



Children and Young People's Service

Agenda

**Notice of a
public meeting
of:**

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

Date: Tuesday, 20th April, 2021

Time: 3.00 pm

Venue: Remote Meeting held via Microsoft Teams

**WOULD MEMBERS PLEASE NOTE THAT TRAINING WILL TAKE PLACE FROM 2.00 P.M.
UNTIL 3.00 P.M. WITH THE FORMAL SACRE MEETING COMMENCING AT 3.00 P.M.**

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. Recording of previous live broadcast meetings are also available there.

Business

1. **Welcome and announcements**
2. **Apologies for absence**
3. **Declarations of interest**
4. **Minutes of the meeting held on Tuesday 26th January 2021** (Pages 5 - 14)
5. **Matters arising**
6. **Training and Support for Schools - Olivia Seymour, Professional Religious Education Adviser** (Pages 15 - 20)
7. **National Updates: Religious Education - Olivia Seymour, Professional Religious Education Adviser** (Pages 21 - 86)

Enquiries relating to this agenda please contact Patrick Duffy Tel: 01609534546
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Website: www.northyorks.gov.uk

8. **National Updates: Collective Worship - Olivia Seymour, Professional Religious Education Adviser** (Pages 87 - 88)
9. **Update by the Local Authority - Adrian Clarke, Principal Education Adviser (Support)** (Pages 89 - 90)
10. **Correspondence - Chair (Verbal report)**
11. **Date of Next Meeting - Tuesday 22nd June 2021 at 4.00 p.m.**
12. **Any other business which the Chair considers to be urgent**

Contact Details:

For enquiries relating to this agenda please contact Patrick Duffy, Senior Democratic Services Officer. Tel: 01609 534546 Or email Patrick.Duffy@northyorks.gov.uk
Website: www.northyorks.gov.uk

Barry Khan
Assistant Chief Executive
(Legal and Democratic Services)

County Hall
Northallerton

12th April 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	Buddhism
Vacancy	Hindu
Vacancy	Judaism
Vacancy	Methodist
Vacancy	Salvationists
Vacancy	Society of Friends
Group B: Church of England	
Reverend Simone Bennett	
Philippa Boulding	
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 Janet Jefferson	
County Councillor Andrew Lee	
County Councillor Patrick Mulligan	
County Councillor Annabel Wilkinson	
Co-opted Member: Academic Expertise in Religious Education	
Vacancy	

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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 26th January 2021

NOTE: The four Groups represented on SACRE met in their Groups immediately prior to the meeting to consider the matters on which a vote was to be taken (Minute Nos. 222 and 223).

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

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

Helen Sellers (Baptist) – Chair

Professor John Adams (Humanist), Chris Devanny (Catholic), Bill Kimberling (The Church of Jesus Christ of Latter-Day Saints), Nasr Moussa Emam (Muslim) Mohinder Singh Chana (Sikhism)

Group B: Church of England: Reverend Simone Bennett and Margaret Gibson

Group C: Teachers Associations: Tara Askew, Judy Clarke, Rosemary Laverack and Douglas Rice-Bowen

Group D: Local Authority: County Councillors Janet Jefferson, Andrew Lee, 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); and Olivia Seymour (Professional Religious Education Advisor)

		Action
217	<p>WELCOME AND ANNOUNCEMENTS</p> <p>For the benefit of any people viewing the broadcast, the Chair advised that the Standing Advisory Council for Religious Education (SACRE) is a Statutory Committee established by the Local Authority.</p> <p>Its main function is to advise and support the Local Authority on matters related to religious education, which follows the Locally Agreed Syllabus, and on Collective Worship in schools.</p> <p>The papers for this meeting had been published in advance on the County Council’s website.</p>	
218	<p>APOLOGIES FOR ABSENCE</p> <p>Apologies were received from County Councillor Robert Heseltine.</p>	

219	<p>DECLARATIONS OF INTEREST</p> <p>There were no declarations of interest.</p>	
220	<p>MINUTES</p> <p>RESOLVED –</p> <p>That the Minutes of the meeting held on 6th October 2020 be agreed and signed by the Chair as a correct record, subject to the reference to <i>The Church of St. Jesus of Latter-Day Saints</i> being amended to <i>The Church of Jesus Christ of Latter-Day Saints</i>.</p>	Clerk
221	<p>MATTERS ARISING:</p> <p>There were no matters arising.</p>	
222	<p>RECORDING OF INDIVIDUAL ATTENDANCE AT SACRE MEETINGS</p> <p>Considered –</p> <p>A report by the Clerk.</p> <p>Patrick Duffy introduced this report and highlighted the following:-</p> <p>The Section in the Annual Report concerning recording of attendance at meetings during the year, will be informed by the Committee's decision on this report.</p> <p>Following a discussion at the last meeting, he had contacted Members to outline various options as to how individual attendance might be recorded, together with the option that it not be recorded.</p> <p>Of the four Members who responded, three were in favour of individual attendance being recorded in the Annual Report. One Member queried why the Committee would want to do this in that if, say, a Member was regularly unable to attend meetings, there are procedures in place to address that and, sometimes, of course, missing a meeting is unavoidable.</p> <p>It seemed sensible to continue to use the vehicle of the Annual Report to record attendance. If Members wished to record individual attendance, the three options outlined were:-</p> <ul style="list-style-type: none"> - firstly, to continue to record attendance by Group, as is the case now. For example, two <i>Members of Group B, Church of England representatives, attended the January and October meetings;</i> - secondly, that attendance be denoted by the position or organisation of the Member. For instance, <i>the Catholic Member attended x meetings; and</i> - thirdly, that attendance be denoted by individual name and organisation. For example, <i>Douglas Rice-Bowen, Teacher Representative, attended x meetings;</i> 	

Action

	<p>In accordance with the Committee’s Constitution, each of the four Groups that comprises SACRE exercised a vote on this matter.</p> <p>At the Chair’s request, the spokespersons for each Group related their decision:-</p> <p><i>Group A (Christian Denominations and such other religious denominations as, in the Authority’s opinion, will appropriately reflect the principal religious traditions in the area)</i> – Record attendance by the name and organisation of the individual Member.</p> <p><i>Group B (Church of England Representatives)</i> – Record attendance by role/designation of the Member.</p> <p><i>Group C (Teacher Representatives)</i> – Record attendance as is the case currently i.e. by Group, without names stated.</p> <p>Group D (Local Authority Representatives) - Record attendance as is the case currently i.e. by Group, without names stated.</p> <p>All of the Groups agreed that attendance should be recorded in the Annual Report.</p> <p>Accordingly, it was</p> <p>RESOLVED –</p> <p>That attendance of Members at meetings of SACRE be recorded in the Annual Report and that the existing practice continue i.e. that attendance be recorded by Group, without individual names being stated.</p>	<p>Clerk ALL TO NOTE</p>
<p>223</p>	<p>DRAFT SACRE ANNUAL REPORT 2019/20</p> <p>Considered –</p> <p>The draft Annual Report of SACRE for 2019/2020.</p> <p>Adrian Clarke introduced this Item and acknowledged that Heather Russell and Olivia Seymour had produced the Report.</p> <p>It is a statutory requirement to produce an Annual Report and send it to the Department for Education. However, some elements that would normally be included cannot be on this occasion, given the pandemic.</p> <p>Douglas Rice-Bowen pointed out the following elements that required amendment:-</p> <ul style="list-style-type: none"> - Page 6, second bullet point: This should read <i>Among arts, humanities or social science subjects...</i> - Page 10 insert a full stop after <i>principal religions</i> <p>In response to a question from Douglas Rice-Bowen, Olivia Seymour provided the background to “knowledge organisers” and</p>	

	<p>advised that this will be examined in terms of advice for Schools that looks at curriculum progression.</p> <p>In response to questions from County Councillor Lee, Olivia Seymour advised that there was no active monitoring of compliance of Collective Worship, due to the pandemic. Nationally, a piece of work is being undertaken that may inform our approach. Ofsted may pick up non-compliance, as part of their Inspections, but the key method will be through monitoring by SACRE.</p> <p>Adrian Clarke added that, as soon as Schools resume, the Directorate will take note of any information from the National Association of Standing Advisory Councils on Religious Education (NASACRE) and suggest to SACRE a standard approach to the monitoring of non-compliance of Collective Worship.</p> <p>Douglas Rice-Bowen commented that the National Association of Teachers of Religious Education (NATRE) had established that there is no real appetite from Ofsted to get involved in Collective Worship compliance. One of the problems is the way the legislation is drafted. Ofsted is more concerned with compliance in the delivery of Religious Education.</p> <p>It was noted that NASACRE are undertaking work on Collective Worship and the legal framework within which it operates. This will assist SACREs.</p> <p>Members thanked officers concerned for the work they had done on the draft Annual Report.</p> <p>In accordance with the Committee's Constitution, each Group that comprises SACRE exercised a vote on this matter.</p> <p>At the Chair's request, the spokespersons for each Group related their decision.</p> <p>Each Group (A; B; C and D) advised that their vote was to approve the Annual Report and, therefore, it was</p> <p>RESOLVED –</p> <p>That the Annual Report of North Yorkshire SACRE for 2019/2020 be approved, subject to the minor alterations outlined above.</p>	<p>Principal Education Adviser</p>
<p>224</p>	<p>NORTH YORKSHIRE SACRE DEVELOPMENT PLAN 2020/2022</p> <p>Considered –</p> <p>A progress report on the above-mentioned document, prepared by the Chair.</p> <p>The Chair pulled out the following elements in particular:-</p> <ul style="list-style-type: none"> - Administratively, we have done what we can but SACRE is limited in the contact it can have with schools currently. 	

Action

	<ul style="list-style-type: none"> - We are actively seeking to recruit new Members but it is a slow process. - Olivia Seymour will say more about training for Schools, as part of her update, but training for SACRE Members is planned during the April meeting. <p>Nasr Moussa Emam commented that it had been suggested there be a Welcome Pack to recruit new Members – it was similar to a training package. He would be happy to help develop this to encourage members of the community to join SACRE.</p> <p>Olivia Seymour advised that there is an Induction Pack for new Members and she and the Chair speak with new Members so that they can raise any questions and understand what the role entails. The Pack needs further work.</p> <p>Nasr Moussa Emam added that the Pack is more for professionals – what is needed, in his view, is a Pack to encourage members of Faith Communities.</p> <p>The Chair said that this would be considered at the next Liaison Group (which is a discussion between the Chair, Vice Chair and officers).</p> <p>NOTED.</p>	<p>Clerk</p>
<p>225</p>	<p>UPDATE BY PROFESSIONAL RELIGIOUS EDUCATION ADVISER</p> <p>Considered –</p> <p>A report by Olivia Seymour.</p> <p>Olivia drew the Committee’s attention to the following aspects:-</p> <ul style="list-style-type: none"> - Liaison with Schools is limited due to some of the restrictions that have been in place during the last two terms. - She is working with colleagues in the Children and Young People’s Service Directorate to ensure formal feedback from training sessions. This will be provided for future meetings. - The report outlines the support being given to schools <i>virtually</i>, together with an outline of the work planned, as and when it is appropriate. This includes support for Senior Leaders and Governors. - In liaison with colleagues, she is seeking to put a mechanism in place for monitoring RE in Schools and then examine what other processes might be available, through the School Improvement Service, to enable SACRE to have a rounded picture of the situation regarding RE in North Yorkshire Schools. 	

Action

	<ul style="list-style-type: none"> - Two draft questionnaires have been produced for Primary and Secondary Schools (contained at Appendices 3 and 4, respectively, of the report.) These have been developed from examples from other SACRES and made specific to North Yorkshire SACRE and North Yorkshire County Council Schools. - Professor John Adams felt that the questionnaires needed more work, particularly with regard to open-ended questions which, in some cases, would be better replaced by a scaled response and he offered to help work on them. Olivia Seymour explained the difficulty in obtaining Yes/No answers from Schools, as each School shapes their curriculum differently. She would be happy to discuss the questionnaires further with Professor Adams. - In response to a question from County Councillor Annabel Wilkinson, Olivia Seymour confirmed that the free Home Learning resources from NATRE are available to people who choose to educate other than at School. The links to these resources are available on the NATRE and County Council Websites, as well as a template letter for parents that helps parents understand the context of RE in Schools. Adrian Clarke added that these materials can be added to the list of resources available when the Children and Young People's Service Directorate communicates with people who elect to home-educate other than at School. <p>The Chair thanked Olivia for the work that she has done.</p> <p>NOTED.</p>	Professional RE Adviser
226	<p>UPDATE BY THE LOCAL AUTHORITY</p> <p>Adrian Clarke apologised for the fact that his update was verbal. This was because of the rapidly changing situation faced by Schools. By way of example, 272 pieces of Guidance or Regulation had been issued by the Authority in the Autumn Term. This was a four-fold increase from the same period in the preceding year.</p> <p>He drew Members' attention to the following:-</p> <ul style="list-style-type: none"> - Schools had been directed at the beginning of January to move to remote education for the vast majority of pupils, with only vulnerable learners and the children of critical workers attending School. Attendance is higher than during last year's lockdowns, as vulnerable learners now include pupils without access to devices to enable them to learn remotely - A key difference in this lockdown is the duty for Schools to provide between three and five hours a day of teaching dependent on the child's age. It is important to note that this does not mean continuous live teaching for this time. Independent reading, guided reading and writing are included in the time allocation, as they are skills that should continue to be developed. 	

- Anecdotally, it is understood that Collective Worship continues, via video conferencing,
- The School Improvement Service has supported Schools with regard to remote learning – firstly, to identify where technology is required it has worked with colleagues in the Stronger Communities and Technology and Change Teams to assess and fill gaps. Secondly, by providing policies and resources to support schools deliver an appropriate curriculum over this half term.
- Both ends of national curriculum key stage tests (known as SATS) in Primary Schools and public exams in Secondary Schools, have been cancelled for the forthcoming summer. As a Local Authority, we are responding to the Department for Education consultation on appropriate alternatives for end of school public exams. This includes both GCSE and 'A' levels and will have an impact on the SACRE Annual Report for 2020-2021, which will be brought to Committee next winter.
- Much of the Local Authority's RE-specific work has been liaising with Olivia Seymour, as its Professional RE Adviser, with meetings held half-termly to plan and progress work.
- Undoubtedly, the continuation of disruption to Schools will continue to affect the Authority's work. However, it is still possible to provide remote training and advice and support to teachers.
- Although the pandemic has been hugely disruptive to Schools, the immediate need to be able to communicate in different ways has opened opportunities, which mean that the Directorate is hopeful of collaboration, networking and engagement with School audiences that were otherwise hard to reach.
- Almost all training has moved to being provided remotely but there has been strong engagement. The benefits of remote training are, for example, teachers may have had a long drive previously to and from the venue, whilst still managing their teaching commitments. The move is towards a greater variety of courses with fewer numbers of delegates. There is a lot of optimism around this.

Nasr Moussa Emam thanked Adrian for his update but asked if it could be provided in writing as there are some concerns about remote learning being expressed by Faith Communities and he would like to help the Authority in this regard.

The Chair said she would leave it to Adrian Clarke and Patrick Duffy as to how they wished to deal with the request for the update to be provided in writing.

She concluded this Item by thanking Adrian Clark for the update and for all the work that is being undertaken by the Local Authority at this time. SACRE will do whatever it can to support learning throughout the Local Authority.

227	<p>OFSTED REPORTS FOR NORTH YORKSHIRE SCHOOLS AND ANY PARTICULAR CONCERNS ARISING FROM THESE</p> <p>Adrian Clarke highlighted the following points:-</p> <ul style="list-style-type: none"> - Ofsted Inspections remain suspended due to the continuing pandemic. Inspectors carried out visits in the autumn term to a small number of Schools and letters following visits have been published on the Ofsted website. The letters do not provide any evaluation or graded judgements. Six Schools have been visited. - Remote Inspections of Schools and Further Education Providers began this week, with a particular focus on how well children and learners are being educated remotely. There is no one way in which to remotely educate. Schools have a duty to provide remote education, but to do so in a manner which is appropriate to their school, curriculum and community. - Ofsted will inspect Schools rated 'inadequate' or 'requires improvement', as planned, but will also follow up on complaints raised by parents across all grades of School in order to resolve issues. As these Inspections will not involve an on-site visit, they will be unable to cover the full scope of a Monitoring Inspection. - Ofsted will continue to undertake on-site Inspections if they have immediate concerns – especially about safeguarding; the leadership of a School; or a failure to provide education to children. So far this term, no notifications of Inspections have been received. <p>NOTED.</p>	
228	<p>NASACRE EGM</p> <p>The Chair provided a verbal update.</p> <p>She had attended the EGM on 17th November 2020. The meeting was held via Zoom and was attended by representatives of 48 SACREs.</p> <p>The first half of the meeting comprised an address by the Chair of NASACRE and a Business Meeting. The second part looked at the Westhill Projects (Projects undertaken by a SACRE to promote RE and Collective Worship and to develop resources) completed in the previous year.</p> <p>The Chair of NASACRE highlighted the political to and fro that is necessary to make a SACRE work.</p> <p>The Chair of North Yorkshire SACRE asked how rural schools would be supported through online resources. In response, NASACRE say they will be creating a larger interactive area on their website, where Schools and SACREs can share resources.</p>	

Action

	<p>NASACRE are involved in discussions about proposed changes to the RE Curriculum and with the RE Council on the Worldview Project. Information will be shared as it becomes available.</p> <p>The idea of Shared Human Experience was considered – looking at how RE and Collective Worship can strengthen community feeling and an understanding of diversity.</p> <p>All of the papers from the EGM are available to view on the NASACRE Website.</p> <p>NOTED.</p>	
229	<p>CORRESPONDENCE</p> <p>The Chair advised the meeting that she had been notified, in November 2019, of a Freedom of Information request that was to be sent to all Local Authorities regarding the funding of their SACRE. This had been received by the Local Authority; and all information requested had been supplied.</p> <p>She also advised Members that Barbara Belsham, the Methodist Representative on the Committee, had resigned this month. She was sorry to lose such a committed Member and had written to Barbara to thank her for her contribution to SACRE.</p> <p>Finally, she reported that this would be the last meeting attended by Margaret Gibson. Margaret was resigning as a Church of England Representative for the Diocese of York. She had served the Committee in two capacities over many years and will be greatly missed. She wished Margaret all the best. Margaret said it had been a pleasure to be on the SACRE and wished the SACRE success in its endeavours.</p>	
230	<p>DATES OF NEXT MEETING</p> <p>This will be on Tuesday 20th April 2021 at 2.00 p.m. to be held remotely, via Microsoft Teams</p>	ALL TO NOTE
231	<p>ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS TO BE URGENT</p> <p>On this occasion, there was no other business.</p>	

The meeting concluded at 5.34 p.m.

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North Yorkshire County Council

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

20th April 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. (attached) 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. As mentioned previously 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. I would be grateful for volunteers who would be willing to write a short piece about themselves and their involvement in SACRE.

3.0 Training

- 3.1 In the spring term 22 Primary Schools booked on to the RE Network. The training section of the network focussed on engaging with text in the RE classroom. A range of local and national resources were also shared including support for remote teaching and learning.
- 3.4 We are still working on being able to share information from the new online feedback form in a useful way. Informal feedback from the training included:

- You have included some really useful ideas for supporting staff with their own subject knowledge as non-specialists. More of this would be helpful
- More focus on how to use the texts we've talked about today in learning
- That was very useful, thank you with lots of 'food for thought'!
- Thank you very much this was very informative. Looking forward to looking into some of the resources you've signposted.
- Thank you, it have been a very informative session
- I find this format very useful and informative
- Yes, loads of detailed information.
- Yes Ofsted would be really helpful
- Future helpful topic - mixed age planning? Sorry if already covered - this is my first meeting
- A separate group would be good for that as not all schools need it
- The range of courses and twilights you have offered in the past year have been brilliant, thank you.
- Thanks ever so much. Very useful
- I really like the idea of deepening text understanding through a different focus. This will support reading as a whole,
- but allow a different 'less worksheety' teaching and learning style to RE
- I think just by trying out a few of the word/text activities, the children will begin to engage in a deeper way and then that will give us something to build on.
- I think being able to offer different versions of sacred texts would be invaluable. I don't imagine as a school we have invested in RE texts for a while so we are

- probably using the same ones we always have which may not be the best examples.
- I think just by trying out a few of the word/text activities, the children will begin to engage in a deeper way and then that will give us something to build on.
- When I was putting together the knowledge organisers for RE, I was shocked by my own ignorance and learned so many new things even just with regards to the vocabulary and definitions.
- Those resources will be really helpful to pass on to colleagues, thank you.
- Loads of great things to share. Thank you!
- I've found this really helpful and will definitely cascade to colleagues about using texts in different ways.
- It was really helpful to have new resources and ideas to share across school.
- thank you so much, it has been great to understand more about the texts we can use

3.5 The Secondary network was again 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 RE networks continue to run in the summer term. Diversity in Christianity will be the training focus for the Primary RE networks. 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.

4.0 Support for Senior Leaders and Governors

4.1 As reported previously 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. Plans to do this in the Spring term were put on hold due to the ongoing school challenges. The plan is to share information at Leadership and Governor Networks in the summer or autumn term.

5.0 Monitoring of RE

5.1 Following the last SACRE meeting, the Professional RE Adviser met with teacher representatives to look at the draft questionnaire on provision for RE in Primary and Secondary Schools. The questionnaires have been approved to use in schools.

5.2 The professional RE adviser is working with the LA 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.

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

30th March 2021

Report Author: Olivia Seymour

Background documents: None

North Yorkshire SACRE Newsletter

School Improvement and Early Years' Service April 2021

PLEASE PASS ON TO YOUR RE SUBJECT LEADER

Welcome to the summer term 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 and the service will provide a conduit to the specialist advice.



You can find out more about RE in North Yorkshire schools here:

<https://cyyps.northyorks.gov.uk/religious-education-re>

You can find out more about collective worship in North Yorkshire schools here:

<https://cyyps.northyorks.gov.uk/collective-worship>

Summer Term training and Professional Practice Groups for Primary and Secondary RE Leads

This year NYCC is offering termly online professional practice 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 professional practice networks will focus on 'Teaching Diverse Christianity'

There are two options for the network

Wednesday 12th May 2021 09.30-11.30 course code SI-0521-T014

To book go to <https://www.nyestraining.co.uk/Event/137548>

Wednesday 19th May 2021 13.30-15.30 course code SI-0521-T015

To book go to <https://www.nyestraining.co.uk/Event/137549>

Secondary This term the secondary RE professional practice networks will focus on intent and implementation of an effective RE curriculum (with a particular focus on curriculum progression and Ofsted expectations)

Monday 10th May 13.30-15.30 course code SI-0521-T013

To book go to <https://www.nyestraining.co.uk/Event/137540>

Introducing Yesmien Bagh Ali

Yazi (Yesmien) is a British born, Muslim woman and has been delivering workshops about the Muslim Faith, in both Primary and Secondary schools, in the North for over 14 years. Her sessions are very much hands on and creative, that are planned to best support staff, pupils knowledge and understanding of the Islamic Faith and the way of life for a Muslim. Covering important festivals that will be coming up, such as Ramadhan and Eid celebrations. (Ramadhan starts 12th April 2021). Yazi creative approach encourages pupils to better understand:-

Who is a Muslim and what do they believe?

She talks about the simple way of life for a Muslim, to more detailed on the Muslim beliefs about God. Encouraging pupils to Identify rituals, items of significance to Muslims, and sharing why they are important. (i.e. Wudu, Hajj, Hijaab, Niqaab, prayer beads, prayer mat, Qur'an and stand, compass).

As a Muslim she shares the importance of the 5 pillars of Islam and what each one means. Giving pupils the opportunity to understand being a Muslim is a way of life not just about the 5 pillars. Beliefs about God, contribution to community.



She shares her personal journey and what it mean to be a Muslim in Britain today?

Yazi teaching approach is unique. Her method of using the five senses, drama, cooking, art, dressing up and storytelling has always been popular both with pupils and staff. Often leading to important and current topics.

Yazi has adapted her sessions to also deliver via platforms such as Zoom so schools don't miss out on the opportunity to continue teaching R.E topics. They have been popular with parents too.

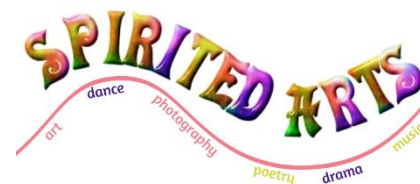
For further information on school visits

Website: www.amaali.co.uk Email: Yazi@amaali.co.uk

Contact Tele: 07906294476

NATRE Spirited Arts Competition

Join hundreds of schools from around the world taking part in this year's Spirited Arts competition! NATRE welcomes entries in (almost!) any artform your pupils can think of, including:



- Art (painting, drawing, sketching etc)
- Poetry
- Photography
- Dance
- Music
- Drama
- Sculpture

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?

Pupils can enter individually, in pairs or groups, or as whole class, year or school entries.

The annual competition starts at the beginning of every school year and runs through the spring and summer terms. All entries must be received before 31 July 2021. To enable teachers to incorporate the art competition into their RE lessons, many schools have an 'Spirited Arts' unit of work, or a special learning RE/arts week.

Many schools host their own Spirited Arts competition and send their 10 winning entries in to the international competition. What a great way to engage all your teachers and pupils and raise the profile of RE in your school!

All the details on this year's themes, how to enter and supporting materials are on the NATRE website <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2021/>

Curriculum Conversations Series

The NATRE and LTLRE joint regional conference Primary and Secondary RE curriculum workshops are now open for bookings. There are several workshops across Autumn 2021. All details are in the flier attached to this terms newsletter and on Eventbrite

<https://www.eventbrite.co.uk/o/learn-teach-lead-re-yorkshire-and-humber-24884492584>

Curriculum Conversations
For RE teachers in Yorkshire

Regional conversation: An opportunity to reflect on what we have learnt so far
Thursday 24th June 4.15pm. To book a place: <https://www.eventbrite.co.uk/e/1457472649092>

Coming in the Autumn term....

Session title and date	To book
Designing an Effective RE Curriculum Gillian Georgiou Thursday 16 th September 2021	https://www.eventbrite.co.uk/e/148585978665
Engaging in research in the primary RE classroom Emma Salter Thursday 14 th October 2021	https://www.eventbrite.co.uk/e/148588065905
Teaching using story and text in Primary RE Fiona Moss Wednesday 3 rd November 2021	https://www.eventbrite.co.uk/e/148588772017
RE in the EYFS: Creating Strong Foundations Catriona Card Tuesday 23 rd November 2021	https://www.eventbrite.co.uk/e/148589508219
How to tackle anti-racism in the primary classroom Salma Saleh Thursday 9 th December 2021	https://www.eventbrite.co.uk/e/148590737897

Events will take place via Zoom. Sessions are limited to 75 places and places are prioritised for teachers in Yorkshire

NATRE For any queries or further information please contact Olivia Seymour Olivia@natre.org.uk

Curriculum Conversations
For RE teachers in Yorkshire

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Thursday 24th June 4.15pm. To book a place: <https://www.eventbrite.co.uk/e/1457472649092>

Coming in the Autumn term....

Session title and date	To book
From conversation to implementation: constructing an RE curriculum Ben Wood Tuesday 28 th September 2021	https://www.eventbrite.co.uk/e/14859393787
Engaging in research in the secondary RE classroom Kathryn Wright Thursday 7 th October 2021	https://www.eventbrite.co.uk/e/148593867203
GCSE Rachel Jackson-Royal November 2021	
Diversity in Islam, Shia Islam: An alternative narrative Zameer Hussain Thursday 18 th November 2021	https://www.eventbrite.co.uk/e/148600711729
Revolutionary RE Ashiah Kundi Tuesday 14 th December 2021	https://www.eventbrite.co.uk/e/148601331583
Authentic and rich teaching of Hinduism Ashiah Kundi Tuesday 18 th January 2022	https://www.eventbrite.co.uk/e/148602236289
A-level Rachel Jackson-Royal February 2022	

Events will take place via Zoom. Sessions are limited to 75 places and places are prioritised for teachers in Yorkshire

NATRE For any queries or further information please contact Olivia Seymour Olivia@natre.org.uk

Free online A-Level Webinars from the University of Chester

The University of Chester have announced Series 2 of their FREE online A-Level RS webinars. New topics (check them out below!) at 4pm every Tuesday starting April 20th. Teachers, please email trs@chester.ac.uk to request the links to the whole series to share with your class.

TRS Chester
Religious Studies Webinars
Series 2

Department of Theology
and Religious Studies



University of
Chester



Every Tuesday 4.00pm–4.50pm

Open to all A level students of any subject and their teachers!

30-minute lecture plus anonymous Q&A in the chat (audience neither seen nor heard).

Please email trs@chester.ac.uk for the link to the series, giving name and address of your school.

20th April	Prof David Clough
The Ethics of Allocating Health Care in a Pandemic: Kantian, Utilitarian, and Christian Approaches	
David teaches Christian theology and ethics and is a leading international scholar on Christianity and animals. He founded CreatureKind and DefaultVeg to work for practical changes in the consumption of animals.	
27th April	Prof Paul Middleton
Did Jesus Rise from the Dead?	
Paul is Professor of New Testament and Early Christianity. He specialises in martyrdom and violence in the ancient and modern world.	
4th May	Dr Alana Vincent
Is Liberation Theology just for Christians?	
Alana is Associate Professor of Jewish Philosophy, Religion and Imagination. She specialises in modern Jewish philosophy.	
11th May	Dr Dhivan Jones
"It's wrong so don't do it!" – An Introduction to Metaethics	
Dhivan teaches philosophy, Buddhism and Hinduism. He researches early Buddhist philosophy. He also leads Buddhist meditation retreats.	
18th May	Jonathan Dunn
Is Bonhoeffer's Theology Relevant Today?	
Jonathan is Lecturer in Theological Ethics and teaches on modules in Christian Ethics and Theology. His research examines the interaction between Christian eschatology and social and political ethics.	
25th May	Dr Ben Fulford
Symbol, Metaphor and Story in Religious language	
Ben is Senior Lecturer in Systematic Theology and specialises in modern and historical Christian Theology.	
1st June	Dr Hannah Bacon
Is God Male?	
Hannah is Associate Professor in Feminist Theology. She specialises in Christian Thought, especially around sin and salvation and how it intersects with the lives of women.	
8th June	Dr Amin El Yousfi
The Qur'an as a Source of Religious Authority	
Amin is an anthropologist who researches the intersection of Islam and politics. He is currently a Research Associate exploring the interpretation of the Qur'an in the UK.	
15th June	Dr Wendy Dossett
Is Mindfulness Buddhist?	
Wendy is Associate Professor of Religious Studies. She specialises in Buddhism, Religious Education, RS methodology, and spirituality and health. She is an A level examiner and textbook writer.	
22nd June	Dr Dawn Llewellyn
"There has never been only one form of family" (Rosemary Radford Ruether): Christianity, Religious Change, and the Family	
Dawn is Senior Lecturer in Christian Studies and teaches Religious Studies, Sociology of Religion, and Religion and Gender. She is a qualitative researcher, focusing on gender and contemporary Christianity.	
29th June	Dr Caroline Tee
Islam and Secularism	
Caroline is Senior Lecturer in Islamic Studies and is an anthropologist of religion focusing on Islam in contemporary Turkey.	
6th July	Dr Steve Knowles
Is there a Cosmic Designer?	
Steve is Senior Lecturer in Religion and Popular Culture. He specialises in contemporary apocalyptic ideologies.	

@TRSChester #ALevelRSWebinar

A chance to contribute to research

What is the experience of student teachers and recently qualified teachers of science and RE of science religion encounters in the classroom? Complete the survey, share your experience and enter a prize draw for £50 vouchers.
tinyurl.com/nicersurvey

**PRIMARY,
SECONDARY RE
AND
SECONDARY
SCIENCE TEACHERS**



**WE WANT
YOUR
FEEDBACK**

Our survey for primary, secondary RE and secondary science teachers has now launched

NATIONAL INSTITUTE FOR
CHRISTIAN EDUCATION RESEARCH

tinyurl.com/nicersurvey

National updates – Religious Education

A national Plan for RE

The Religious Education Council for England and Wales has produced a one page overview of the national plan for RE in England (attached)

Major report in to Hinduism in Religious Education in UK Schools (full report attached)

Some key areas of the report to bring to the attention of SACRE members:

In 2020, INSIGHT UK conducted a project with a team comprised of highly experienced members of the Hindu community, amongst which are well known academics, including professors and teachers. The project goal was to assess the current state of Hinduism in RE in UK schools and recommend changes to improve it.

This project was supported by Hindu Council UK, Hindu Forum of Britain, Hindu Swayamsevak Sangh (UK), National Council of Hindu Temples UK and Vishwa Hindu Parishad (UK). We are thankful to everyone who has contributed to this project.

Key Findings

The main findings from this survey concluded:

- 97% of survey respondents say it is important and paramount for their child to learn about Hinduism.
- 98% of survey respondents say the study of Hinduism in RE is low quality and deficient.
- 75% of respondents feel that Hinduism is not taught in a positive light.
- 86% of the respondents are either dissatisfied or very dissatisfied with the teaching of Hinduism in schools within the United Kingdom.
- 76% of primary school parents are unhappy about RE teachers' knowledge of Hinduism.
- 81% of Key Stage 3 and 87% of Key Stage 4 parents are discontented about RE teachers' knowledge of Hinduism.
- There is growing evidence of inaccurate resources used by classroom teachers for teaching Hinduism.
- Hindu parents and pupils feel they do not have a choice to study Hinduism at GCSE level.

It found that the lack of awareness and an incorrect portrayal of Hinduism in RE results in:

1. Depriving students of a world view and understanding of the nature, diversity and impact of religion and belief in the contemporary world.
2. Depriving the knowledge of the world's third-largest religion which is

followed by one of the most contributing minority communities in the UK.

3. Insensitivity towards Hindu people and their beliefs resulting in bullying and hate crimes.

Recommendations

The data is clear and unequivocal in highlighting that both the quality and availability of Hinduism in RE in the UK is poor. As a result, various recommendations have been drafted for different target groups as listed below.

SACRE

- Collaboration with the National Association of Standing Advisory Councils on Religious Education (NASACRE) to ensure involvement with the newly formed Hindu board.
- Ensuring Hindu representation on each local SACRE with the involvement of Hindu temples.
- Building a pool of SACRE Hindu representatives that would help form a standardised syllabus, including training and annual conferences.
- Pushing for a syllabus that promotes a diverse portfolio of Hindu culture including Yoga, Meditation, Ayurveda and vegetarianism with a focus on teaching, not preaching.
- Ensuring Hinduism education resources are factual, credible and available in all UK schools

Schools

- Providing training for RE teachers to learn about Hinduism.
- Provide standardised resources for ease of teaching.
- Ensuring Hindu representation on school governing boards.
- Donation schemes for books and resources, for example, Hindu symbols, chanting beads, bells and other items to help teach.
- Encouraging cross-curricular activities like Yoga, Meditation, Vedic Maths, Sanskrit etc.
- Creation of a National Conference of Hindu Teachers.

Context of NYCC SACRE:

In January 2021 NYCC SACRE through its partnership with LTLRE offered an online Hinduism subject knowledge workshop led by Iskcon services. 35 teachers from the region attended.

There is currently a vacancy for a Hinduism representative on NYCC SACRE. SACRE may wish to pursue finding a Hindu representative.

Regional training for Schools through LTLRE and NATRE Regional Ambassador role

Due to the on-going challenges of predicting when larger gatherings can take place the LTLRE/NATRE regional conference will now be a Curriculum conversations series with a series of twilights between March and December 2021.

The curriculum conversations series launched with Richard Kueh HMI and subject lead for RE leading a session on Ofsted and the curriculum for teachers in our region on Thursday 11th March

Kathryn Wright, CEO Culham St Gabriels, will follow in June with a session - Being ambitious: A religion and worldviews curriculum for all

Following these first two sessions there will be an online 'conversation' for teachers to reflect on their learning from the sessions and network regionally.

In the Autumn term there will be a primary stream and secondary stream of curriculum conversations.

Primary Sessions title and date	Secondary Sessions title and date
Designing an Effective RE Curriculum Gillian Georgiou Thursday 16 th September 2021	From conversation to implementation: constructing an RE curriculum Ben Wood Tuesday 28 th September 2021
Engaging in research in the primary RE classroom Emma Salter Thursday 14 th October 2021	Engaging in research in the secondary RE classroom Kathryn Wright Thursday 7 th October 2021
Teaching using story and text in Primary RE Fiona Moss Wednesday 3 rd November 2021	GCSE Rachel Jackson-Royal November 2021
RE in the EYFS- Creating Strong Foundations Catriona Card Tuesday 23 rd November 2021	Diversity in Islam, Shia Islam: An alternative narrative Zameer Hussain Thursday 18 th November 2021
How to tackle anti-racism in the primary classroom Saima Saleh Thursday 9 th December 2021	REvolutionary RE Ashish Kundi Tuesday 14 th December 2021

	Authentic and rich teaching of Hinduism Ashish Kundi Tuesday 18 th January 2022
	A-level Rachel Jackson-Royal February 2022

There will also be a second regional conversation for the primary and secondary streams to reflect on their learning.

For further information do contact Olivia Seymour regional ambassador for RE
olivia@natre.org.uk

A National Plan for RE in England

In its Final Report, The Commission on RE (2018) proposes that a **new National Plan for RE** (Religious Education) should be enacted to ensure that learning in this area remains academically rigorous and a knowledge-rich preparation for life in a world of great diversity of religion and belief..

There are three components to the National Plan for RE.

1. A new vision. The subject should explore the important role that religious¹ and non-religious² worldviews play in all human life. This means enabling all pupils to become open-minded, critical participants of public discourse, who make academically informed judgements about important matters of religion and belief which shape the global landscape. It is a subject for all pupils, whatever their own family background and personal beliefs and practices. To reflect this new emphasis, we propose that the subject should be called **Religion and Worldviews**.

2. All pupils should have access to high quality teaching, whatever school they attend. For this reason it is proposed that a statutory **National Entitlement** [see summary below] should apply to all state-funded schools and that this should be subject to inspection. Schools should be required to publish details of how they provide this Entitlement. This Entitlement encapsulates a common vision within which schools will be able to develop their own approach appropriate to their character. Furthermore, national programmes of study should be developed to support schools in their work.

A summary of the proposed National Entitlement to Religion and Worldviews

Pupils are entitled to be taught, by well qualified and resourced teachers, knowledge and understanding about:

- a. what religion³ is and worldviews⁴ are, and how they are studied;
- b. the impact of religion and worldviews on individuals, communities and societies;
- c. the diversity of religious and non-religious worldviews in society;
- d. the concepts, language and ways of knowing⁵ that help us organise and make sense of our knowledge and understanding of religion and worldviews;
- e. the human quest for meaning, so that they are prepared for life in a diverse world and have space to recognise, reflect on and take responsibility for the development of their own personal worldview

3. There should be a significant investment in ensuring two essential structures for this new way forward:

First, **highly qualified, and knowledgeable teachers** will be required to achieve this new vision. A sustained programme of investment in teacher education, linked to the early career framework, and ongoing professional development is essential to achieve this.

Second, local communities have played a significant role in supporting RE in the past. We propose that the **structures that made this possible should be re-envisioned** to enable this important contribution to continue.

The Commission on RE (2018) National Plan can be read in full here:

<https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/>

¹ An example of a religious worldview could be a Muslim worldview

² An example of a non-religious worldview could be a Humanist worldview

³ Religion is used here as a concept. i.e. pupils study the nature of religion itself, as a concept.

⁴ Worldviews refers to religious and non-religious worldviews, both organised and personal. The complex, diverse and plural nature of worldviews is implied in this term.

⁵ For example, different disciplines such as social sciences, history, theology and philosophy



A report on the state of
**Hinduism in Religious Education
in UK schools**

14th January 2021





A report on the state of Hinduism in Religious Education in UK schools

Published 14th January 2021

INSIGHT UK

www.insightuk.org

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Executive Summary

Executive summary

INSIGHT UK is pleased to present the report on the state of Hinduism in Religious Education (RE) in UK schools. INSIGHT UK is an organisation that aims to address the concerns of the British Hindu and British Indian communities.

In 2020, INSIGHT UK conducted a project with a team comprised of highly experienced members of the Hindu community, amongst which are well-known academics, including professors and teachers. The project goal was to assess the current state of Hinduism in RE in UK schools and recommend changes to improve it.

This project was supported by Hindu Council UK, Hindu Forum of Britain, Hindu Swayamsevak Sangh (UK), National Council of Hindu Temples UK and Vishwa Hindu Parishad (UK). We are thankful to everyone who has contributed to this project.

Key Findings

The main findings from this survey concluded:

- 97% of survey respondents say it is important and paramount for their child to learn about Hinduism.
- 98% of survey respondents say the study of Hinduism in RE is low quality and deficient.
- 75% of respondents feel that Hinduism is not taught in a positive light.
- 86% of the respondents are either dissatisfied or very dissatisfied with the teaching of Hinduism in schools within the United Kingdom.
- 76% of primary school parents are unhappy about RE teachers' knowledge of Hinduism.
- 81% of Key Stage 3 and 87% of Key Stage 4 parents are discontented about RE teachers' knowledge of Hinduism.
- There is growing evidence of inaccurate resources used by classroom teachers for teaching Hinduism.
- Hindu parents and pupils feel they do not have a choice to study Hinduism at GCSE level.

Hinduism is the third largest religion practised in the UK, yet this report finds that the teaching of Hinduism in mainstream UK schools is very limited, flawed and often ignored. This imbalance has led to an inaccurate portrayal of Hinduism and can result in feelings of negativity and ignorance when meeting UK citizens belonging to the Hindu faith.

It is found that the lack of awareness and an incorrect portrayal of Hinduism in RE results in:

1. Depriving students of a world view and understanding of the nature, diversity and impact of religion and belief in the contemporary world.
2. Depriving the knowledge of the world's third-largest religion which is followed by one of the most contributing minority communities in the UK.
3. Insensitivity towards Hindu people and their beliefs resulting in bullying and hate crimes.

British Hindus are a well-integrated and highly contributing community in British society. Hinduism teaches values such as peace, universality, inclusivity and one-ness. These values when taught in the right context can enrich and build a more inclusive society. Unfortunately, the current RE curriculum and its teaching of Hinduism does not correctly represent factual Hindu beliefs and values.

All maintained schools have a statutory duty to teach RE. This report provides evidence of the views on how Hinduism is currently taught as part of the RE curriculum. This report concludes with recommended suggestions to address the problems identified at various levels.

We held discussions with many Hindu academics and five major Hindu organisations in the UK supporting this project about the way forward. We are happy to learn that this has resulted in the formation of an independent organisation, the Hindu Education Board (HEB) UK.

Introduction

Introduction

Welcome to the report on the state of Hinduism in Religious Education in UK schools.

One of the four fundamental British values (Department of Education, 2014) is “Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith”. Religious Education (RE) makes a significant contribution to realising this value. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society.

Additionally, RE fosters civilised debate, reasoned argument and helps pupils to understand the place of religion and belief in the modern world (Ofsted, 2013).

Section 375 (3) of the Education Act 1996 (Department of Education, 1996) requires the RE syllabus to reflect that the religious traditions of Great Britain are represented in Great Britain.

Section 78 (1) of the Education Act 2002 (Department of Education, 2002) states that all pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and society, and prepares pupils for the opportunities, responsibilities and experiences of later life’.

The UK has a diverse society and our children need an understanding of other religions and world views. Learning about the beliefs and traditions of other people promotes and enables pupils to combat prejudice about the religion and people. Developing such tolerance is crucial in a world that is increasingly fraught with hatred, division and extremism.

During the research and consultation phase of this project, many Hindu community members and organisations raised their view on the lack of representation for Hinduism in RE.

Due to inadequate as well as inaccurate teaching of Hinduism in UK Schools as part of RE, there is a lack of awareness amongst Hindu and non-Hindu students about the Hindu religion. This is leading to conversion issues, bullying and an inferiority complex amongst Hindu children.

The Hindu community in the UK have a circa 1 million population with one of the highest employment rates compared to other religions. They have the highest number of individuals who obtain a degree or equivalent qualification (Office of National Statistics, 2020). As a result, they are one of the highest net contributors of tax per head.

The community is very proud of their contribution; however, many Hindus feel they are not represented adequately and feel discriminated against when it comes to RE in schools.

The research, consultations and survey evidence reveal that pupils leave school with a wrong and sparse understanding of Hinduism. Many inaccuracies of severe gravity were found in the teaching of Hinduism in RE. In the majority of schools, Hinduism is not taught at all for GCSE.

"The misinformation of Hinduism in UK schools is a disservice to Religious Education."

-Professor Nawal Prinja. INSIGHT UK webinar, October 2020.

"The choice is taken away from pupils and parents to accurately study Hinduism in many UK schools".

- Asmita Bhudia, Hinduism Tutor and School Teacher. Focus group with RE tutors, August 2020.

"So many things have come up from this research, it is important for us to recognise them and take it forward in terms of what can be done about this.

Some very concerning factors are bullying, discrimination and under-representation is something we need to tackle".

- Dr Ramesh Pattni OBE. INSIGHT UK webinar, October 2020.

This project aims to ensure the teaching of Hinduism in RE is accurate and available in all UK schools. This report covers the status of Hinduism in RE and sets out recommendations on how to improve the situation.

We hope that you find this report notable and insightful.

Published 14th January 2021

Project Methodology

Project Methodology

The first phase of the project consisted of desk research to investigate current reports, previous surveys and publications covering Hinduism in RE.

This research was then used in the second phase to design questions that could be asked to four focus groups with participants contributing from all over the UK. More than 40 subject matter experts participated in the consultation phase.

Hindu academics and experts in the education field were also interviewed via video conferencing.

In the third phase, an online survey was led through the INSIGHT UK website and via social media. The primary audience of the survey was Hindu parents whose children are currently enrolled in UK schools. However, it was also open to Hindu students who have recently completed their secondary education, alongside Hindu parent governors and Hindu representatives on Standing Advisory Council on Religious Education (SACRE).

The survey had responses from 117 Local Education Authorities (LEAs) across England and Wales. There were also many responses from Scotland and Northern Ireland. The survey was distributed at the start of the academic year on 12th September 2020 and ran for one month till 11th October 2020. The results were then analysed by the project team including a senior Data Scientist.

After the survey concluded, INSIGHT UK organised a live webinar on Saturday 24th October 2020 which was viewed by over 300 people. The webinar covered key survey findings and recommendations.

1) Research Phase

Phase 1 - Research Phase

The project team undertook desk research to find out more about RE, its purpose and how Hinduism in RE is taught in UK schools. The areas of research were:

- Office for Standards in Education (Ofsted) reports
- Department for Education's role in children's education
- Recent studies and surveys which cover Hinduism and RE
- Current RE syllabus for teaching Hinduism in mainstream UK schools
- Representation of Hindus on Standing Advisory Council on Religious Education (SACRE) and National Association of Teachers of Religious Education (NATRE)
- Hinduism teaching resources available (online and textbooks) for RE teachers

Key findings

Various publications were reviewed and the findings are as below.

- 1) Commission on Religious Education, Final Report, Religion and World Views: the Way Forward, September 2018 (Commission of Religious Education, 2018)
 - Despite its importance, RE is neither effective to prepare pupils adequately for the religious and belief diversity they will encounter, nor to support them to engage deeply with the questions raised by the study of worldviews.
 - The provision and quality of RE are not good enough in many schools. Weak teaching due to lack of adequate training and support for teachers. A majority of recently qualified primary teachers received fewer than three hours of subject-specific training for Hinduism in RE.
 - The new National Entitlement and the national programmes of study will only be effective if teachers have the required subject knowledge to teach them effectively.

- Teachers often lack confidence in teaching Hinduism, Sikhism and Buddhism as well as non-religious worldviews leading to a continuation and furtherance of unconscious bias in the minds of young children.
 - This may mean that these areas are either not covered, or covered less well, leading to an unbalanced curriculum. In addition, the new programmes of study are likely to require some updating of subject knowledge even for those who are more confident.
 - More still needs to be done to ensure that a wider range of institutional worldviews is taught, particularly Hinduism, Sikhism and Buddhism, which are sometimes neglected. RE needs a gear change if we are to prepare children and young people for living in the increasingly diverse world in which they find themselves.
- 2) Vishwa Hindu Parishad (UK) conducted a nationwide survey in 2006 that found 107 out of the 171 LEAs did not include Hinduism in their RE syllabus.
- 3) A BBC article on RE writes *"suggesting at least a quarter of schools break the law on teaching RE."* (BBC, 2018)
- 4) Another BBC article covers some serious concerns (BBC, 2017)
- By law, RE must be taught by all state-funded schools in England, with detailed syllabuses agreed locally.
 - NATRE says the data, gathered by the Department for Education in 2015 but not published until now, showed that, overall, 26% of secondary's were not offering RE lessons.
 - Among academies, which make up the majority of secondary schools, more than a third (34%) were not offering RE to 11 to 13-year-olds and almost half (44%) were not offering it to 14 to 16-year-olds.
- 5) Ofsted Report: Religious education: realising the potential (Ofsted, 2013)
- The teaching of RE in primary schools was poor in 6 out of 10 schools due to weaknesses in teachers' understanding of the subject, a lack of emphasis on subject knowledge, poor and fragmented curriculum planning, very weak assessment, ineffective monitoring and teachers' limited access to effective training.

6) NATRE Primary Survey 2016 (NATRE, 2016)

- More than 44% of RE teachers in primary schools do not even have a GCSE or O level in RE and 75% of those are subject leaders. This might be surprising to many, given that a GCSE short course has been the minimum legal requirement for an Agreed Syllabus to be followed in most schools in this country for more than a decade. We might have expected those who have been teaching for 5 years or less (20% of our respondents) to have studied at least a short course in RE. However, even in this group, more than one in three has no qualification in RE at all.

7) A report titled Connect British Hindus (Hindu Forum of Britain, 2006)

- There was a great deal of dissatisfaction with how children were learning about Hinduism. The needs of Hindu young people in learning about their faith were not met by the UK schools.

Although these reports have been in place for some time, it appears that there have been no actions undertaken to address issues they had highlighted.

Commonly used Hinduism teaching resources

During the research phase, below-listed resources were identified as commonly used by RE teachers to teach Hinduism:

- BBC
- Twinkl
- RE Online
- Explaining Hindu Dharma by Vishwa Hindu Parishad (UK)
- Sixteen Sanskars in the life of Hindu by Vishwa Hindu Parishad (UK)
- Hinduism by Seeta Lakhani (Edited by J Lakhani)
- Times Education Supplement
- Resources endorsed by exam boards

Apart from the books published by Hindu organisations, most of the resources used by RE teachers are found to have many discrepancies, inaccuracies and give a wrong portrayal of Hinduism.

It was found that many social issues like the caste system are taught exclusively as part of Hinduism. The caste system is a social issue, not a religious issue and is not limited to any one community. Our research found that all three legal cases of caste-based discrimination identified in the UK did not involve any Hindu person. Despite that, the caste system is linked just to Hinduism. Also, the findings highlight that outdated social issues like the Sati system are still taught under Hinduism in RE.

2) Consultation Phase

Phase 2 - Consultation Phase

To assess the current situation, there were consultations conducted with various focus groups as below:

- Hindu RE Teachers in UK schools.
- Tutors who teach Hinduism outside of school.
- Hindu parents of primary and secondary school-going children.
- Hindu representatives on SACRE.
- Academics with decades of experience and contributors to teaching resources mentioned above.

Key Findings

Below are the key findings from the consultation and research phases:

- Many teachers lack the training to teach the Hindu religion.
- Non-specialist teachers are sometimes used to teach RE, therefore their subject knowledge of Hinduism is often limited. This in turn leads to inadequate teaching.
- Inaccurate contents of online teaching resources. Wrongful if not malicious content regarding Hinduism was highlighted. This impacts pupil learning significantly, as false and inaccurate information on Hinduism is being taught and consumed by students.
- The government is not meeting the Hindu community's needs as schools are rewarded for teaching the easiest option, rather than giving a worldview.
- Many Hindu parents have approached their children's schools to express their concerns about the inaccuracies of Hinduism that had been taught in the classroom. There was a particular case that a parent highlighted whose child was studying RE as part of their Key Stage 3 curriculum in a UK state comprehensive school. The mother and child soon discovered that Hinduism was hardly taught as part of the RE curriculum, whilst Islam was preached and not just taught. When the mother expressed her concerns to the headteacher about the imbalance, the school asked

the mother to withdraw her son from RE. This school refused to ask the LEA to review the curriculum and bring a balance of teaching all faiths. In this instance, the child has been deprived of the right to education.

- Parents had expressed that on many occasions, the RE teacher had taught and portrayed Hinduism so negatively and inaccurately during lessons, that their Hindu child had felt extremely disappointed with RE lessons. Children have even reported that their peers expressed contempt towards them based on their misunderstanding about Hinduism.
- Some children complained that during their RE lessons, the Hindu child is found to be the expert on Hinduism and the teacher relies on the Hindu child to share knowledge of the faith with the rest of the class. This is unfair to the child and the class.
- Hindu parents and pupils do not have a choice to study Hinduism at GCSE level as the teachers, school and the LEA decide the religions of study to be taught.
- Solidifying the place of Hinduism as a GCSE seems to be an important factor in driving Hindu children and parents to attend Hinduism classes outside of school. This also gives a sense of the importance of Hinduism in RE for the Hindu community.
- Currently, the only awarding body offering Hinduism as a full course Ordinary level (O level) qualification is Cambridge Assessment International Education. This is incomparable with other faiths having more awarding organisations that offer full courses in GCSE. Hinduism is underrepresented by awarding bodies in the UK.
- There are very few awarding bodies that offer the study of Hinduism alongside the study of other religions, such as Edexcel, AQA, WJEC and OCR. Unfortunately, most UK schools opt to study Abrahamic faiths as they are easier to teach and gain better exam results as a cohort. This does not provide a world view of religions, but rather a narrow vision of beliefs. Hindu pupils that attend these schools, in many cases do not have a say in the choice of the two religions to study. Therefore, many are not able to learn about their faith, but instead, they are forced to

learn what the school chooses for them. In most cases, these are Abrahamic faiths.

- Schools are using inaccurate textbooks and teaching resources that are not a true reflection of Hinduism. This in turn perpetuates the incorrect and unsound ideas about the Hindu religion. For example, Hodder Education produced an AQA accredited textbook that demonstrates a lack of understanding of Hinduism and this publication is full of many errors.
- Teachers are choosing Abrahamic religions as this is the easiest option to teach, as often these Abrahamic religions have similarities with each other. As Christian and Muslim school student numbers are larger, the schools are also likely to choose these religions as their choice of study at GCSE. This is thought to help improve the schools' examinations scores. Therefore, the teaching of Hinduism and other religions is severely impacted.
- *"Teaching in many of the GCSE lessons observed placed too much emphasis on ways of passing the examination rather than focusing on extending pupils learning about religion and belief." [4] (Ofsted, 2013)*

3) Survey Phase

Phase 3 - Survey Phase

After completing the previous phases, there was a strong requirement to substantiate the findings with evidence-based data.

It was deemed appropriate to publish a survey to gauge sentiments from Hindu parents and validate the concerns about the availability and teaching of Hinduism in the UK. This would allow decisions to be based on objective information and provide solid recommendations.

The primary audience for the survey were Hindu parents but it was also made open to students who recently completed their studies and wanted to give feedback. The survey was structured in 6 distinct sections. Each section was optional so that specific age groups could be targeted in one survey.

- Primary school (Year 1-6)
- Secondary school: Key stage 3 (Year 7-9)
- Secondary school: Key stage 4 (Year 10-11)
- SACRE members
- School governors
- General feelings

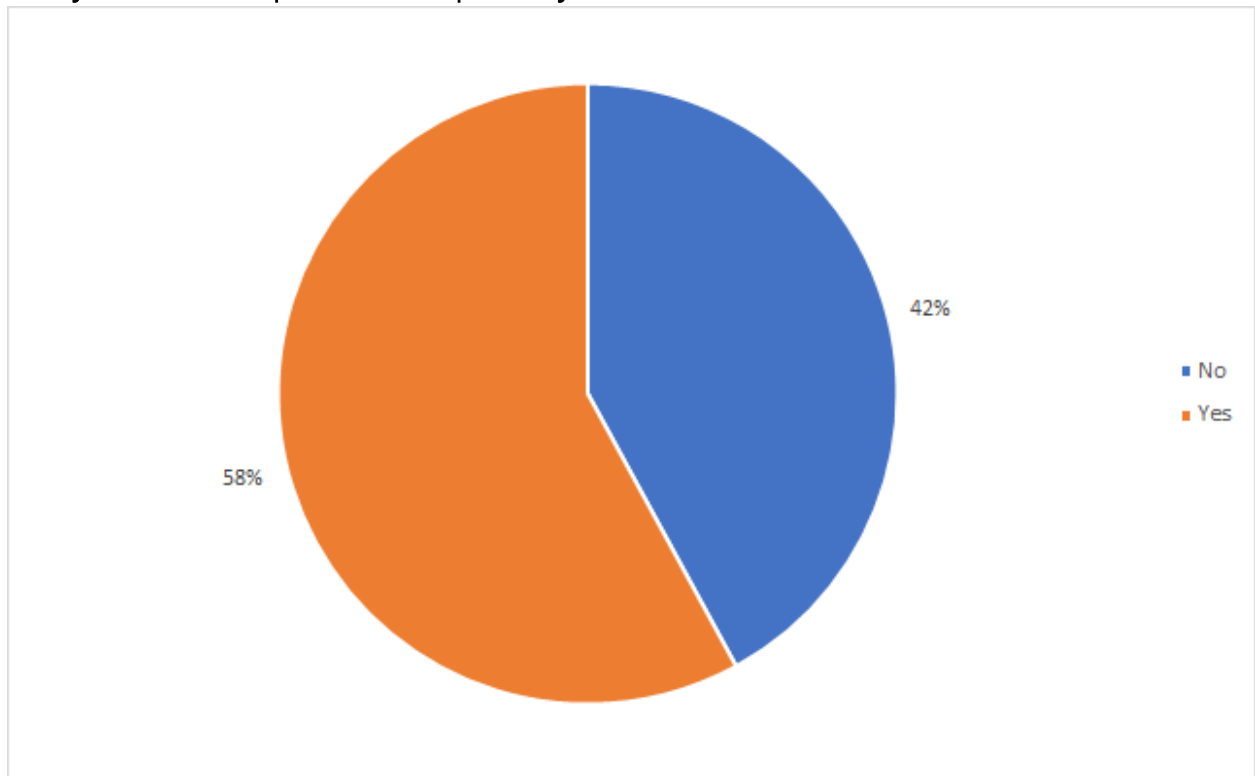
This is one of the most successful Hindu surveys in the history of the UK, based on:

- The number of responses it received.
- A high degree of confidence and a lower margin of error based on the number of responses.
- Response distribution showing good representation from all 4 countries: England, Wales, Scotland and Northern Ireland.
- Responses received from across the country not confined to the population density of the Hindu community in the UK.
- The project supported and guided by 5 major Hindu organizations in the country: Hindu Council UK, Hindu Forum of Britain, Hindu

Swayamsevak Sangh (UK), National Council of Hindu Temples UK and Vishwa Hindu Parishad (UK).

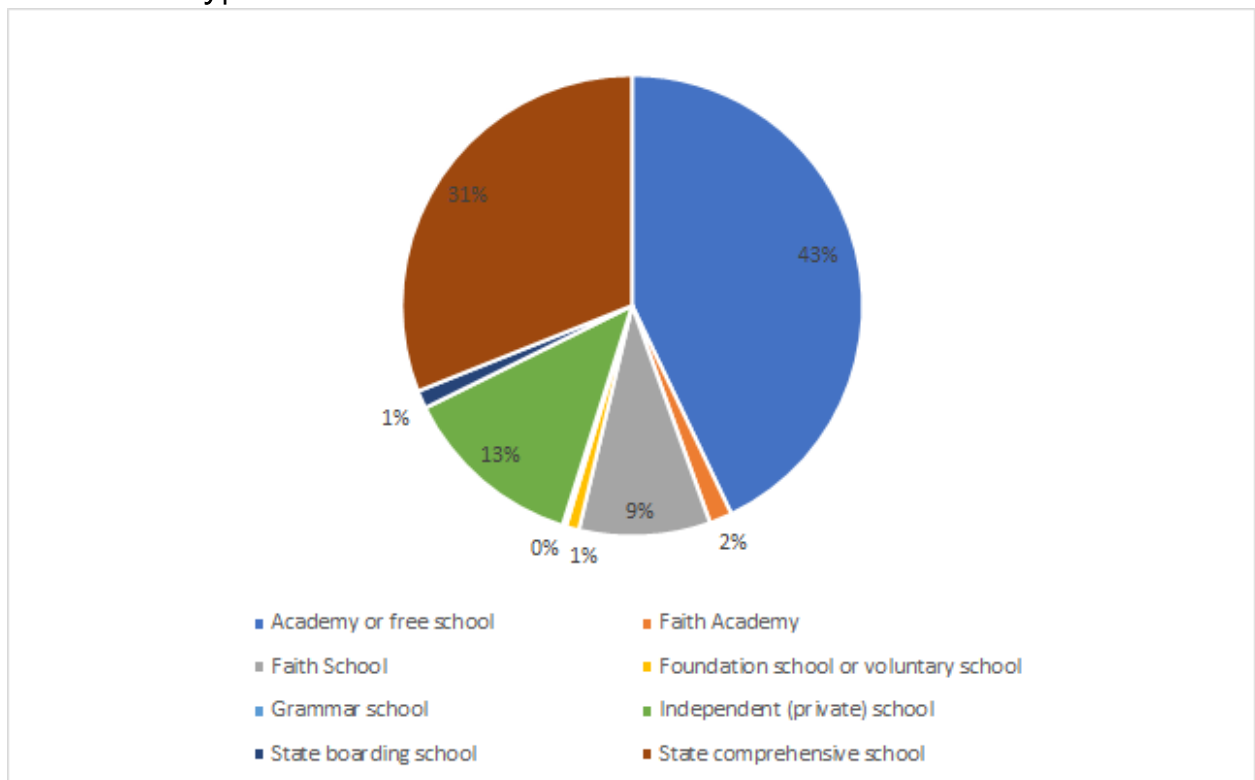
Survey findings - Primary schools (Year 1-6)

Are you a Hindu parent of a primary school child?



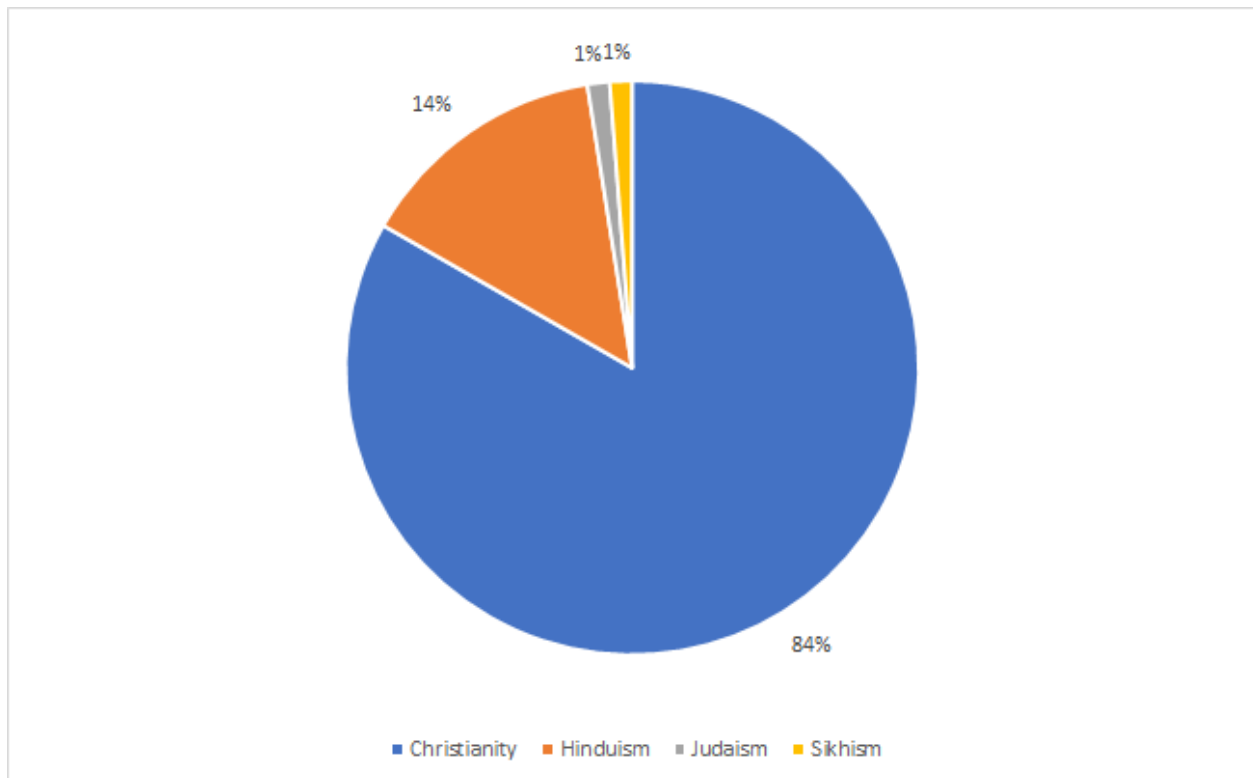
58% of respondents had a child at primary school. The Primary School section received responses from over 300 schools covering more than 150 LEAs across England, Wales, Northern Ireland & Scotland.

What is the type of school?



The vast majority of primary schools were academy schools, free schools or state comprehensive schools.

If it is a faith-based school, please select which faith it is from the options below.



The vast majority of faith schools were Christian schools.

If known, please select the resources used by the RE teacher to teach Hinduism.

Various free-text responses were given to this optional question, including:

- Twinkl (21%)
- BBC (20%)
- Explaining Hindu Dharma by VHP (UK) (6%)

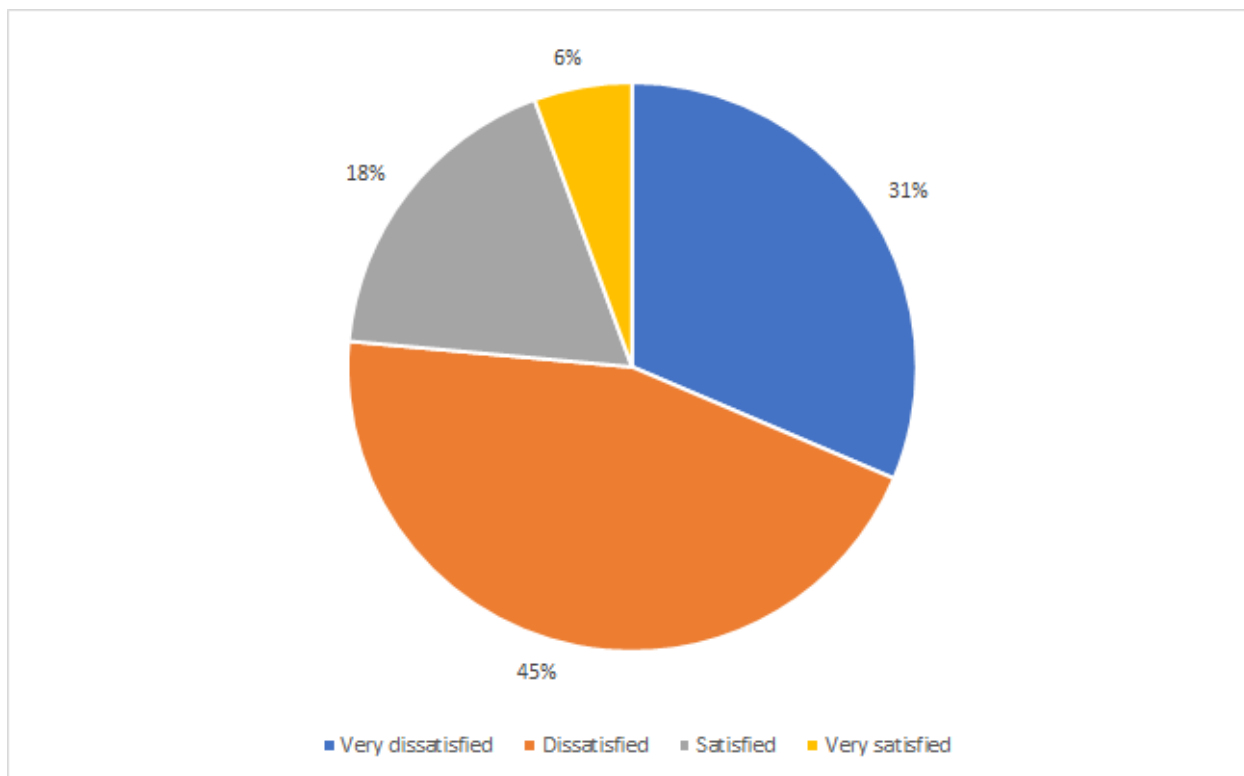
However, the majority of respondents mentioned they were not sure or aware of what resources were being used.

If known, please list the content/topics covered by the RE teacher to teach Hinduism.

Various free-text responses were given to this optional question, including but not limited to Hindu festivals, sati tradition, caste system, Ramayana, Hindu gods, gender disparity in education, slums and poverty, the concept of

Brahman, reincarnation, Hanuman is a monkey god and Ganesha is an elephant god.

If Hinduism is taught, what is your opinion on the teacher(s) knowledge of Hinduism?



76% of Hindu parents were dissatisfied or very dissatisfied with their teachers' knowledge of Hinduism.

Conclusion:

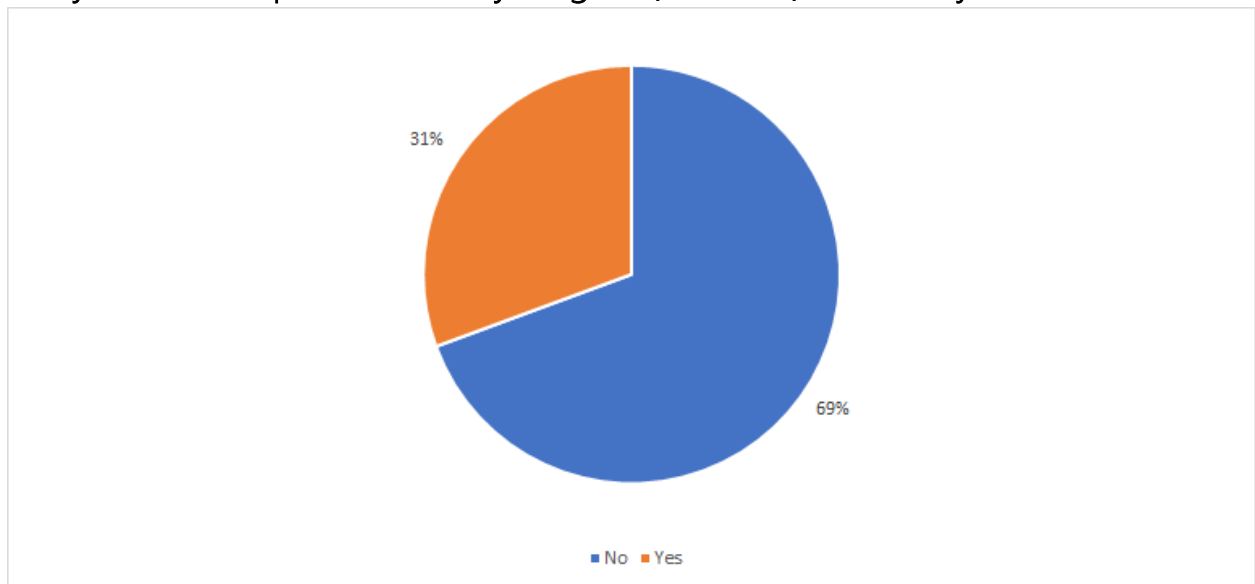
The findings demonstrate many instances of misinformation as well as social issues that are being taught as part of Hinduism in UK schools.

A survey respondent raised that their child's school in London teaches that bad Karma results in being born as an untouchable in your next birth. Untouchability is linked to the caste system which is a social issue, not a religious one and is not limited to any one community. Our research found that all three legal cases of caste-based discrimination identified in the UK did not involve any Hindu person. However, the caste system is taught in UK schools exclusively as part of Hinduism.

Also, the findings highlight that outdated social issues like the sati system are still taught under Hinduism in RE. It was noted there was an inappropriate link made between the religion and gender disparity in education in India.

Survey findings - Key stage 3 (Year 7-9)

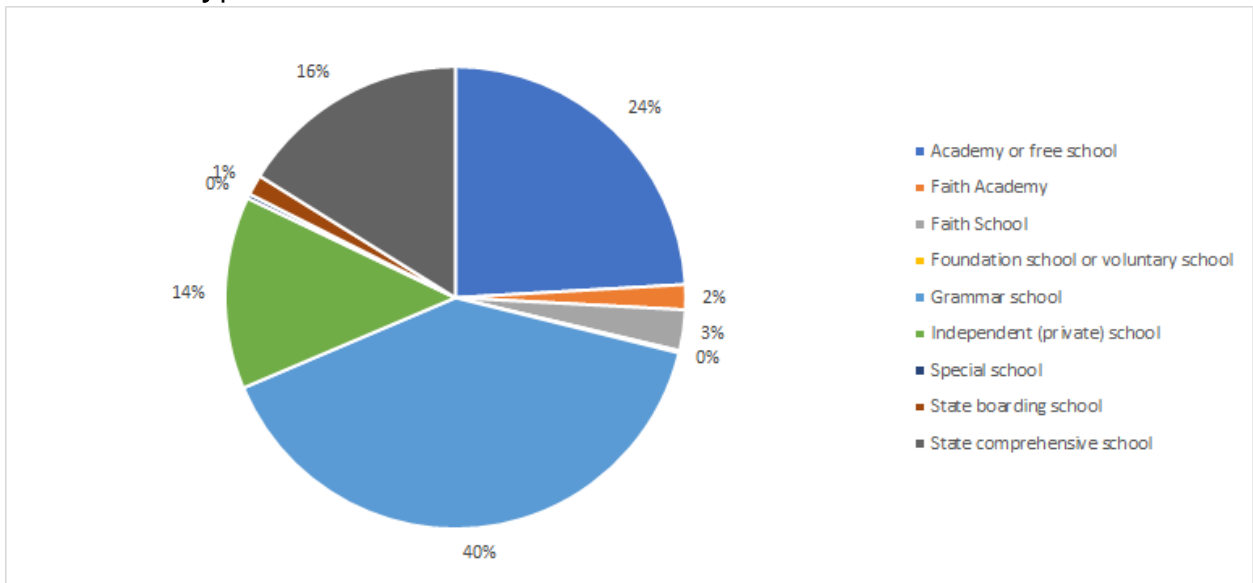
Are you a Hindu parent of a Key Stage 3 (Year 7-9) secondary school child?



31% of respondents had a child at studying at Key stage 3.

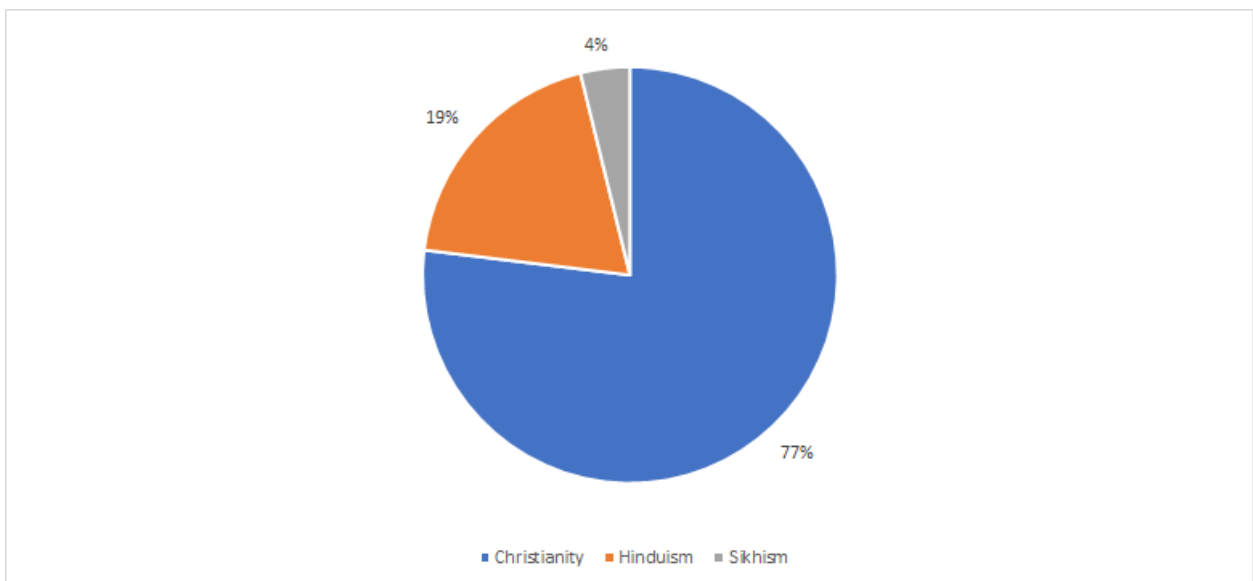
The Secondary School (Key Stage 3) section received responses from more than 400 schools covering more than 100 LEAs across England, Wales, Northern Ireland & Scotland.

What is the type of school?



There was a diverse range of schools from this age bracket. More than 80% of schools have their RE syllabus dictated by their LEAs.

If it is a faith-based school, please select which faith it is from the options below.



The vast majority of faith schools were Christian schools.

If known, please select the resources used by the RE teacher to teach Hinduism.

Various free-text responses were given to this optional question, including:

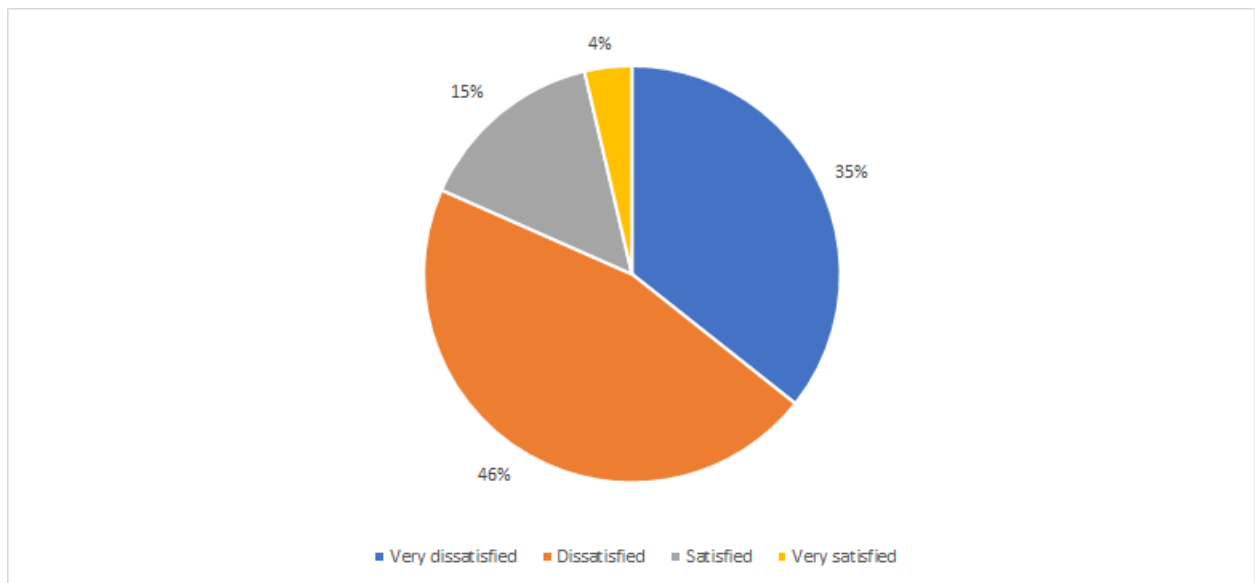
- BBC (36%)
- Twinkl (6%)
- Explaining Hindu Dharma by Vishwa Hindu Parishad (UK) (6%)
- Hinduism by Seeta Lakhani (Edited by J Lakhani) (2%)

However, the majority of respondents mentioned they were not sure or aware of what resources were being used.

If known, please list the content/topics covered by the RE teacher to teach Hinduism.

Various free-text responses were given to this optional question, including but not limited to the significance of caste system, too many gods and goddesses, animal worship, Hindu symbols, Aryan invasion, Ramayana, Hindu temples, Hindu marriages and sati tradition, moksha, reincarnation, and gender inequality.

If Hinduism is taught, what is your opinion on the teacher(s) knowledge of Hinduism?



81% of survey respondents were dissatisfied or very dissatisfied with their teachers' knowledge of Hinduism.

Conclusion:

The findings highlight many instances of misinformation as well as social issues that are being taught as part of Hinduism in UK schools.

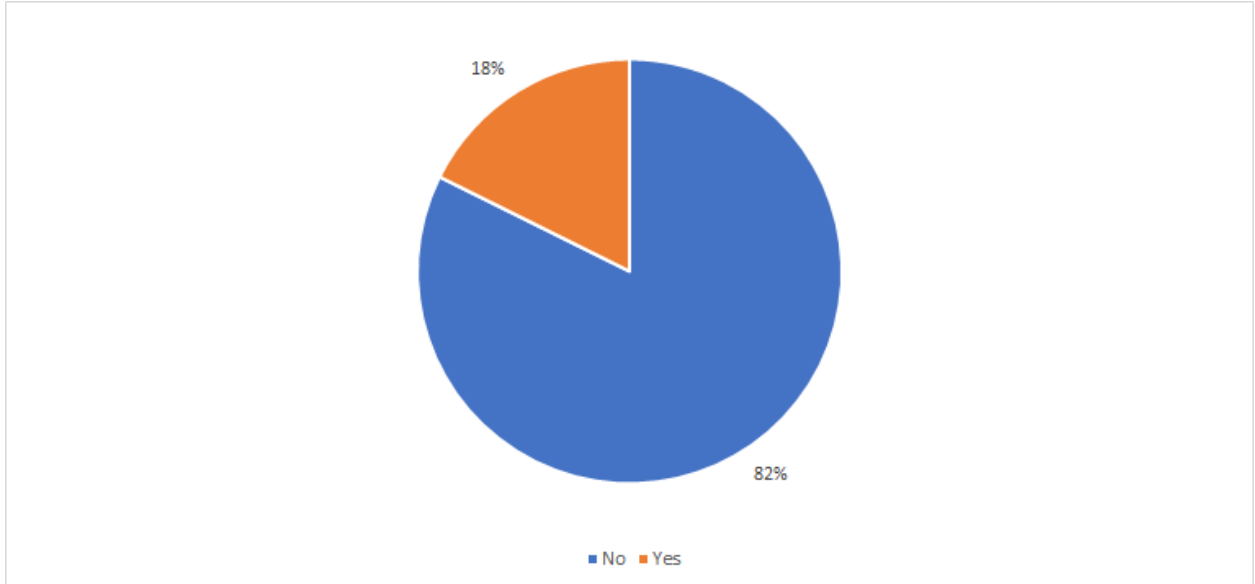
The caste system is a social issue, not a religious issue and is not limited to any one community. Our research found that all three legal cases of caste-based discrimination identified in the UK did not involve any Hindu person. However, the caste system is taught in UK schools exclusively as part of Hinduism.

Outdated social issues like the sati system as well as disproved theories like Aryan Invasion are being taught under Hinduism in RE.

Many important Hindu symbols are not being taught, such as the Swastika which represents universal peace. This leads to confusion and misunderstanding amongst young impressionable minds. An example of this can be seen by students equating and associating the Hindu Swastika with the Nazi hooked cross (Hakenkreuz).

Survey findings - Key stage 4 (Year 10-11)

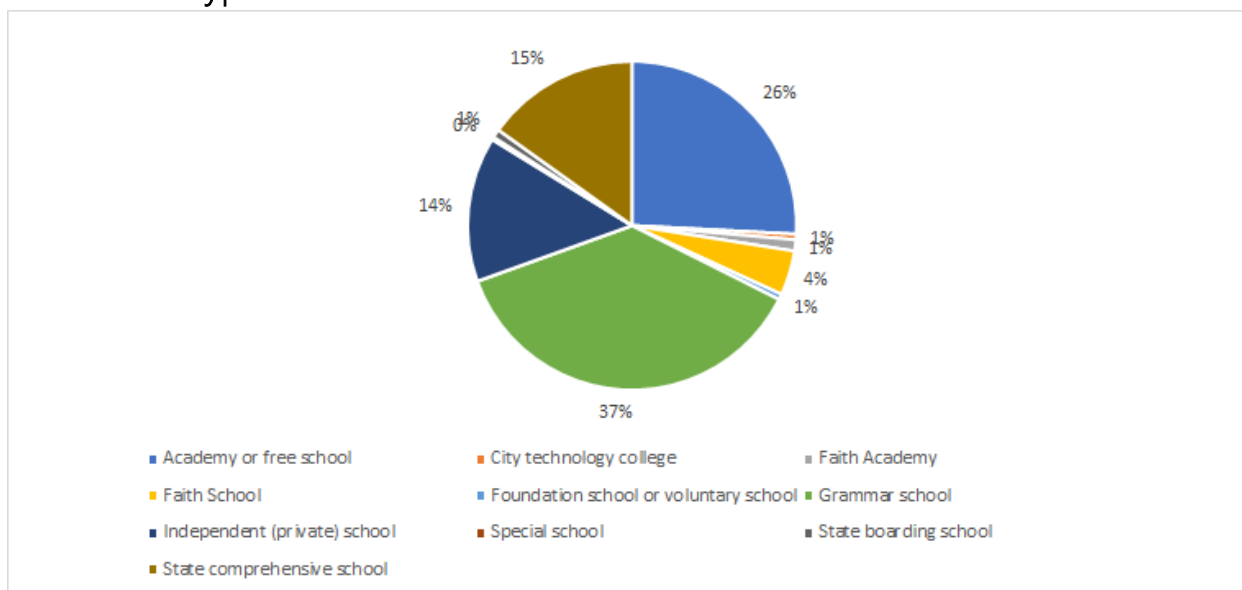
Are you a Hindu parent of a Key Stage 4 (Year 10-11) secondary school child or a student who is taking GCSEs or completed GCSEs recently?



18% of respondents had a child studying at GCSE level.

The Secondary School (Key Stage 4) section received responses from more than 250 schools covering more than 75 LEAs across England, Wales, Northern Ireland & Scotland.

What is the type of school?



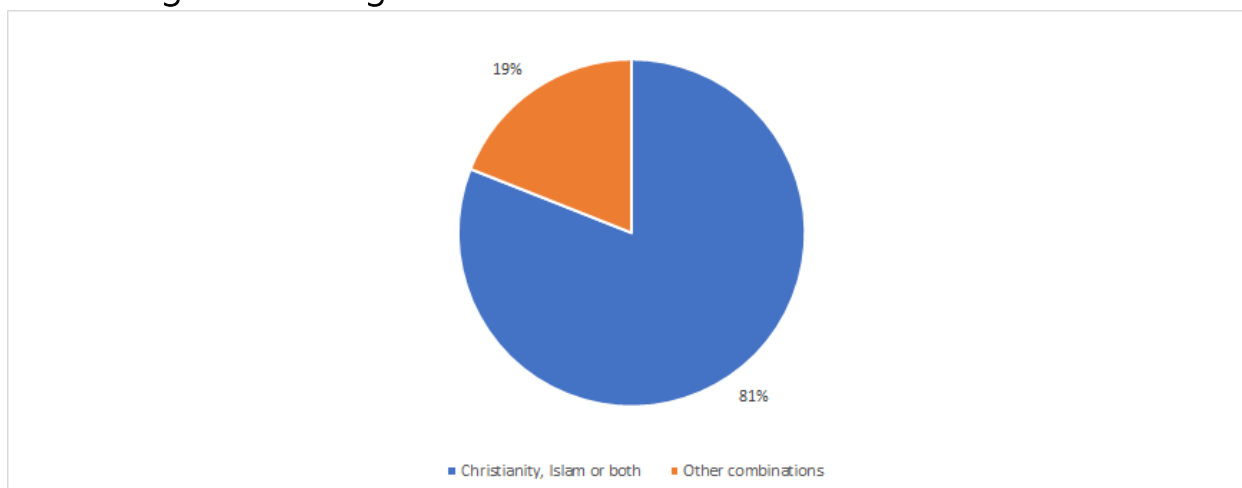
There was a diverse range of schools from this age bracket.

If known, please select the resources used by the RE teacher to teach Hinduism.

Various free-text responses were given to this optional question, including:

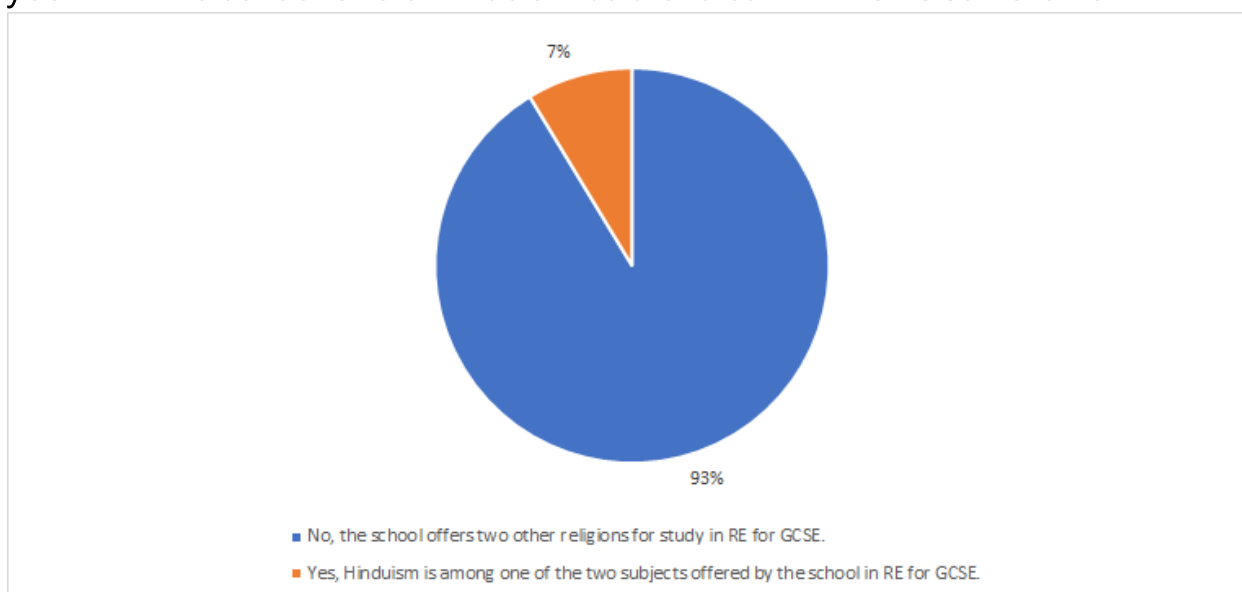
- BBC (40%)
- Local SACRE prepared material (17%)
- Explaining Hindu Dharma by VHP (UK) (8%)
- Twinkl (6%)
- Hinduism by Seeta Lakhani (Edited by J Lakhani) (2%)
- Hodder Education and AQA GCSE Religious Studies, Specification-A textbook

Which religions are taught for GCSE?



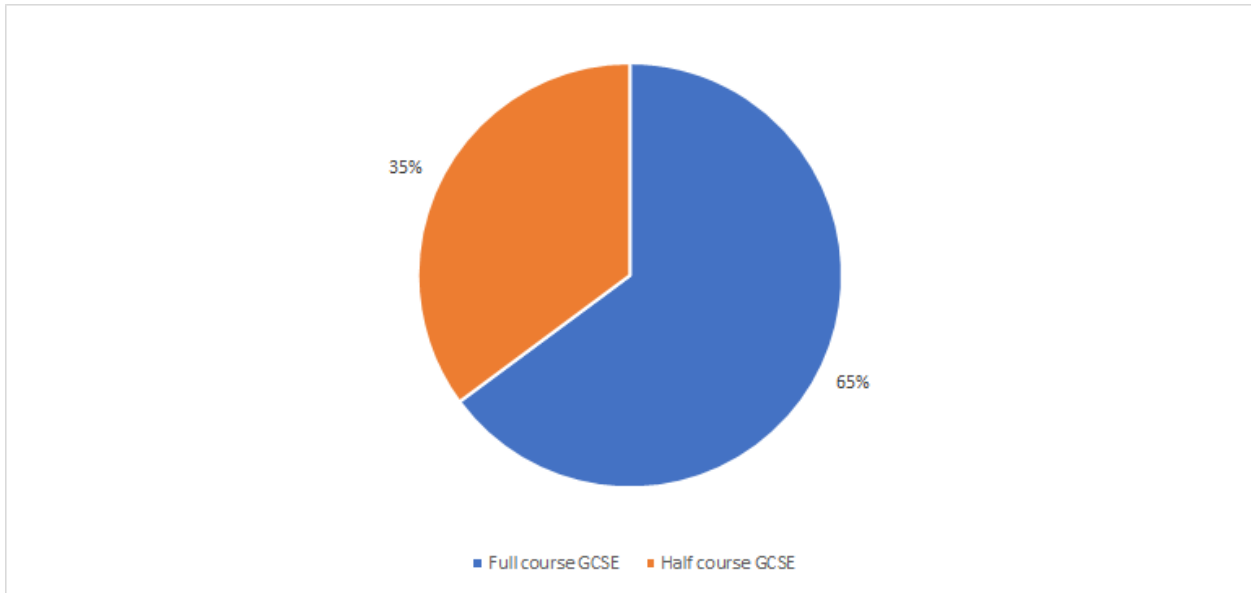
81% of respondents say that either Christianity or Islam is taught as full GCSE, or both of these religions as half GCSE. With the remaining combinations at 19%, many combinations do not include Hinduism, for example, the combination could be Christianity and Buddhism or Christianity and Judaism.

For GCSE in Religious Education, schools often opt to study two religions. Do you think the school offers Hinduism as a choice in RE for GCSE exams?



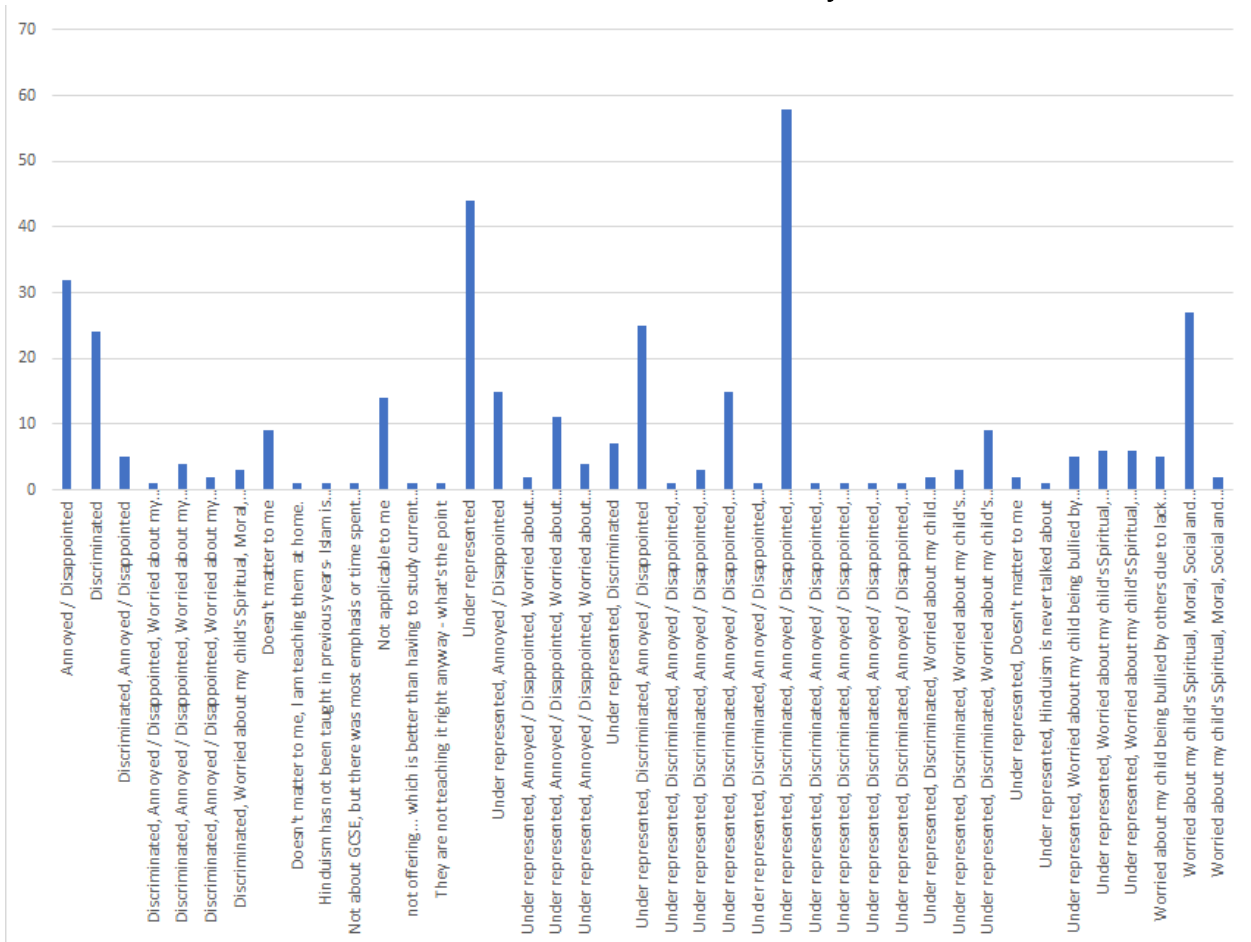
93% of respondents say that Hinduism is not offered at all for GCSE. This further validates the previous survey question that the availability of Hinduism is very low compared to other religions.

If the school offers Hinduism for GCSE, is it half or full course GCSE?



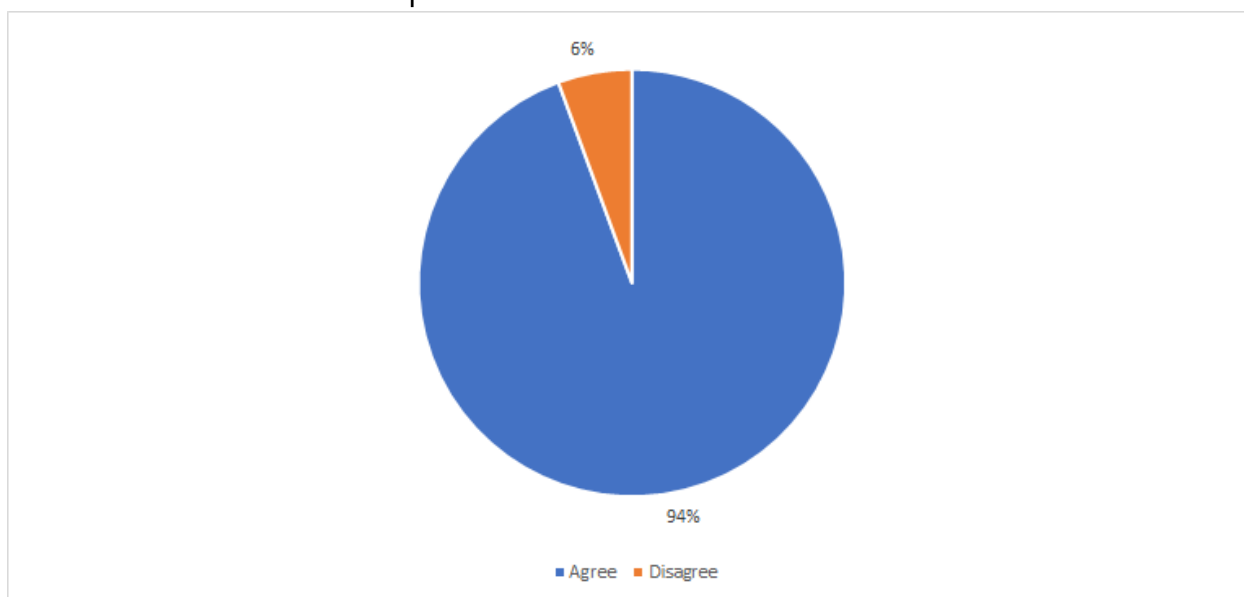
On the rare occasion that Hinduism was offered, it was only a full GCSE in around two-thirds of schools.

If Hinduism is not offered as a GCSE course, how do you feel?



This multi-choice question yielded a variety of responses, but there was a clear common theme that respondents felt underrepresented and discriminated against when Hinduism isn't offered. This included being worried about their child's social and moral development, and concern that they might get bullied. When it came to feelings about Hinduism not being available for GCSE, the majority of respondents said they felt underrepresented, discriminated, disappointed, annoyed and worried about their child being bullied.

Do you think if Hinduism is offered as a full course GCSE, it will encourage more students to take it up?

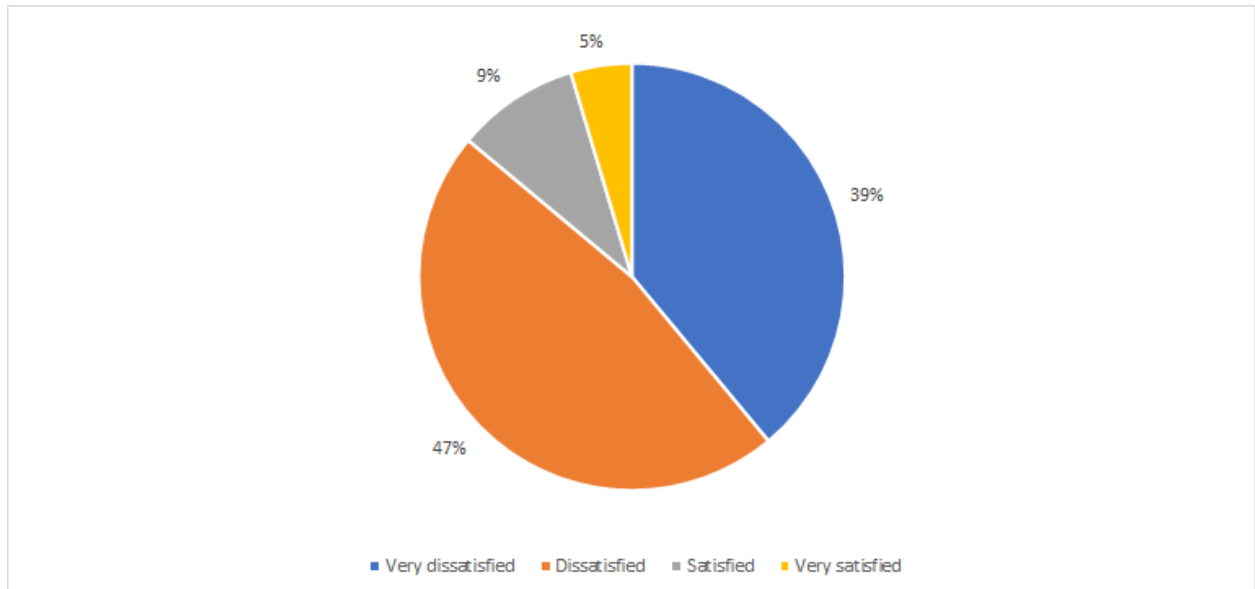


Almost all respondents agree that if Hinduism is offered as a full GCSE, more pupils would take it up

If known, please list the content/topics covered by the RE teacher to teach Hinduism.

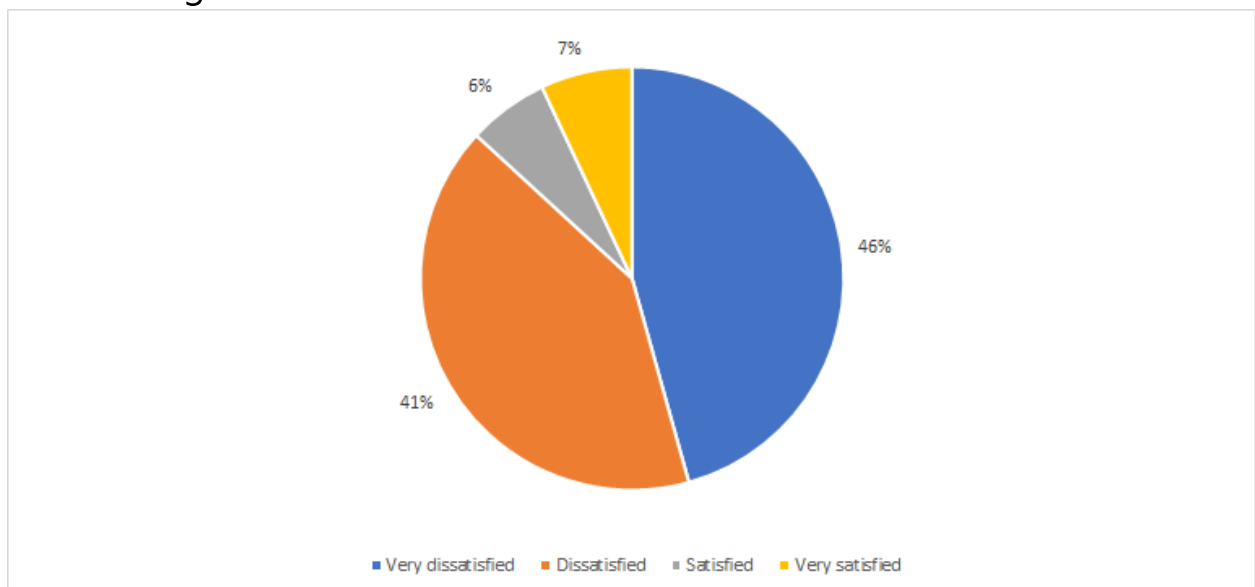
Various free-text responses were given to this optional question, including but not limited to Hindu festivals, sati tradition, caste system, many gods and goddesses, Aryan invasion, Ramayana, gender inequality, cremation, karma, religious intolerance of Hindus towards Muslims and Christians, Hindus turning to terrorism, Hinduism & nuclear weapons, Mahabharata and reincarnation.

If Hinduism is taught, what is your opinion on the teacher(s) knowledge of Hinduism?



86% of Hindu parents were dissatisfied or very dissatisfied with their teachers' knowledge of Hinduism at GCSE level.

How satisfied are you and your child with their learning of Hinduism as part of their Religious Education at school?



87% of Hindu parents and children were dissatisfied or very dissatisfied with the learning of Hinduism at GCSE level.

Conclusion:

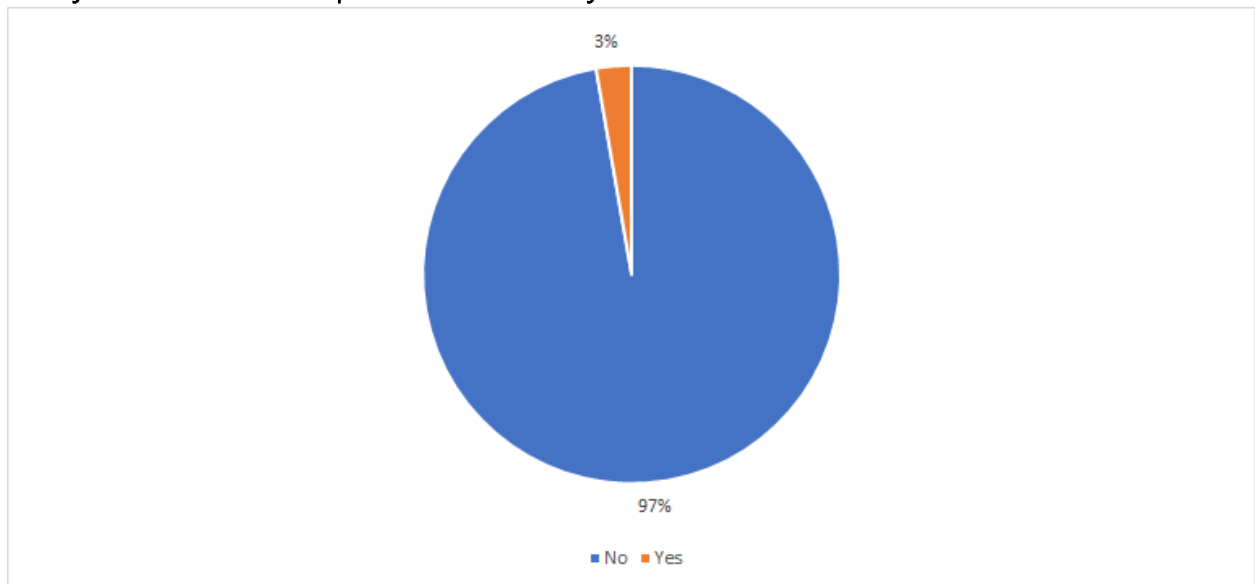
The findings highlight that many social issues, disproved theories and misinformation that are being taught exclusively as part of Hinduism in UK schools.

The caste system is a social issue, not a religious issue and is not limited to any one community. However, the caste system is taught in UK schools exclusively as part of Hinduism.

Disproved theories like the myth of the Aryan invasion are being taught. India possessing nuclear weapons was incorrectly associated with Hinduism. False and misleading information on Hindu intolerance towards others and even reference to Hindu terrorism were found to be taught in RE.

Survey findings - Standing Advisory Councils on RE (SACRE) section

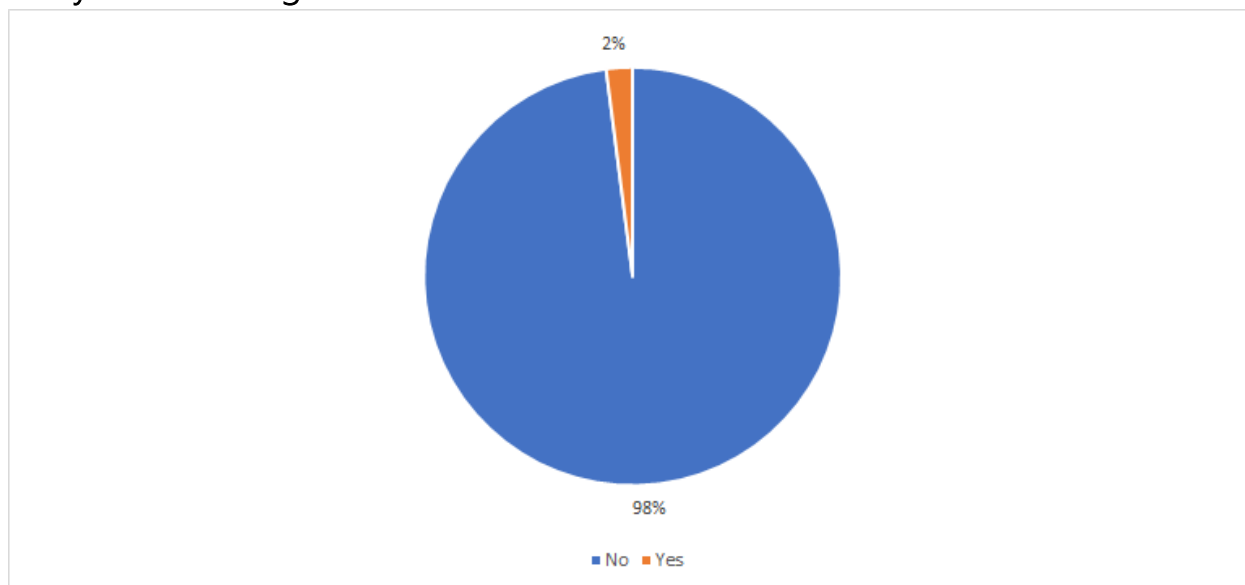
Are you the Hindu representative on your local SACRE?



3% of survey respondents are found to be part of the local SACRE.

Survey findings - School Governor section

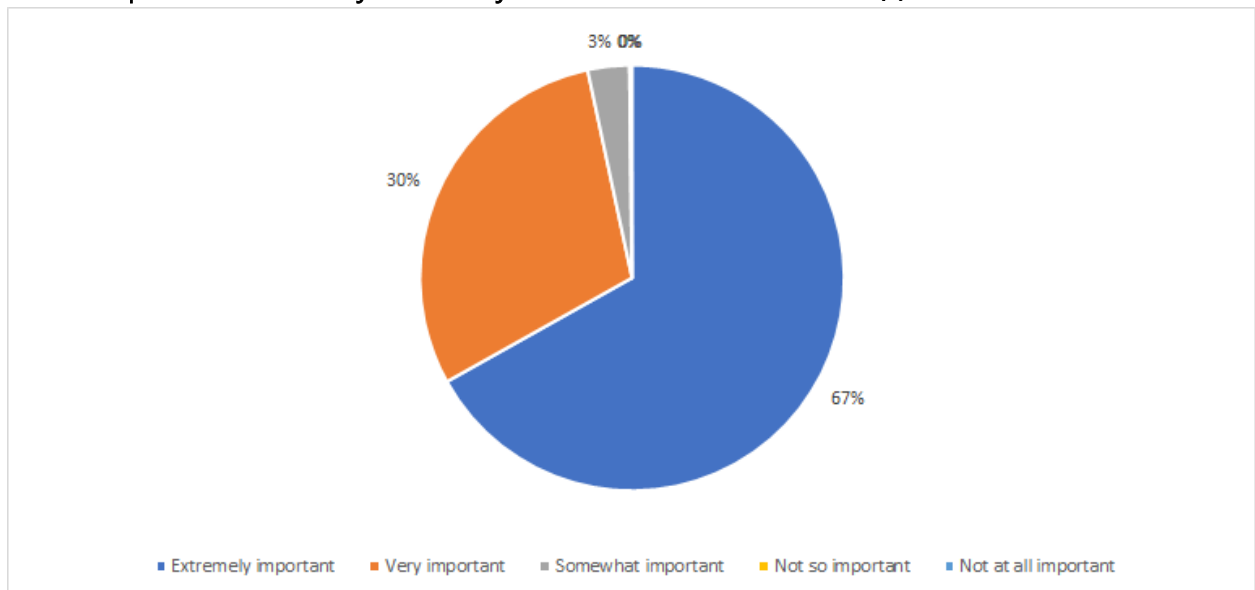
Are you a school governor?



2% of survey respondents were school governors.

General questions for Hindu Parents

How important is it to you that your child/children learn(s) about Hinduism?



97% of parents felt it is very important or extremely important to learn about Hinduism, suggesting there is a strong appetite from the Hindu community who want their children to learn the religion.

Do you adopt any alternative methods to teach Hinduism to your child?

Respondents gave various combinations of responses to this optional question. Most used home-schooling to teach Hinduism:

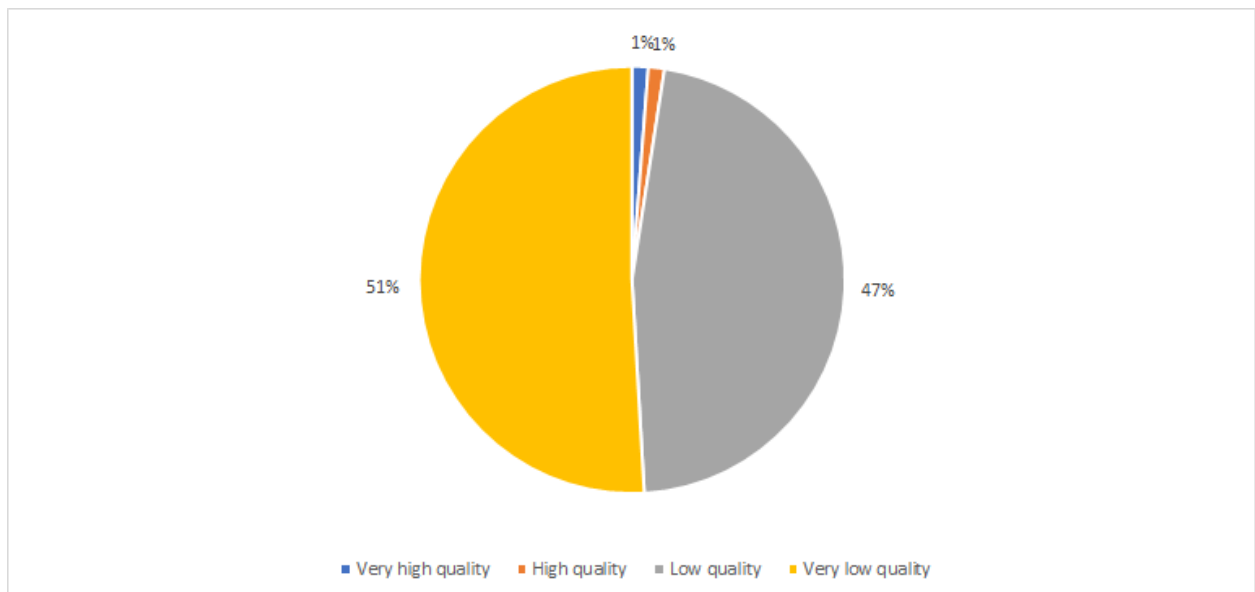
- Home-schooling
- Relatives, grandparents
- Balagokulam - Hindu Swayamsevak Sangh (UK), Baalvihar (Chinmaya Mission), Baalvikas (Sathya Sai Group), Shakha - Hindu Swayamsevak Sangh (UK) etc.
- Hinduism classes
- Online

What areas/values of Hinduism do you feel should be taught in all schools?

Respondents gave various combinations of responses to this optional question, including:

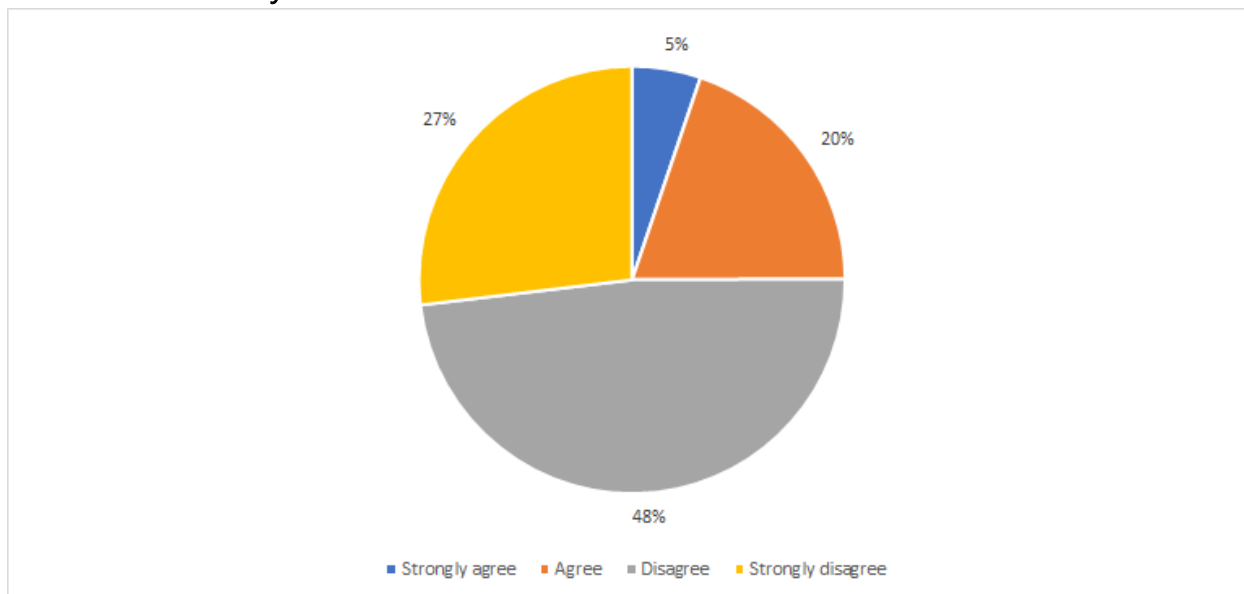
- Yoga
- Ayurveda
- Meditation
- Law of Karma
- Vedic Mathematics
- Hindu cultural values (Sanskaras)
- The scientific rationale behind Hindu customs
- Hindu scriptures e.g. Ramayana, Mahabharata, Vedas, Gita etc.

What is your general feeling about the quality of Hinduism being taught in schools?



Almost all respondents felt the quality of Hinduism taught was poor.

Do you feel that your child is taught Hinduism at school in a positive light and with accuracy?



75% of respondents felt that Hinduism is not taught positively and accurately. The majority of respondents who expressed that Hinduism is taught positively and accurately, were the parents of children attending a Hindu faith school.

Have you noticed anything that should not be taught or anything that has been taught incorrectly about Hinduism in schools?

Various free-text responses were given to this optional question, including:

- Sati tradition
- Caste system
- Hanuman is a monkey god
- Hinduism is against women's rights
- The myth of Aryan invasion
- Misinformation is taught under the concept of Karma and incarnation. For example, it is taught that bad karma results in next birth as an untouchable.

Have you ever offered to support, or have you supported the school to teach Hinduism?

23% of respondents have offered to support, or have supported the school to teach Hinduism. This indicates that teachers may need help from Hindu parents to fill in knowledge gaps.

Would you be interested to improve the standard of teaching Hinduism in schools?

The majority of respondents stated that they would like to help improve the teaching in some shape or form, including standing as a SACRE member, helping schools with Hinduism, teaching Hinduism outside of school, or even becoming a RE teacher for a school.

Finally, any other comments you would like to mention about how Hinduism is taught:

There were hundreds of comments submitted for this question. The overwhelming theme was concerns raised that Hinduism was not being taught at all in comparison to other religions and the quality of teaching was poor.

Key findings from Survey Phase

Hinduism is the third-largest religious demographic in the UK. However, as Hindus are concentrated in certain areas of the UK such as Brent, Hayes, Leicester etc., this model means that such a large faith does not have the opportunity to have its voice heard at the national level. An example of that is the current syllabus content of Hinduism being taught as part of RE, across all UK schools. RE is the first exposure for British children to Hinduism and currently, they are not being provided with an adequate world view when they meet others in the UK.

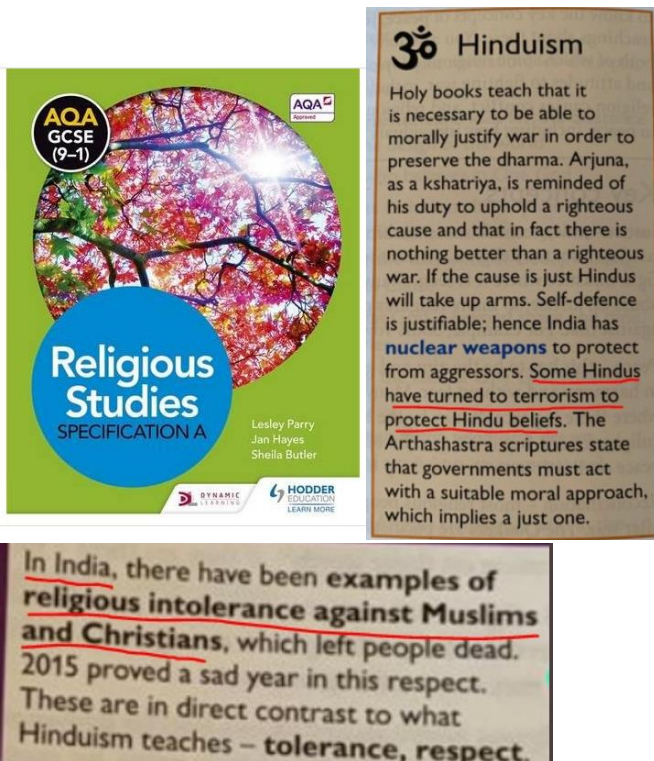
A large amount of erroneous content in Hinduism teaching resources was found to be used in UK schools. Below are a few instances from the vast list of inaccurate resources.

Example 1: Hodder Education and AQA GCSE Religious Studies, Specification A textbook

The images below show a resource book that is used by many teachers and students for AQA GCSE Religious Studies, Specification A, 2016. A secondary school named Langley School in Solihull in West Midlands encouraged pupils to use this textbook as a part of the RE course.

Reportedly, the text was issued by Hodder Education and has been a part of the AQA GCSE (9-1) Religious Studies Specification A" since May 27, 2016. It conveyed the logo of the Assessment and Qualifications Alliance (AQA) and was titled, 'GCSE Religious Studies: Religion, Peace and Conflict.'

AQA is the awarding body that lays down specifications and holds exams for GCSE and A levels in the UK. The publication has since been withdrawn.



Above (left to right): Cover page of AQA Religious Studies, Specification A, 2016 book. Middle and right images show text extracts.

The text mentions imprecise and controversial statements about Hinduism which is not a true reflection of the faith.

Example 2: TES Resources website

Many inaccurate teaching materials can be found on TES Resources website for teaching Hinduism. This is a website where resources are designed by teachers for teachers. This popular resource website is used by many UK teachers.


https://www.tes.com/teaching-resource/hinduism-6174692

The Caste System

To understand what a class system is.
To be able to recognise the implications of a rigid class system.

Answer the questions at the bottom of the sheet in full sentences

1. I think that the caste system is useful because...
2. I think the caste system is bad because...
3. I think that we do/do not have a class system in Britain today because....



Resource author: ellejayken

Merchant Taylors' School, Hertfordshire

Above: TES Teaching Resource (2014, October 28)

Some resources on the TES website mention inaccurate information and associate the caste system with Hinduism. The caste system is a social issue, not a religious issue and is not limited to any one community.

Recommendations

Recommendations

The data is clear and unequivocal in highlighting that both the quality and availability of Hinduism in RE in the UK is poor. As a result, various recommendations have been drafted for different target groups as listed below.

Government and Policy Makers

- Establish a relationship with the Department for Education as the go-to body for RE Hinduism teaching.
- Working with policymakers to standardise the syllabus across the country, with an emphasis on providing the same level of focus and exposure as other faiths and world views.
- Push for all Hindu pupils to be given the opportunity to study Hinduism as part of GCSE Religious Studies.
- Awareness campaigns with Councillors, Mayors, MPs, and members of the House of Lords.

SACRE

- Collaboration with the National Association of Standing Advisory Councils on Religious Education (NASACRE) to ensure involvement with the newly formed Hindu board.
- Ensuring Hindu representation on each local SACRE with the involvement of Hindu temples.
- Building a pool of SACRE Hindu representatives that would help form a standardised syllabus, including training and annual conferences.
- Pushing for a syllabus that promotes a diverse portfolio of Hindu culture including Yoga, Meditation, Ayurveda and vegetarianism with a focus on teaching, not preaching.
- Ensuring Hinduism education resources are factual, credible and available in all UK schools.

Schools

- Providing training for RE teachers to learn about Hinduism.
- Provide standardised resources for ease of teaching.
- Ensuring Hindu representation on school governing boards.
- Donation schemes for books and resources, for example, Hindu symbols, chanting beads, bells and other items to help teach.
- Encouraging cross-curricular activities like Yoga, Meditation, Vedic Maths, Sanskrit etc.
- Creation of a National Conference of Hindu Teachers.

Examination Boards

- Establishing a working relationship to help to review and standardise the syllabus to make it appealing for teachers and students.
- Validate contents with the newly formed Hindu board.
- Help to review the resources and provide verified resource lists.
- Explore paid opportunities, for example, advisors.

Hindu Community

- Collaborating with leading Hindu organisations and community members working in this field.
- Regular awareness campaigns to highlight the significance of RE through social media, articles and videos
- Campaign to encourage Hindus to write to their Local MPs with regards to issues concerning the community about RE teaching.
- Encouragement to join an Association of Hindu Teachers and Hindu Parent Network, and creating the infrastructure to maintain contact and communications with all such members.
- Hindu students to be encouraged to take up Hinduism.
- Connect the community to work for resource companies like Twinkl.

- Distribute teaching courses for teachers, pre-recorded learning videos, for example with VOICE and Vishwa Hindu Parishad (UK).
- Encouraging Hindu community members to become RE teachers.
- Collaboration with Hindu temples in the UK to become accountable for the teaching of Hinduism and encourage the use of their facilities.
- Raising funds and providing scholarships for new teachers.
- Creating awareness among the community about the role different bodies play in what their child learns. For example, SACRE, Governors etc.
- Providing online courses to prepare for Hinduism in GCSE.
- Providing presentations for school visits to the temple.
- Highlighting success stories of students opting for Hinduism as a full GCSE course, to attract more students.

Others

- Working with organisations like Twinkl and the BBC to review and update their resources.
- Collaboration with OFSTED inspectors to review the quality of Hinduism teaching.
- Creation of a centralised "School Guide for Teaching Hinduism in RE" where teachers can retrieve all the recommended resources from approved sources.
- Explore funding from the Department for Education for faith-based schools to start Hindu Faith Schools.
- Donating Hindu resources to local libraries and hotels, including copies of the Bhagavad Gita.
- Collaborating with the National Hindu Students' Forum (NHSF) to ensure there are sufficient resources and attention is given to awareness campaigns in universities.

What next?

What next?

The project findings and recommendations highlight the need for a dedicated organisation to take this work forward.

The vision of the organisation will be to create opportunities for high-quality education in Hinduism in RE in UK schools. To achieve this, the organisation will engage with multiple stakeholders such as the national government, local authorities, exam boards, publishers, teachers, parents and students.

We held discussions with many Hindu academics and five major Hindu organisations in the UK supporting this project about the way forward. We are happy to learn that this has resulted in the formation of an independent organisation, the Hindu Education Board (HEB) UK.

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Last but not the least, we would like to thank the thousands of survey respondents who made this one of the most successful Hindu surveys in the history of the UK.



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National updates – Collective Worship

News from NASACRE

Determination renewals

After correspondence with the DfE at the beginning of the pandemic, NASACRE was able to confirm that LA schools with [Determinations](#) in relation to Collective Worship could continue to operate as if such a determination were still in force even if, in fact, it had actually lapsed at some point in the spring or summer terms. This was in recognition of the fact that schools had other significant issues to face during such a challenging time and it would not be realistic to expect them to engage in the process of applying for a renewal. Now that schools have returned, some SACREs are asking if this 'period of grace' might be extended until the spring to give time for appropriate preparations to be made by those schools.

Although the DfE has reminded us that technically, there is no legal period of grace (there has been no change in or relaxation of legislation) in the current circumstances, it would be reasonable for administrative reasons for LAs/SACREs to allow those schools that may have been due for reconsideration during lockdown or are due for reconsideration this term, a little longer - for example, until the end of autumn term - to submit their renewal applications. The ESFA is likely to take a similar position in relation to academies.

Please note NYCC SACRE at present does not have any determinations but our guidance can be found here:

<https://cyps.northyorks.gov.uk/sites/default/files/Teaching/Religious%20Education/Appendix%20%20Determination%20guidance.pdf>

Groupings for Collective Worship

The other point that has come up in discussion with some schools and with SACREs is about groupings for Collective Worship (CW) – the guidance says that any groupings already in place within a school can be used for Collective Worship – traditionally, this has been interpreted to mean the whole school, key stage groups, year groups and individual class groups. In the present circumstances, other groupings such as 'bubbles' / 'pods' formed by schools to manage appropriate social distancing could also be included in this list.

This is in accordance with the legislation (Schedule 20 of the School Standards & Framework Act 1998) which states that:

(2) The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups.

(3) For the purposes of sub-paragraph (2) a "school group" is any group in which pupils are taught or take part in other school activities.

The DfE view is that this gives schools a lot of flexibility to conduct CW in any grouping that they think appropriate, including 'bubbles' or 'pods'.

Please note NYCC SACRE guidance including model policy and self-evaluation documents can be found here: <https://cyps.northyorks.gov.uk/collective-worship>

Collective Worship Project

A document on Collective Worship is being produced by NASACRE with AREIAC which it is hoped will be of help to NASACRE and AREIAC members and perhaps also inform and help others who may be interested in Collective Worship.

After initial discussion, three basic principles have been agreed: Collective Worship should be educational, inclusive and that flexibility in this area is desirable to accommodate the needs of different schools. It is thought that if possible, the document should contain some examples which reflect these three ideas. Initially the plan is to review past and existing literature about Collective Worship with the intention that this may well identify good practice.

In order for the project to build on that existing good practice around the country, SACREs are invited to send links to their own current materials on Collective Worship to NASACRE.



North Yorkshire County Council

Children and Young People's Service

Standing Advisory Council for Religious Education – 20 April 2021

Local Authority Report

1. Purpose of Report

- 1.1 To update Members on developments from the Local Authority's perspective.

2. Update

- 2.1 During the latter half of the spring term schools reopened to all pupils. This was staged for secondary schools to ensure that lateral flow testing could be carried out prior to all pupils returning. By Easter all schools had fully reopened to all pupils. The expectation from the Department for Education (DfE) is that the normal curriculum is resumed, with remote learning options available as needed if cohorts of pupils are required to self-isolate. This includes full resumption of religious education and collective worship, although this will be carried out with regard to the latest DfE operational guidance for schools.
- 2.2 Ofsted have confirmed that there will not be a return to full inspection activity until September 2021. However, they have resumed planned visits to schools and will also carry out visit where safeguarding concerns are raised.
- 2.3 Newsletter distribution to all schools has been carried out via the electronic Red Bag and a review of resources on the NYES RE and Collective Worship pages has been carried out. Further resources and guidance for schools have been distributed on an ad hoc basis.
- 2.4 Local Authority officers have met with the Professional RE Adviser and SACRE Chair, Vice-Chair and Secretary in order to plan a programme of works regarding updating resources for schools and other support work.

- 2.5 The DfE acknowledged receipt of the Annual SACRE report for 2019/2020 and a copy was lodged with NASACRE.
- 2.6 Three primary RE network meetings and a Developing RE leadership course were carried out remotely in the spring term. Further networks and courses are planned for the summer term. These will all be carried out via video conferencing software.

Adrian Clarke
Principal Education Adviser (Support)

12th April 2021