviser is not a member, as such, but their attendance is included above, given the key role they play

## Membership, training and wider involvement

Olivia Seymour was elected Chair of SACRE and Helen Sellers was elected as Vice-Chair, for the school year 2019/2020.

One of the Teacher Representatives, Sarah Beveridge, was on a sabbatical from Membership for 2019/20.

Bill Kimberling has replaced Robert Brownlow as the representative of the Church of Jesus Christ of Latter-day Saints.

Hazel Hornsby was appointed as the representative of the Catholic Church, to replace Christopher Devanny whose term of office came to an end.

Dr. Neville Packter, a long-standing representative of Judaism on the Committee, resigned.

Through the year SACRE members were informed of developments in RE from the National Associations of SACREs (NASACRE) The National Association of RE Teachers (NATRE) and the Religious Education Council (REC).

## Complaints

No complaints have been received by SACRE about Collective Worship or RE.

## Information and advice

The SACRE continues to employ the wide range of knowledge, skills and experience represented in its membership to provide information, advice, support and wise counsel to the local authority and its schools on matters relating to RE, Collective Worship and the wider agenda of inclusion, diversity and community cohesion, for which the local authority is grateful.

In turn, professional advice has been provided to the SACRE by the Equalities Adviser in the School Improvement Service.



## 7: Contribution of SACRE to the wider Local Authority Agenda

### Improvement and development planning

In addition to developing a new Agreed Syllabus, the SACRE has continued to contribute to the 'Learn, Teach, Lead RE Programme' in Yorkshire. A key focus this year was on subject knowledge with workshops led by Muslim Learner Services and Humanists UK.

### Training for schools

The local authority continues to support the leadership and management of RE, and thus teaching and learning in all schools, through facilitating a secondary subject leader network day for RE subject leaders and two network days for primary RE subject leaders.

Training was limited this academic year due to Covid-19 however the Primary RE training day did take place in March and some schools accessed local RE networks and the face to face and online subject knowledge workshops in partnership with LTLRE.

## 8: Executive Summary

- There were no complaints registered with the local authority and SACRE in 2019/20 in respect of religious education or collective worship.
- No determinations<sup>2</sup> were requested by schools.

Due to the Coronavirus pandemic, we currently do not have GCSE or A Level information for the academic year 2019/2020. The DFE are due to release the GCSE and A Level Statistical First Returns in October (date not available). However, at this time of writing the local authority does not know the content of the SFRs or the dates that we might receive further information/data sets for analysis.

<sup>2</sup> In respect of requests for exemptions from the legal requirement for broadly Christian collective worship.



# 9: Membership of The North Yorkshire Standing Advisory Council for Religious Education 2019-2020

Baptist	Mrs H Sellers (Vice Chair)
Buddhist	Vacancy
Hindu	Vacancy
Humanist	Professor J Adams
Jewish	Dr N Packter
Methodist	Mrs B Belsham
Muslim	Mr N Moussa Emam
Roman Catholic	Mrs H Hornsby
Salvationist	Vacancy
Sikh	Mr M Singh Chana
Society of Friends	Vacancy
The Church of Jesus Christ of Latter-day Saints	Mr. B Kimberling

Church of England	(Anglican Diocese of York) Mrs M Gibson Mrs O Seymour (Chair) (Anglican Diocese of Leeds) Rev'd S Bennett Vacancy
Teachers	Mrs S Beveridge Ms J Clarke Mrs Hannah Harrison Mrs R Oates (until July 2019) Mr Doug Rice-Bowen Miss H Spencer
Local Authority	County Councillor Robert Heseltine County Councillor Janet Jefferson County Councillor Andrew Lee County Councillor Patrick Mulligan County Councillor Annabel Wilkinson
Co-opted Member	Vacancy
Local Authority Adviser	Rebecca Swift (until December 2019) Katharine Bruce January 2020 onwards
Clerk to SACRE	Sally Mitchell (until December 2019) Patrick Duffy (January 2020 onward)





Notes

Lined area for notes on page 18.

Notes

Lined area for notes on page 19.



## Contact us

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm  
(closed weekends and bank holidays). Tel: **01609 780 780**

email: **[customer.services@northyorks.gov.uk](mailto:customer.services@northyorks.gov.uk)** web: **[www.northyorks.gov.uk](http://www.northyorks.gov.uk)**

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## North Yorkshire SACRE: Development Plan 2020 – 2022

Priority 1: Implementation of the Locally Agreed Syllabus					
Target: RE teachers throughout the LA are confident in their delivery of the syllabus; good RE is taught and learned throughout the LA					
Intended Impact: Schools understand the value of good RE in the personal development of their pupils and their understanding of society					
Action	Timescale	People involved	Costs	Monitoring and Evaluation	Progress made Jan 2021
Support is put in place to ensure full implementation of the Agreed Syllabus throughout the LA	2020 -2021	LA officer Teachers' networks Members of SACRE	Cost of providing training	Schools will have implemented the new syllabus by September 2020; and in 2021 it will be developing within classrooms and good practice will be shared	On-going implementation, Reports to SACRE from schools planned for September 21 (postponed due to COVID disruption to schools)
Monitor the effective teaching of RE throughout the LA and explore ways to model best practice in RE	2020-2022	LA officers Members of SACRE have opportunities to visit examples of best practice	Costs of visits to schools and of providing training	Monitoring of RE is built into LA systems and processes SACRE will have clear and up-to-date information on how RE is taught in schools and academies	New officers are aware of the processes needed and will provide the monitoring and information to SACRE
Scrutinise relevant OFSTED reports and data	2020-2022	LA officer Members of SACRE		SACRE members will be more aware of how schools in the LA are improving	This is now a regular agenda item
Receive teacher feedback on areas to improve for the next syllabus update	2021-2022	LA officer Members of SACRE Teachers of RE	Teacher travel expenses for attending SACRE meetings	Teachers to be invited to bring reports to SACRE meetings in person or through electronic means, enabling greater awareness of their views in preparation for the next syllabus	Online networks are active this academic year among primary schools, secondary network meetings have been postponed due to COVID disruption.
Pupil feedback on RE	2020-2022	SACRE members Teachers and pupils	Travel expenses	SACRE members receive first-hand evidence of pupil response through visits to SACRE meetings, SACRE meetings held in schools, or through electronic means	Electronic reports will be requested for SACRE meetings from Autumn 2021 and on-going.

Priority 2: To operate effectively as a SACRE					
Target: Clear and positive collaboration between the LA and SACRE, within SACRE, and between SACRE and schools					
Intended Impact: The work of North Yorkshire SACRE is meaningful and valued as it works effectively to fulfil its brief					
Action	Timescale	People involved	Costs	Monitoring and Evaluation	Progress made Jan 2021
Undertake a skills audit of all SACRE members	2020	Members of SACRE Clerk to SACRE		The relevant skills of SACRE members will be used to good effect	Planned for summer 2021, having been postponed due to meeting restrictions.
Provide training for SACRE members	2020-2022	LA officer Members of SACRE NASACRE	Costs of training programmes if bought in, costs of bringing speakers to SACRE meetings	Members of SACRE will gain new skills so that all contribute to the effective working of the body	In planning: an initial session of one hour will take place during the April meeting; training in a number of areas related to an effective SACRE will then become a regular part of SACRE meetings.
Build capacity within SACRE	2020-2022	LA officer Chair of SACRE NASACRE		Attendance at meetings is regular and vacancies are filled; all committees are well represented	Vacancies are being filled and contacts pursued by the Clerk to SACRE and the LA Officer. All members have received an e mail reminding them of the commitment necessary to be part of a SACRE.
Develop our systems and procedures through the LA to ensure we fulfil our duties	2020-2022	LA Adviser Chair of SACRE		Effective communication and regular liaison between SACRE, democratic services and Children's services	SACRE has the full complement of LA officers working with us.
SACRE members regularly have opportunities to experience RE and Collective Worship in schools	2022- on-going	Chair of SACRE LA officers Members of SACRE	Travel expenses?	Schools are aware of, and make use of, the resources of SACRE; monitoring is more effective throughout the LA	Delayed due to COVID restrictions. Virtual presentations will be requested for future meetings from September 2021.

Priority 2 To operate effectively as a SACRE (continued)					
Action	Timescale	People involved	Costs	Monitoring and Evaluation	Progress made Jan 2021
SACRE to respond to the recommendations of key partners and identify key priorities for NYCC	2020-2022	Clerk to SACRE Chair of SACRE		SACRE is in step with current recommendations	On-going work
Revise and improve the format and content of the Annual Report	2020-2021	Chair of SACRE RE adviser Members of SACRE		Partners will receive a fuller picture of the work and scope of SACRE each year and will be able to engage more easily with the work of SACRE	The Annual Report for 2019/2020 has been revised and is due to be approved at the January 2021 meeting. The next Report will be as complete as possible under existing school conditions, with time allocated for input from members.

**PLEASE SEE NEXT PAGE FOR PRIORITY 3**

Priority 3: Active links between SACRE and the LA					
Target: The LA recognises and supports the work of SACRE					
Intended Impact: SACRE is more able to fulfil its brief; the LA provides the means of support for SACRE to do so					
Action	Timescale	People involved	Costs	Monitoring and Evaluation	Progress made Jan 2021
Active and regular LA representation in SACRE meetings	2020-2022	LA officer Other LA representatives as appropriate		Members of SACRE are aware of relevant LA policies, greater evidence of a supportive relationship between the LA and SACRE	LA officers from Children's Services, Democratic Services and the professional Officer are working with SACRE and attend meetings. Half-termly liaison meetings have been set up between the LA and Professional RE officers, Democratic Services, Chair and Vice-Chair of SACRE to improve communication and action.
Ensure LA support in staffing and funding	2020-2022	LA officer Other LA representatives as appropriate Clerk to SACRE	Staffing costs Funding for wider SACRE work and officers as necessary	SACRE is represented at NASACRE and other relevant conferences; SACRE meetings are clerked; school-based actions are funded; SACRE is appropriately funded as per DFE expectations	SACRE is fully staffed by the LA. Funding has been identified. The Chair attended the virtual EGM in November 2021



**North Yorkshire County Council**

**North Yorkshire Standing Advisory Council  
on Religious Education (SACRE) –**

**26<sup>th</sup> January 2021**  
**Update from Professional RE Adviser**

**1.0 Purpose of the Report**

To inform Members on training and support given to schools since the last SACRE meeting.

**2.0 Communication**

- 2.1 A termly SACRE RE newsletter is now in place. (see Appendix 1 for the latest newsletter) The aim of the newsletter is to raise awareness of SACRE amongst schools and to provide a mechanism for sharing local and national news and resources. It is hoped that future editions will include features on SACRE Members and the work of SACRE to support a wider understanding of the work of SACRE.
- 2.2 A section of the NYCC Children and Young Peoples Service (CYPS) website now includes RE resource support for home learning. <https://cyps.northyorks.gov.uk/covid-19-school-improvement>
- 2.3 The Professional Adviser and Local Authority Officer have completed a piece of work to update the school facing pages of the NYCC CYPS website to ensure RE and Collective Worship information is up to date.

**3.0 Training**

- 3.1 As a result of Covid-19 restrictions, all NYCC training and networks have moved online for the academic year 2020-21. Primary School RE networks are scheduled each term with an offer of a morning, afternoon or twilight session. Secondary RE networks are offered once as a twilight session. RE networks are planned to include a key training focus alongside sharing of best practice and sharing of local and national resources.
- 3.2 In the autumn term 20 Primary Schools engaged with the RE Network. The training section of the network focussed on effective curriculum planning from the NYCC Locally Agreed Syllabus and the progression document update to the syllabus sent to schools in summer 2020. A range of local and national resources were also shared including support for virtual visits and visitors.
- 3.3 A new online feedback platform is being trialled by NYCC. It is hoped this will enable formal feedback to be reported to SACRE in future meetings. Appendix 2 provides formal feedback from the one RE network last term that trialled the approach.
- 3.4 Other feedback from the training included:

That was great, thank you so much. It has made the progression document clearer - I feel more confident discussing it with my colleagues. I will be taking a look at the new resources too.

Thanks. Really great. It has made me more confident to deliver a PDM to the staff.

I think these examples are great. I would hope they will encourage my staff to think about what their outcomes are.

Really useful, especially around curriculum planning. Also, good to have a bank of resources to hand.

Thanks very much for a useful session, lots of food for thought.

I feel like I have lots of ideas to share with staff in our federation.

I am an absolute novice so today has been great, thank you.

I have certainly found today interesting as this was my first RE network meeting. The resources are really helpful.

Reminders of existing resources and sharing new resources available, particularly the videos have been helpful, thank you.

Very well presented and informative from a governors point of view. It has given me plenty of information to feed back to the governing body.

Timing wise, having multiple date options is most useful rather than necessarily different times. All times have advantages and disadvantages but ensuring there are multiple dates which don't fall on the same day is useful. Having different day options helps if there is a regular commitment for staff on a specific day or if you have part time staff.

- 3.5 The Secondary network was cancelled due to low numbers. The Professional RE Adviser is working with Local Authority Officers to consider the most effective ways of engaging with Secondary RE Leads to provide support and training.

- 3.6 Despite lockdown, RE networks will continue to run in the spring term. Engaging with text in the RE classroom will be the training focus for the Primary RE networks and part of the network will also focus on resources to support remote teaching and learning. The Secondary RE network will focus on intent and implementation of an effective RE curriculum with a particular focus on curriculum progression and Ofsted expectations.

- 3.7 A developing Primary RE Leadership Course is planned for March.

The course will focus on

- developing an effective RE curriculum using the Locally Agreed Syllabus
- developing an understanding of the role of Primary RE Lead
- developing meaningful and manageable monitoring and evaluation

As a result of attending, delegates should:

- have a good understanding of planning an effective curriculum from the NYCC Agreed Syllabus
- have gained confidence in leading RE in their school
- have increased confidence in subject knowledge for the Primary RE classroom
- have increased confidence in monitoring and evaluating RE in their school

#### **4.0 Support for Senior Leaders and Governors**

- 4.1 The Professional RE Adviser is working with Local Authority Officers to explore mechanisms to ensure senior leaders and governors have access to guidance and support on matters relating to RE and Collective Worship. This will include an opportunity to share information at Leadership and Governor Networks in the coming months.

## **5.0 Monitoring of RE**

- 5.1 The Professional RE Adviser has liaised with Local Authority Officers to produce a draft questionnaire on provision for RE in Primary and Secondary Schools (see Appendix 3 and 4).
- 5.2 The intention is to send the questionnaires to schools in the summer term and collate the information. This information will provide an important baseline for SACRE in considering its next steps in undertaking its responsibility for monitoring standards in RE.
- 5.3 The Professional RE Adviser would welcome any comments or questions on the content of the draft questionnaires.

Olivia Seymour  
Professional Adviser to North Yorkshire SACRE  
County Hall, Northallerton

13<sup>th</sup> January 2021

Report Author: Olivia Seymour

Background documents: None



North Yorkshire  
County Council

## School Improvement Service

# North Yorkshire SACRE Newsletter

Welcome to the second SACRE newsletter for North Yorkshire schools. This termly newsletter will keep you up to date on what SACRE is doing and the support it offers to North Yorkshire schools alongside national and regional updates and news on RE resources and training.

### What is SACRE?

The acronym SACRE stands for: Standing Advisory Council on Religious Education

### Why is there a SACRE?

Every local authority (LA) has to have a SACRE by law. The Children's Services division of the LA that takes responsibility for making sure SACRE works well and SACRE's work is related to schools and their curriculum.

### What does a SACRE do?

The law says that RE must be taught in all schools and a SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship for schools in its area. This is because RE is not part of the National Curriculum; it is a local responsibility. Through the SACRE, local communities and teachers have the opportunity to influence and support what pupils learn in RE.

The SACRE's main function is to advise the local authority on matters related to the religious education, which follows the locally agreed syllabus, and on collective worship in schools.

## Where do I go for advice relating to RE or Collective Worship in my school?

Olivia Seymour, is the Professional RE Adviser for maintained schools in North Yorkshire over the coming academic year. (Please note for church schools Olivia can provide advice relating to the Agreed Syllabus but we encourage church schools to seek wider RE advice from their home diocese)

Olivia also provides advice to community schools on matters relating to collective worship (church schools should again seek advice from their home diocese)

Enquires into the Local Authority can be directed to [schoolimprovementservice@northyorks.gov.uk](mailto:schoolimprovementservice@northyorks.gov.uk) and the service will provide a conduit to the specialist



## NYCC online RE networks this term

This year NYCC is offering termly online networks for all schools. These networks will include support for subject knowledge, curriculum-planning using the North Yorkshire Agreed Syllabus, national and local updates, resources to support RE and an opportunity to ask questions and share good practice.

**Primary** This term the Primary RE networks will look at

- Resources to support home learning and blended learning in RE
- RE and Literacy – strategies for reading and engaging with text in the RE classroom

There will be 3 opportunities to attend the spring term online network

Wed, 20 Jan 2021 09:30 - 11:30 - <https://www.nyestraining.co.uk/Event/130762>

Tue, 02 Feb 2021 13:30 - 15:30 - <https://www.nyestraining.co.uk/Event/130750>

Thu, 25 Feb 2021 16:00 - 18:00 - <https://www.nyestraining.co.uk/Event/130744>

**Secondary** This term the secondary RE network will look at

- Intent and implementation of an effective RE curriculum ( with a particular focus on curriculum progression and Ofsted expectations)

Thursday 18<sup>th</sup> March 4 - 6pm - <https://www.nyestraining.co.uk/Event/130633>

## Developing Primary RE leadership Course

**This practical one day course is suitable for new or developing primary RE subject leads**

**The course focuses on**

- developing an effective RE curriculum using the locally Agreed Syllabus
- developing an understanding of the role of Primary RE lead
- developing meaningful and manageable monitoring and evaluation

**As a result of attending, delegates should:**

- have a good understanding of planning an effective curriculum the NYCC Agreed Syllabus
- gained confidence in leading RE in their school
- have increased confidence in subject knowledge for the Primary RE classroom
- have increased confidence in monitoring and evaluating RE in their school

To book a place;

Day 1 - Thu, 11 Mar 2021 09:30 - 11:30 - Day 2 - Thu, 22 Apr 2021 13:30 - 15:30  
<https://www.nyestraining.co.uk/Event/130638>

## Holocaust Memorial Day

**Holocaust Memorial Day (HMD) takes place each year on 27 January.**

The theme for Holocaust Memorial Day 2021 is *Be the Light in the Darkness*. This theme is explored on the HMD trust website at <https://www.het.org.uk/hmd-2021> where you can find guidance and resources for primary and secondary school teachers and information about how to sign up for the Holocaust Memorial Day webcast.

The HMD trust are also offering free **online teacher training sessions** which model how this theme can be discussed in the classroom. The 'Introduction to the Holocaust Educational Trust' seminar takes place twice a month and will next run on:

Thursday 14 January (15.30 - 17.00)

Monday 1 February (11.00 - 12.30)

Wednesday 3 February (16.00 - 17.30)

And there are further training opportunities all listed on <https://www.het.org.uk/education/teacher-training/online-training-sessions>

Participation in the online training programme is free of charge. To sign up to one or more of the online training sessions please email [TeacherCPD@het.org.uk](mailto:TeacherCPD@het.org.uk).

## Support for home learning

### Resources from NATRE



NATRE have made available a range of free resources you can use and share with parents to support with home learning, as well as resources to support socially distanced learning. These are broken down by Key stage 1-4 <https://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/>

Also available are lists of useful links for teachers, parents, carers and pupils:

- RE home learning from a variety of providers.  
<https://www.natre.org.uk/uploads/Additional%20Documents/RE%20home%20learning%20resources%20v2.pdf> List of video clip resources to aid independent learning.  
<https://www.natre.org.uk/uploads/List%20of%20video%20clips%20of%20aid%20independent%20learning%20FINAL.pdf>

We know that some parents and carers might want to know more about why we teach RE, so NATRE have also produced a short information leaflet that they hope will be of use.

<https://www.natre.org.uk/uploads/Parents%20leaflet%20FINAL.pdf>

## Voices from Religious and Worldviews



Over the last few years RE:Online have collated responses to questions about religion and worldviews from different perspectives. This resource provides personal answers to questions from lived experience and were written directly by believers.

Find the resource here: <https://www.reonline.org.uk/resources/voices-from-religion-and-worldviews/>

## Teach:RE free self-study courses



Teach:RE offer two free self-study courses:

- Teach:RE Primary – an introduction: This short self-study course is for those currently undertaking primary initial teaching training or for those in their NQT year or working as an HLTA in a primary school or academy. The course helps those entering the teaching profession to understand the purpose of RE and how to teach it effectively.
- Teach:RE Religion and Worldviews – subject knowledge for teaching: This self-study course is designed for anyone who wishes to develop their subject knowledge of one or two religious or non-religious worldviews

Find out more on the Teach:RE website <https://www.teachre.co.uk/free-self-study-courses/>



## RE School Self-Evaluation (Primary)

**School:**

**School Type:**

North Yorkshire SACRE has a statutory responsibility to monitor provision for Religious Education in the county. SACRE can use this information to make recommendations to North Yorkshire County Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the professional Adviser; Olivia Seymour xxxxxxxx

### Management and Organisation of RE

### No. of students on roll

Name of subject leader:  
(Yes/No/Partly)

Do you follow the Agreed Syllabus?

How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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### Quality and standards of RE in the school

- How does the school make a judgment on this  
(eg monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)
- How accurate a picture does this give?

### Continuing professional development in RE

- What CPD has the subject leader taken part in (over the last year) and what was its impact?
- What CPD have other teachers taken part in (over the last year) and what was its impact?

### Timetabling of RE

- Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)
- How much time does each pupil spend on RE-related work each week on average?  
EYFS:

KS1:

KS2:

- Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate  
(Class teacher/HLTA/TA/PPA teacher/other please specify)

### Agreed Syllabus

- If your school is an Academy, have you chosen to adopt the NYCC Agreed Syllabus?  
Yes/No
- If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
- Does your curriculum and provision meet the requirements of the Agreed Syllabus\*  
\*This question relates to the SYLLABUS -not the scheme of work)?  
Yes/No/Partly – If not yes, then please explain how you intend to address this.

### Scheme of work (SoW)

- When was the current SoW drawn up or revised?
- To what extent does it match the requirements of the local agreed syllabus?  
Fully/ Mostly/Not at all

If not fully explain how you intend to address this

- How does the SoW ensure progression between the key stages?
  1. In respect of subject knowledge?
  2. In the development of skills?

### Resources

- Are the resources sufficient to support the RE programme? Yes/No
- Are there any resources that you would recommend to other schools?
- Are there any resources that you are lacking?

### School self-evaluation: key questions

1. What are the strengths of your current provision and practice?
2. Where are there weaknesses/areas for improvement?
3. Is there something that is so good in your school that it could be shared with other schools?  
If so, please elaborate.
4. What are your priorities for development in RE? Please attach your current development plan
5. Is there anything related to RE for which you would like external support?
6. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Outstanding (1)	Good (2)	Requires Improvement(3)	Inadequate (4)
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Why have you chosen this grade?

### Other comments/notes

*Continue overleaf if necessary*

## RE School Self-Evaluation (Secondary)

**School:**

**School Type:**

North Yorkshire SACRE has a statutory responsibility to monitor provision for Religious Education in the county. SACRE can use this information to make recommendations to North Yorkshire County Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the professional Adviser; Olivia Seymour xxxxxxxx

### Management and Organisation of RE

### No. of students on roll

Name of subject leader:  
(Yes/No/Partly)

Do you follow the Agreed Syllabus?

How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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### Quality and standards of RE in the school

- How does the school make a judgment on this  
(eg monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)
- How accurate a picture does this give?

### Continuing professional development in RE

- What CPD has the subject leader taken part in (over the last year) and what was its impact?
- What CPD have other teachers taken part in (over the last year) and what was its impact?

### Timetabling of RE

- Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)
- How much time does each pupil spend on RE-related work each week?

*Key Stage 3:*

*Key Stage 4:*

*Post-16:*

#### Agreed Syllabus

- If your school is an Academy, have you chosen to adopt the NYCC Agreed Syllabus?  
Yes/No
- If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
- Does your curriculum and provision meet the requirements of the Agreed Syllabus\*  
\*This question relates to the SYLLABUS -not the scheme of work)?  
Yes/No/Partly – If not yes, then please explain how you intend to address this.

#### Scheme of work (SoW)

- When was the current SoW drawn up or revised?
- To what extent does it match the requirements of the local agreed syllabus?  
Fully/ Mostly/Not at all

If not fully explain how you intend to address this

- How does the SoW ensure progression between the key stages?
  1. In respect of subject knowledge?
  2. In the development of skills?

#### Resources

- Are the resources sufficient to support the RE programme? Yes/No
- Are there any resources that you would recommend to other schools?
- Are there any resources that you are lacking?

### **School self-evaluation: key questions**

1. What are the strengths of your current provision and practice?
  
  
  
  
  
  
  
  
  
  
2. Where are there weaknesses/areas for improvement?
  
  
  
  
  
  
  
  
  
  
3. Is there something that is so good in your school that it could be shared with other schools?  
If so, please elaborate.
  
  
  
  
  
  
  
  
  
  
4. What are your priorities for development in RE? Please attach your current development plan
  
  
  
  
  
  
  
  
  
  
5. Is there anything related to RE for which you would like external support?
  
  
  
  
  
  
  
  
  
  
6. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Outstanding (1)	Good (2)	Requires Improvement(3)	Inadequate (4)
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Why have you chosen this grade?

### **Other comments/notes**

*Continue overleaf if necessary*