



Children and Young People's Service

Agenda

**Notice of a public meeting of North Yorkshire Standing
Advisory Council on Religious Education (SACRE)**

Date: Tuesday, 21st June, 2022

Time: 4.00 pm

Venue: Remote Meeting held via Microsoft Teams

This is an informal meeting of the Committee that is being held remotely using MS Teams. Members of the public wishing to attend will be sent a link to the meeting, upon request. Please contact Patrick Duffy for further information (contact details below).

Business

1. **Appointment of a Chair for the meeting**
2. **Welcome and Announcements**
3. **Minutes of the Meeting held on 1st February 2022** (Pages 5 - 12)
4. **Matters arising (that are not referred to elsewhere on Agenda)**
5. **Apologies for Absence**
6. **Declarations of Interest**
7. **Draft Development Plan 2022-2024 - Patrick Duffy, Clerk to SACRE** (Pages 13 - 22)
8. **Update by the Professional Religious Education Adviser - Olivia Seymour** (Pages 23 - 32)
9. **Update by the Local Authority - Adrian Clarke, Principal Education Adviser (Support)** (Pages 33 - 34)
10. **Work Programme - Patrick Duffy, Clerk to SACRE** (Pages 35 - 38)

11. Dates of meetings for the 2022/2023 School Year

The following dates are proposed:-

Tuesday 20th September 2022 at 4.00 p.m.

Tuesday 13th December 2022 at 4.00 p.m.

Tuesday 28th March 2023 at 4.00 p.m.

Tuesday 20th June 2023 at 4.00 p.m.

12. Any other business which the Chair consider to be urgent

Contact Details:

For enquiries relating to this agenda please contact Patrick Duffy, Principal Democratic Services Scrutiny 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

Monday, 13 June 2022

**MEMBERSHIP OF THE STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION**

Group A: Faith Groups	
Professor John Adams	Humanist
Brian Berry	Jewish
Sarah Beveridge	Society of Friends
Tom Clayton	Methodist
Chris Devanny	Catholic
Bill Kimberling	The Church of Jesus Christ of Latter-Day Saints
Sarah Leach	Buddhist
Nasr Moussa Emam	Muslim
Mohinder Singh Chana	Sikhism
Vacancy	Baptist
Vacancy	Hindu
Vacancy	Salvationists
Group B: Church of England	
Reverend Simone Bennett	
Philippa Boulding	
Gill Simpson	
Vacancy	
Group C: Teaching Associations	
Stuart Anslow	
Tara Askew	
Vacancy	
Vacancy	
Vacancy	
Group D: Local Authority:	
County Councillor Robert Heseltine	
County Councillor George Jabbour	
County Councillor Annabel Wilkinson	
Co-opted Member: Academic Expertise in Religious Education	
Vacancy	

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North Yorkshire County Council

North Yorkshire Standing Advisory Council on Religious Education (SACRE)

Minutes of the remote meeting held on Tuesday 1st February 2022 at 3.00 p.m.

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, Chair (Baptist), Professor John Adams (Humanist), Mohinder Singh Chana (Sikh), Chris Devanny (Catholic) and Bill Kimberling (The Church of Jesus Christ of Latter-Day Saints)

Group B: Church of England: Reverend Simone Bennett and Gill Simpson (Diocese of Leeds) and Philippa Boulding (Diocese of York)

Group C: Teachers Associations: Tara Askew
NOTE: Stuart Anslow attended the training that preceded the meeting

Group D: Local Authority: County Councillors Andrew Lee, Patrick Mulligan and Annabel Wilkinson

Officers present: Daniel Harry (Democratic Services and Scrutiny Manager), Patrick Duffy (Principal Democratic Services Scrutiny Officer) and Olivia Seymour (Professional Religious Education Adviser)

In attendance: Liz Roodhouse, in connection with Minute No. 287

Copies of all documents considered are in the Minute Book

282. Welcome and Announcements

The Chair welcomed people to the meeting and mentioned that Members had just spent an hour together, as part of their regular training. This had been led by the Professional Religious Education Adviser.

For the benefit of any members of the public or the media viewing the broadcast, the Chair advised that the Standing Advisory Council for Religious Education is a Statutory Committee established by the Local Authority.

She added that its main function is to advise and support the Local Authority on matters related to Religious Education for Schools that follow the locally Agreed Syllabus and on Collective Worship.

Four Groups are represented on SACRE:-

- Group A – Christian Denominations and such other religious denominations that reflect the principal religious traditions in the area
- Group B – The Church of England
- Group C – Teacher and Head Teacher Associations
- Group D – The Local Authority

The Membership of SACRE is on the back of the Agenda for today's meeting and the papers for this meeting had been published in advance on the County Council's website.

Members then introduced themselves.

The Chair welcomed Liz Roodhouse, from Craven Development Education Centre, who would be speaking to us and advised that Mr. Brian Berry had been appointed as the Jewish Representative on the Committee. He had hoped to be able to join today, but we will formally welcome him at the next meeting.

She advised that she sits on SACRE as a representative of the Yorkshire and Northern Baptist Associations. The other Members then introduced themselves.

283. Minutes of last meeting

The Chair thanked County Councillor Annabel Wilkinson for having taken the Chair at the last meeting, when she had been unable to attend.

She added that she had viewed the recording of the meeting and, for accuracy, the reference to *School Inspection Team* in Minute No. 277, Update by the Local Authority, should read *School Improvement Team*.

Resolved –

That the Minutes of the meeting held on 7th December 2021 be confirmed as a correct record, subject to the amendment referred to in the preceding paragraph.

284 Matters Arising

There were no matters arising.

285 Apologies for absence

Apologies were received from County Councillors Robert Heseltine and Janet Jefferson, Stuart Anslow (Teacher Representative), Brian Berry (Jewish) Sian Henderson (Methodist) and Nasr Moussa Emam (Muslim).

286. Declarations of Interest

There were no declarations of interest.

287 Craven Development Education Centre

Considered –

A presentation by Liz Roodhouse, Volunteer Co-ordinator at the Centre.

Liz advised Members that the Centre, based in Skipton, is one of 23 Development Education Centres in England

It is a small Charity, whose Mission is to bring Global Learning into the classroom.

She works primarily with Teachers, to support them and, sometimes, with young people.

Global Learning explores what connects us with the rest of the World and helps learners imagine different futures and the role they can play in creating a fairer and sustainable World.

It is a way of approaching any subject area; applies to all ages; and can be the golden thread for a School.

She outlined the facilities at the Centre, which include an extensive range of resources. These are all free, with the exception of a very popular box - *Be a Cocoa Farmer for a Day*, which allows Teachers to use role play to take pupils on a journey from being a Cocoa Bean to a Chocolate Farmer.

Advice and support is also available for Teachers to help them undertake activities outside of the classroom. For example, she recently arranged, via Zoom, a Fair Trade Session for School Teachers, providing them with links to useful resources, ahead of Fair Trade Fortnight.

She works for the British Council, on Connecting Classrooms through Global Learning. This enables her to work for the Centre in a voluntary capacity. As a local Adviser for the Programme, she was involved in leading Supported Partnerships of five UK Schools and five in another country/continent - in her case Africa. The focus was to get Schools to work together on the Climate Crisis. They came up with solutions and ideas. To assist the process, an issues tree was used whereby:-

- the roots represented the causes of the problem;
- the problem itself was on the trunk;
- the branches signified the effect of the problem; and
- the leaves/fruit denoted the solutions and actions

Everyone's perceptions were challenged and friendships formed.

She is proud of the Global Teaching Award – a nationally recognised qualification which affords Teachers the abilities and confidence to embed Global Learning into the curriculum and life of their School.

The aim of Global Learning is to develop:-

- skills and values;
- an openness to new ideas;
- commitment to peace and sustainable living;
- belief that we can make a difference;
- skills such as empathy and critical thinking;

...and also to challenge injustice and inequality; and value and respect for diversity.

Professor John Adams asked to what extent Religious Education infuses the work that is done. The Chair remarked that the resources are wide ranging. They are not particularly Religious Education focused, but Religious Education Teachers could use these when looking at the wider issues of diversity, community and ethics. Global issues overlap with many Religious Education interests. She recommended that Members take a look at the website, which is a useful resource:-
www.cravendec.org.uk

Reverend Simone Bennett advised that when she had been a Head Teacher in the Skipton area, her School had regularly used the resources and these were always well received. They give Schools access to resources that they would not be able to afford on their own.

In response to questions from Mohinder Singh Chana, Liz advised further as to how the Centre is funded and confirmed that each of the 23 Centres operate as a Charity and are linked together

The Chair thanked Liz for her presentation and said that Items such as this are part of broadening the links of SACRE and seeing the place of Religious Education in the whole Curriculum.

NOTED.

288. Update by the Professional Religious Education Adviser – Olivia Seymour

Considered –

A report by the Professional Religious Education Adviser, informing Members of work undertaken since the last meeting.

The report provided details on the following issues:-

- Training
- SACRE Newsletter
- NATRE Secondary Religious Education Survey
- Kim Leadbeater, MP for Batley and Spen – Parliamentary Question on what assessment the Department For Education has made of the societal value for young people of Religious Education and the response from the Government

With regard to training, the Professional Religious Education Adviser highlighted the following:-

- It continues online. This has been a challenge, but Schools have been able to continue to access support and training.
- The numbers for Primary Schools accessing training are increasing.
- Planned training will be connected across each term, taking defined sessions from Ofsted Research Reviews.
- Practical Workbooks have been provided for Teachers to take back to their Schools.
- The autumn term focused on Leadership and Curriculum Leadership. This term, the focus is on assessment.
- The challenge remains in the Secondary Sector but, increasingly, requests are being received for assistance from individual Schools, which is encouraging.

Within her report, a link has been provided to the NATRE Secondary Religious Education Survey and there will be the opportunity for this to be discussed more fully. NATRE has just published a written report on key aspects from the Ofsted Reports. She will arrange for a copy to be sent to Members ahead of the next meeting.

The Chair said she was very impressed with the Newsletter - particularly the resources that are available to Schools. The challenge is to make space to use these in the classroom and finding the time to attend the training. SACRE appreciates the huge amount of work undertaken by Olivia.

NOTED.

289. Update by the Local Authority – Adrian Clarke, Principal Education Adviser (Support)

A report by the Principal Education Officer (Support) had been circulated which updated Members on developments on the following:-

- Communication and resourcing
- Support for Senior Leaders and Governors
- Ofsted Inspections

The Chair advised that Adrian Clarke is unwell and not able to be present. If Members had any questions on the report they should email the Clerk who will pass them on to Adrian to respond.

NOTED.

290. Development Plan 2022-2024 – Patrick Duffy, Clerk to SACRE

Considered –

A report by the Clerk, which sought approval to setting up a Group to work on the Development Plan and nominations to that.

He confirmed that the current Development Plan expires this year and suggested that a small Task and Finish Group of Members, supported by officers, be formed to develop the Plan for 2022-2024. The ideal would be for the Group to comprise one representative from each SACRE Group. The Group would then report back to SACRE in June with a suggested revised Plan for approval.

The calls on people's time are appreciated so, in terms of commitment, it was anticipated that one meeting of approximately one hour would suffice and that can be held remotely at a time to suit attendees.

It would also be helpful if people on the Group could attend the virtual training course to be run by NASACRE on Development Plans on 15th March 2022 from 7.00 p.m. to 8.00 p.m.

If the Committee is agreeable to a Group being formed, nominations are sought - either now or subsequently.

Chris Devanny indicated that he was happy to volunteer from Group A and the Chair said she would be on the Group also.

Resolved –

- a) That a Task and Finish Group be set up to draw up the Development Plan for 2022-2024 and report back to the meeting of SACRE on 21st June 2022.
- b) That any other Members who wish to volunteer to be a part of the Group contact the Clerk.

291. Rolling Work Programme – Patrick Duffy, Clerk to SACRE

Considered –

The latest rolling Work Programme.

The Clerk stressed that the Work Programme is owned by the Committee; it is their Work Programme. Therefore, either now, or at any stage between meetings, Members are welcome to let him know if they have any suggestions for Items to be added to it.

NOTED.

292. Chair's Update

The Chair commented that a lot of ground has been covered this afternoon, in the session on the self-evaluation process and in the main meeting.

She drew together some of those threads:

- The way that SACREs operate is fixed, but each SACRE is only effective when Members, Officers and Schools communicate and work together. We all acknowledge the difficulties of the past two years, but we must look forwards not backwards to make progress.
- We have been trying to fill vacancies in the Groups - and her thanks go to our Clerk, Professional Religious Education Adviser and others who have been making persistent efforts on this - and to increase the diversity of representation, especially in Group A. This is an ongoing objective.
- While the Development Plan now has a considerable amount of *green* in the "Progress made" column, the new Plan will take account of the NASACRE guidance in the Self-Evaluation document; so it might look like we are going backwards for a while. However, that will not be the case; we will be adapting to new demands.
- NASACRE training is freely available to all Members, having been paid in advance by the Local Authority for this School Year. Please take advantage of this to supplement the training we have in our meetings. NASACRE is working closely with the Department for Education and is at the forefront of developments in Religious Education and Collective Worship. The calendar of training sessions via Zoom is on their website.
- Engaging with both Schools and local communities depends, apart from national circumstances, on the active participation of well-informed and skilled SACRE Members. Our Teacher Representatives, even a full complement, cannot speak for every type of School. It is hoped that we can increase our direct contact with teachers and pupils in the coming year, both in and out of meetings.
- The Chair thanked Members for their participation and encouraged them to take up the opportunities that exist to use their skills and expertise and to consider if they can be more actively involved. SACRE still needs a Vice Chair and there is the Development Plan Working Group as well. The Clerk is Members' first point of contact for these matters.

293 Update from Teacher Representative

Considered –

An update from Tara Askew, Curriculum Team Leader at Tadcaster Grammar School.

Tara advised that the Department at her School is called Religion, Philosophy and Ethics – the School distinctively covers all of these facets and this enables it to look at major World Faiths, as well as those that are not as well represented, along with non-religious worldviews, such as Humanism.

She is fortunate that the School teaches all students Religious Education. So every student in Key Stages 3 and 4 has all of their lessons every week and completes the full GCSE course and at “A” Level.

She is in her fifth year at the School and has revamped the whole of Key Stage 3, within the specifications from the Examinations Board. This has been successful and students are engaging with Religion, Philosophy and Ethics.

The demographic of the School is primarily white atheist. This had been a barrier. This is where the ethics and philosophy aspects came into play. For instance, in Year 7, there is a Unit called “Ultimate questions” where the big questions, such as *Why are we here?* are delved into. This has enabled the School to encompass all learners and ensure that they look at things from different perspectives.

Essentially, students are trained to be philosophers - equipped with a range of knowledge from different religions; people of no faith backgrounds; and people of spiritual backgrounds. This gives the students the tools to think through and develop their own belief system – not what other people may have told them.

Students are taught to be their best selves – providing them with an understanding of the World and different people around them.

The tag line of Religion, Philosophy and Ethics is that everybody is different and that is OK. We delve further than the requirements of the Examinations Board.

The Department is well supported by the Head Teacher and lessons are purposeful and meaningful to get everyone’s ideas across.

In response to a question from the Chair, concerning how the Agreed Syllabus is used within the breadth of curriculum outlined, Tara advised that, being part of STARMAT, the School can work with Primary Schools to look at the Syllabus. In Early Years, there are full STARMAT days, which study a particular part of Christianity. Going forward, Year 3 Pupils will, say, look at the life of Jesus. By the time they come to Tadcaster, they have a wealth of knowledge in following the Agreed Syllabus and the studying then goes onto the next layer. Everything is intertwined.

Professor John Adams commented that this sounds like extremely good practice and felt that it would be good if all Departments were similarly focused on the ethical and philosophical elements, as well as the nuts and bolts of religion.

Mohinder Singh Chana asked whether minority religions are covered. Tara said that Year 8 Pupils study Buddhism for the first term and Hinduism in the second term. Sikhism is studied as part of a homework project. Study then moves onto *Evil and Suffering*. In the latter part of Years 7 and 8, the lesser-known religions are considered, based around the ethics and the philosophy. Humanism is also considered as part of the scheme for the work on *Evil and Suffering*. Every effort is made to look at the religions that cannot be covered in depth and students can pick a religion for their project.

Mohinder Singh Chana welcomed the emphasis on ethics and philosophy.

The Chair thanked Tara for her presentation

294. Date of Next Meeting

The Chair confirmed that the next meeting will be held on Tuesday 21st June 2022 at 4.00 p.m.

Daniel Harry, Democratic Services and Scrutiny Manager, added that, at its meeting on 16th February 2022, the County Council will discuss how it wishes to hold its meetings. This will be the final SACRE meeting prior to the County Council elections on 5th May 2022, so it is possible that some of the Local Authority Members may change or sit on different Committees.

295. Any other business which, in the opinion of the Chair, should be considered as a matter of urgency

There was none. The Chair thanked people for attending

The meeting concluded at 3.51 p.m.

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CHILDREN AND YOUNG PEOPLE'S SERVICE DIRECTORATE

NORTH YORKSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

21ST JUNE 2022

DEVELOPMENT PLAN - 2022-2024

INTRODUCTION/BACKGROUND

1. At its meeting on 1st February 2022, SACRE considered the suggested process for drawing up the Development Plan for 2022-2024 and agreed that a Task and Finish Group be set up to draw up the Plan and report back to this meeting of SACRE.
2. It was stressed that any Members who wished to volunteer for the Group were welcome to do so.
3. The Group comprised:
 - Chris Devanny, Catholic Representative
 - Olivia Seymour, Professional Religious Education Adviser
 - Patrick Duffy, Clerk to SACRE
 - Heather Russell, Senior Education Adviser
4. The Group met in March to consider this and a draft has been produced (Appendix A).
5. The Group have based the draft Plan around the five key functions contained in the Self Evaluation Toolkit, produced by NASACRE – The National Association of Standing Advisory Councils on Religious Education – and the Department for Education. These are stated at the beginning of the draft.
6. The draft Plan contains four objectives, as the Group felt it important to focus on a relatively small number. Within each objective, however, there are a number of actions intended to help achieve the objective.
7. The draft Plan includes some of the actions from the previous Plan, which were not possible to complete due to the impact of Covid-19.

8. SACRE has begun to use the afore-mentioned Toolkit. Enclosed at Appendix B, is an extract from the Toolkit relating to the function *Promoting improvement in the standards, the quality of teaching, and provision of RE*. This is a function which will be a particularly important part of the Development Plan. The extract states what would be expected of an “Established” or “Advanced” SACRE against the key areas for that function.
9. Following on from the wording in the Toolkit, the Professional Religious Education Adviser has inserted a number of examples of work that is already undertaken – *What do we do already?* – and posed the question *What could we do in North Yorkshire SACRE to develop this further?* Underneath that question, she provides some suggestions for Members to consider. At the meeting, Members may find it useful to undertake this consideration in their Groups, via the breakout rooms facility.

RECOMMENDATIONS

10. That the draft Development Plan for 2022-2024, as circulated, be approved, subject to any additional actions Members may feel should be included from those that appear under the heading in Appendix B – *What could we do in North Yorkshire SACRE to develop this further?*
11. That progress on the Development Plan be reported to SACRE every other meeting.

Patrick Duffy
Clerk to North Yorkshire SACRE

June 2022

Background papers relied upon in the preparation of this report – None

NORTH YORKSHIRE SACRE – DEVELOPMENT PLAN 2022-2024

The North Yorkshire SACRE Development Plan is shaped around the five key functions of SACRES contained in the NASACRE Self-Evaluation Toolkit, namely:-

1. To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders
2. Promoting improvement in the standards, quality of teaching and provision in RE
3. Evaluating the effectiveness of the Locally Agreed Syllabus
4. Promoting improvement in the provision and quality of collective worship
5. Contributing to cohesion across the community and the promotion of social and racial harmony

The 2022-24 Plan includes some of the actions in the 2020-22 Development Plan which have not been possible to complete due to Covid.

North Yorkshire SACRE has begun a programme of self-evaluation activity, using the NASACRE self-evaluation toolkit, which underpins identified priorities.

Objective One: To increase Member engagement					
Intended Impact: SACRE has active Members engaged with and contributing to the work of SACRE					
Links to NASACRE Self-evaluation toolkit:					
Priority One					
To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders					
Priority Five					
Contributing to cohesion across the community and the promotion of social and racial harmony					
Ref	Action	Cost	Lead	Timescale	Progress
1.1	<ul style="list-style-type: none"> SACRE to enhance Faith Group representation by working with Faith Groups to enhance Group A Membership 	-		On-going	
1.2	<ul style="list-style-type: none"> SACRE to enhance Teacher Representation 	-		On-going	
1.3	<ul style="list-style-type: none"> Implement a programme of Member presentations at each SACRE meeting with a focus on Member work / community involvement and how it links into SACRE 	-	Clerk (i.e.set up a rota)	On-going from September 2022	
1.4	<ul style="list-style-type: none"> Implement a programme of schools hosting occasional SACRE meetings 	Travel expenses School Time	Clerk	By March 2023	
1.5	<ul style="list-style-type: none"> Identify and agree a separate budget for SACRE to enable its work 	-	Principal Adviser (Support)	By December 2022	
1.6	<ul style="list-style-type: none"> To engage Schools in designing a logo for SACRE 	-	Principal Adviser (Support)	September to November 2022	

Objective Two: To monitor the effective teaching of RE throughout the Local Authority and explore ways to model best practice in RE

Intended Impact: SACRE Members have an informed understanding of the quality of RE provision and standards in RE across NYCC schools

Links to NASACRE Self-evaluation toolkit:

Priority Two

Promoting improvement in the standards, quality of teaching and provision in RE

Ref	Action	Cost	Lead	Timescale	Progress
1.1	<ul style="list-style-type: none">• Arrange a programme of visits to a range of Schools in North Yorkshire to see RE in action• Develop a SACRE Visits Policy and Visits Form	Travel expenses School time	LA Officer Principal Adviser		
1.2	<ul style="list-style-type: none">• Implement a system for receiving pupil feedback on RE	-	LA Officer Principal Adviser		

Objective Three: To review the locally Agreed Syllabus
Intended Impact: SACRE Members implement a locally agreed syllabus for 2024-29 taking account of national developments and consultation with schools

Links to NASACRE Self-evaluation toolkit:

Priority Three

To evaluate the effectiveness of the Locally Agreed Syllabus

NOTE: This is primarily a priority for the second year of this Development Plan

Ref	Action	Cost	Lead	Timescale	Progress
1.1	<ul style="list-style-type: none"> SACRE to consult with the Local Authority; SACRE Members; and Schools on the effectiveness of the current Agreed Syllabus 	-	LA Officer Professional RE Adviser	Autumn 2022	
1.2	<ul style="list-style-type: none"> SACRE to set up Agreed Syllabus Conference in line with legal requirements 	-	LA Officer Professional RE Adviser	Spring 2023	
1.3	<ul style="list-style-type: none"> SACRE to review options in light of consultation 	-	LA Officer Professional RE Adviser	Spring / Summer 2023	
1.4	<ul style="list-style-type: none"> SACRE to produce and recommend to the Local Authority an Agreed Syllabus for RE which is educationally sound and meets legal requirements 	-	LA Officer Professional RE Adviser	By Spring 2024	
1.5	<ul style="list-style-type: none"> Local Authority to adopt and launch Agreed Syllabus 	-	LA Officer Professional RE Adviser	Spring /Summer 2024	
1.6	<ul style="list-style-type: none"> SACRE to work in partnership with the Local Authority to put in place ongoing training and support to ensure full implementation of the Agreed Syllabus in NYCC schools 	-	LA Officer Professional RE Adviser	On-going from launch	

Objective Four: To review and update SACRE guidance to schools on collective worship					
Intended Impact: schools have updated and clear collective worship guidance that take account of national developments					
Links to NASACRE Self-evaluation toolkit:					
Priority Four					
To promote improvement in the provision and quality of Collective Worship					
NOTE: This is primarily a priority for the second year of this Development Plan					
Ref	Action	Cost	Lead	Timescale	Progress
1.1	SACRE engage with and respond to the NASACRE national report on Collective Worship	-	LA Officer Professional RE Adviser	2023/2024	
1.2	A SACRE working party review and update guidance for Schools	-	LA Officer Professional RE Adviser SACRE working party	2023/2024	
1.3	SACRE develop a programme of training and support for schools on collective worship	-	LA Officer Professional RE Adviser	2024	

Key Function 2 - Promoting improvement in the standards, the quality of teaching, and provision of RE

What does the NASACRE/DfE Self Evaluation tool say?

Key Area: 2a - RE provision across the LA. <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
Established A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Key Area: 2b - Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>

Key Area: 2c - Quality of learning and teaching. <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
Established A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	<input type="checkbox"/>
Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
Established A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>

What do we do already?

SACRE termly newsletter An opportunity to communicate with schools, share best practice and ensure schools receive local, regional and national updates.
Termly RE Professional Practice groups Termly training for RE subject leaders building on national curriculum conversations in RE e.g Ofsted research review, Religion and Worldviews project, curriculum symposium
Stand-alone training opportunities Opportunities to provide a conference or training sessions on key themes. We currently offer a subject leadership course. Do we want to offer anything further? e.g curriculum, assessment, subject knowledge

Annual questionnaire to schools

We have an annual questionnaire to go out to schools. This enables us to meet some of our basic statutory role. Do the questions give us the information we need to fulfil our role?

SEA briefings

The Professional RE adviser has briefed SEAs on two occasions on the legal context of RE, the Locally Agreed Syllabus and Ofsted and RE. A one minute guide and a suite of review documents have been produced.

Reports from officers

Previously we have had reports giving an overview of data e.g GCSE/A-Level data in North Yorkshire, reporting in workforce data etc – how do we want to receive this in future?

Reports from Ofsted

In what format do we want to receive this information? What might it tell us?

What could we do in North Yorkshire SACRE to develop this further?

Feedback from LA visits to schools

An opportunity for partnership with the LA, to receive professional feedback on standards in RE across our schools

Presentations from RE subject leads

An opportunity to hear directly from RE subject leads about how they have developed their RE curriculum and the impact it has had. Support for members own subject knowledge about RE at different phases in education.

Presentations from pupils

An opportunity to hear directly from pupils about the impact of their learning in RE

Visits to schools

An opportunity to see things in action, talk to teachers and pupils and build up our own understanding of RE and the curriculum.

Engagement with RE Quality Mark www.reqm.org

Supporting schools to engage with the quality mark, offer bursaries/ incentive for schools to apply for the accreditation. Offer training for schools on how to apply

Religion and Worldview events

Opportunities for subject knowledge support for schools such as carousel of faiths events, visiting speakers to schools, events for pupils

Headteacher and Governor briefings

Opportunities to feed in to LA briefings or set up a stand-alone briefing for Headteachers and Governors on the statutory aspects of RE, Ofsted messages etc

North Yorkshire County Council

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

June 2022

Update from Professional RE Adviser

1.0 Purpose of the Report

- 1.1 To inform Members on work undertaken by the Professional RE Adviser since the last SACRE meeting.
- 1.2 To provide members with local and national updates on RE.

2.0 Training

- 2.1 The summer term training and Professional Practice Groups for Primary focussed on Religion and Worldviews and personal knowledge in RE including a focus on the Ofsted Research Review for Religious Education. 12 teachers attended, lower than in the autumn and spring terms.
- 2.2 The secondary RE professional practice network was again cancelled due to low bookings.
- 2.3 12 teachers attended the Primary Religious Education Subject Leadership Course in the Spring term. This practical course is aimed at new or developing Primary RE subject leads to support developing an effective RE curriculum. This course was split over 2 sessions with a gap task in between.

Day 1: Wednesday 16th March 2022 09:30 - 11:30

The role of a curriculum leader
Curriculum intent and implementation
Supporting effective teaching and learning
Subject knowledge and supporting professional development

Day 2: Thursday 31st March 2022 13:30 - 15:30

The role of a curriculum leader
Curriculum implementation and impact
Assessment in RE
Effective monitoring and evaluation
Deep dives in RE

NYCC do not have a formal feedback form for the course but informal feedback at the end of the course included the following comments:

I would say our curriculum needs to be more considered to the context of our school rather than just following the NYCC scheme

Thank you so much Olivia! Really grateful for your expertise and advice this morning.

Thank you. The reflective tasks have definitely given me food for thought!

Important! Thank you so much, very helpful and I feel much more confident as a leader!

Thanks so much - this has been so helpful

I have been looking closely at the curriculum design and ensuring that there is clear progression through units and vocab from last session

I am finding that it is the teachers own knowledge of a subject is a major factor in ensuring progression.

We have just begun making unit covers for teachers to use that has the key facts of what they already know that links, what they will learn in the new unit and moving forward what they will learn. Its a big job but teachers are finding it helpful
Thank you so much for your time today and all the documents you have provided. Really helpful. Take care!

3.0 SACRE Newsletter

3.1 Attached, at Appendix 1, is the most recent newsletter that will go out to all schools this week. We wish to continue the feature of a SACRE member each time, using the member profile information and anything additional that members feel would contribute to supporting engagement with our schools. Please do contact me if you would be happy to feature in the autumn term.

4.0 Religion and Worldviews Project

4.1 The RE Council has published its Draft Handbook which sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. The handbook incorporates a revised National Statement of Entitlement (NSE), which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The handbook then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils' personal worldviews, and what progress looks like in a worldviews approach.

4.2 **Stephen Pett**, REToday Adviser contributed to developing the handbook for syllabus writers and curriculum developers to support them on translating the REC's vision of an excellent education for all in Religion and Worldviews into practical resources for teachers.

4.3 Sections include:

- What do people mean by 'religion'?
- What do people mean by 'worldview'?
- The value of worldviews
- Purposes for RE in a religion and worldviews approach
- Revised National Statement of Entitlement
- Developing pupils' personal worldviews
- Making good progress
- Applying disciplinary methods
- How to use the NSE to develop a syllabus
- How to use the NSE to develop questions and construct units of work
- Making good progress: three models

4.4 The Draft Handbook is primarily written to inform three Framework Development Teams, who will work over the next 18 months to apply the NSE and the Handbook guidance to their own contexts. During this process, the handbook will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024. The handbook can be downloaded from the REC website <https://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/>

5.0 White paper on Education and RE

5,1 NASACRE is aware that members will be asking questions about the current [White Paper on Education](#). NASACRE is in touch regularly with the DfE about government policies and proposals, including the White Paper. They have another scheduled meeting soon to find out more about the likely impact of the proposals on SACREs, RE and collective worship.

Janet Daby MP asked a parliamentary question about this. Robin Walker reply said 'the department is aware that the ambition for a fully trust-led system will have an impact on SACREs. This is something that will be considered as we move towards greater academisation'.

5.2 The RE Policy Unit are planning further parliamentary questions on the white paper.

6.0 RETHinkRE media release and report card on RE

6.1 The Media release is set out below:-

MEDIA RELEASE

School and government performance on religious education failing record number of students, says landmark data review

Neglecting RE leaves 'gaping hole in the school curriculum', says Father of the House Sir Peter Bottomley in the wake of the Government's commitment to level up education across the country.

The number of students taking a Religious Studies GCSE in England has risen by nearly a third in the last decade despite the subject being underfunded and poorly taught in many schools across England, a new 'state of RE' data analysis has revealed.

Despite the increase in students taking the subject, no government money has been spent on the subject in the last five years, while many academies fail to offer the high-quality RE provision that according to Ofsted 'affords students the opportunity to make sense of their own place in the world'.

The comprehensive review of data, carried about by a team from the Religious Education Council of England and Wales (REC), the National Association of Teachers of Religious Education (NATRE), and RE Today Services, comes from a variety of sources, including an Ofsted subject report, public surveys, school workforce data, freedom of information requests, and interviews with teachers and students. It is the biggest 'state of RE' report for five years. We've graded the performance of schools, government and the subject itself in a review of five years of data.

The most significant findings are:

- A 50% increase in A-level entries for Religious Studies (RS) since 2003, beating Geography and History
- Higher Attainment 8 scores than average in schools with higher rates of entry for GCSE RS
- 46% of academies without a religious character have reported an increase in time to teach RE

However:

- Almost 500 secondary schools are still reporting zero hours of RE provision in Year 11
- Around 34% of academies are reporting no timetabled RE

Teaching RE is a legal requirement for all schools in England. All maintained schools have a statutory duty to teach RE while academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of the subject.

NATRE Research Officer, Deborah Weston OBE, who led the data review, said: "With record numbers of students taking the subject it is a great shame that RE is being

neglected by the Government, and marginalised by some schools, particularly in the academy system. In the Queen's Speech we saw the Government's commitment to "help every child fulfil their potential, wherever they live". The data has shown us that high-quality RE enables precisely this, being a key marker for both academic achievement and a vital part of young people's development in making sense of their own worldview as part of the diverse and pluralistic nature of belief in the 21st century."

"The planned changes outlined in the Queen's Speech provide a once in a generation opportunity to address most of the issues highlighted in this data. However, without a properly funded National Plan and a system of accountability for high-quality RE under the Government's academy vision for all schools, we risk denying a generation of students access to this vital subject. A high-quality education in religion and worldviews must now be part of their plans to help every young person fulfil their potential in school, society and the world of work."

In March, a parliamentary roundtable met to discuss the future of the subject, with the Father of the House, Sir Peter Bottomley, calling for a 'National Plan' for the subject.

Responding to the latest data, Sir Peter Bottomley said: "Looking at the performance data on this report card, too many young people are not getting a fair deal when it comes to religious education. In neglecting the subject, we leave a gaping hole in our school curriculum. At its best, RE prepares young people for the ethical, moral and religious debates that influence life in modern Britain and the wider world."

6.2 The report card summarising the data review can be accessed here: www.rethinkre.org/re-report-card

7.0 NATRE report on RE in Secondary Schools

7.1 Last summer NATRE reported that the revised Ofsted framework triggered a significant review of the curriculum in most schools, 23% of schools reported an increase in provision for RE. After years of decline, almost certainly caused by changes in performance measures and the subject being left out of the English Baccalaureate, this was a very welcome piece of good news.

7.2 However, looking at the posts advertised in the Times Educational Supplement, on Friday 27 May, just under 100 RE posts appeared, continuing the pattern of a buoyant recruitment season this year. You can read the full report here: <https://www.natre.org.uk/news/latest-news/snatching-defeat-from-victory/>

8.0 NASACRE conference

8.1 Please find attached a one page summary of the recent NASACRE annual conference (Appendix 2). Further information from the workshops and speakers can be accessed by using your members logon on the NASACRE website.

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

7/06/2022

Report Author: Olivia Seymour

Background documents: SACRE Newsletter, NASACRE Conference summary

North Yorkshire SACRE Newsletter

School Improvement and Early Years' Service

June 2022

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 Worldviews and personal knowledge in RE including a focus on the Ofsted Research Review for Religious Education

There are two options for the network

Tuesday 7th June 2022 13.30-15.30 course code SI-0622-T033

To book go to

Tuesday 14th June 2022 09.30-11.30 course code SI-0622-T034

To book go to

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

Monday 13th June 2022 16.00-18.00 course code SI-0622-T037

To book go to

School Questionnaire – Please fill it in

Every year SACRE writes an annual report for DFE and the National Association of SACRES. As part of this report we have to include information on our legal duty to monitor standards RE in all our schools. One way in which SACRE gathers this information is through our annual questionnaire to schools. We would be grateful if you could complete one for your school using the links below.

<https://www.surveymonkey.co.uk/r/REPrimarySE2022>

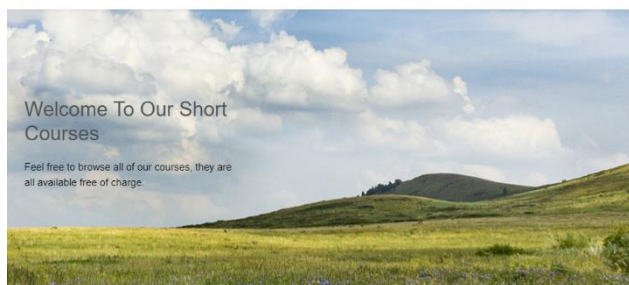
<https://www.surveymonkey.co.uk/r/RESecondarySE2022>



New Culham St Gabriel's eLearning Platform

Culham St Gabriel's has for many years provided free CPD to teachers through the popular Teach:RE courses. Times have changed and they are delighted to announce the launch of a newly developed, FREE online platform for teachers' CPD. This is a supportive, stimulating and interactive way to access free, self-study courses, designed to introduce teachers (and other interested parties) to current thinking in Religion and Worldviews education.

CULHAM ST GABRIEL'S Contact My Courses



Stay up to date, challenge yourself, discover new ideas and enhance your confidence and skills with Culham St Gabriel's Courses for teachers' CPD.

Launching with introductory courses, with more planned to follow. Why not try out one of the introductory courses:

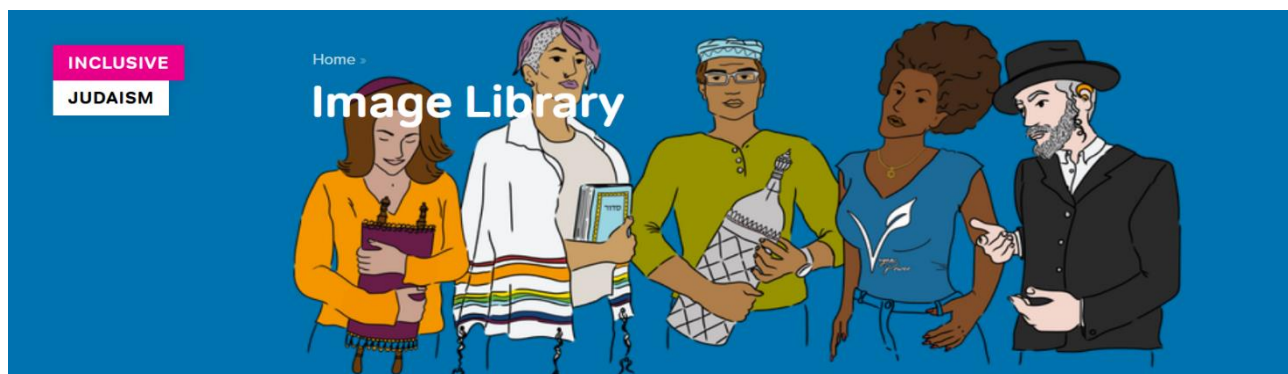
- An introduction to religion and worldviews
- An introduction to curriculum
- An introduction to research

Register today here: <https://courses.cstg.org.uk/>

Jewish Museum London: Inclusive Judaism Image Library

The Inclusive Judaism Image Library allows you to download photos from Britain's vibrantly diverse Jewish community directly to your classrooms. By downloading images for FREE, you can feel confident that you are teaching a representative, inclusive and authentic Judaism in your classrooms. All images have curriculum links to Jewish festivals, Life cycle events and Synagogue worship for Primary and Secondary schools, representing the UK's vibrantly diverse Jewish community.

<https://jewishmuseum.org.uk/schools/in-the-classroom/inclusive-judaism/imagelibrary/>




Religion and Worldviews: What Parents need to know

Some schools choose to teach religious education with a worldview approach, but what is this and how is it different?

In this article on the School Run website, Deborah Weston, NATRE Research Officer, explains what parents need to know regarding teaching religious education with a worldview approach in schools. To read more <https://www.theschoolrun.com/what-religion-and-worldviews>

Critical Religious Education Webinar Series 2022



Which disciplines do we need in order to study Religion and Worldviews?

Critical Religious Education and Disciplines Professor Andrew Wright and Angela Goodman Tuesday 7th June 5.30pm-7.00pm All welcome (Teachers, Academics etc.) Sign up via Eventbrite www.eventbrite.co.uk/e/what-disciplines-do-we-need-in-order-to-study-religion-and-worldviews-tickets-339158491177	Critical Religious Education Webinar Series 2022 Next up in the series: Is my interpretation the same as yours? Critical Religious Education and Hermeneutics Tuesday 5th July 5.30pm -7.00pm <small>Autumn term</small> Are there 'right' or 'better' answers in the study of Religion and Worldviews? Critical Religious Education and Argumentation - Date TBC How do we learn? Critical Religious Education and the Variation Theory of Learning - Date TBC
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Westminster Abbey Teaching Resources

Discover Westminster Abbey's growing catalogue of free Religious Education resources for KS1 through to post-16. Image banks, videos, activity sheets and full presentations will be your guide to understand more about Christian beliefs, festivals and practices using the nation's church as a case study. Complete with learning objectives or links to exam specifications, all resources are ready to use or can act as inspiration for your own lesson planning.



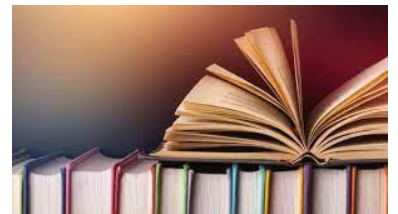
For something a bit different, why not try connecting objects of faith to over 1,000 years of worship with our inquiry-based activities about Christianity in 10 objects or challenging pupils to get digitally creative using the Making a Difference self-guided film project.

Beyond Religious Education, the catalogue also includes History resources which overlap with faith, such as introductions to Coronations and St Edward the Confessor. Plus, take a look out our brand-new collection of British Values lessons, featuring creative tasks and discussion activities to stretch young minds.

If you read one thing this week....

Primary teachers: take a look at Katie Gooch's article on Images of diversity within worldviews – Breaking the Bias

<https://teachers-talk.natre.org.uk/images-of-diversity-within-worldviews-breaking-the-bias/>



Secondary teachers: Bob Bowie, Farid Panjwani and Katie Clemmey report on a project engaging texts and teachers. What helped teachers encounter 'meta' thinking, or 'leap moments'? Read more in this open access article:

<https://www.tandfonline.com/doi/full/10.1080/01416200.2022.2054773>

Festival Calendar

Search for religious festivals by religion and/or month here: <https://www.reonline.org.uk/festival-calendar/>



About 150 delegates from SACREs across the country met for the NASACRE AGM and conference held online for the second time. The conference was opened by Linda Rudge, chair of NASACRE, welcoming delegates and celebrating the continued and varied work of SACREs and NASACRE over the last two years. She set the context for the title 'Ambitious SACREs', pointing out that ambition can be 'admirable or unrealistic'. SACREs need to aim for admirable, and SACREs are still standing, not standing still. The ['Still Standing' report](#) is available to download from the NASACRE website.

The first two presentations and discussions focused on Religion and Worldviews as well as the substance of the curriculum. The third was an analysis of SACRE reports submitted to NASACRE and the DfE. There were three keynote speakers, and each was followed by time in breakout rooms discussing what had been heard.

The first keynote speaker was Ed Pawson the vice chair of the REC. He shared the new vision for the Religious Education Council that *'Every young person experiences an academically rigorous and personally inspiring education in religion and worldviews.'* The role of the REC is to campaign and advocate for good RE. It is a group with representatives from over 60 religious and non-religious groups. He also talked about the recent publication of a Draft Handbook on Religion and Worldviews, which is available [here](#). SACREs need to engage in the discussion about religion and worldviews.

Dr Richard Kueh (HMI) raised the challenge to SACREs about how they can support scholarly RE. He reiterated many of the key points raised in the Ofsted RE Research Review, published in May 2021. On the selection of content for a syllabus, he suggested that including a greater number of religions and non-religious worldviews did not guarantee a high quality of RE and that is an essential component of the discussion around syllabus design. Ambitious end goals, that reflect the scholarly nature of RE, are needed. A subject report on RE from Ofsted will be published this summer.

Just after lunch the winners of this year's Westhill Awards were announced and Bristol, Leicester and Luton were successful. NASACRE and Westhill were disappointed by the low number of applicants and SACREs are urged to consider making a bid. If you need inspiration, remember that three of the June workshops will showcase last year's winners. There is also a recording of how to apply for an award in the online training section of the [NASACRE website](#).

Dr David Hampshire, former chair of NASACRE, presented his initial findings of the analysis of SACRE annual reports. The final report will be on the website and circulated to SACREs later this term. The key findings make for interesting reading, raising many questions that SACREs may wish to discuss. For example, resources made available to SACREs are very variable and the level of financial support had an impact on the effectiveness of SACREs. He focused on the fact that the primary function of a SACRE is to advise the Local Authority on RE and collective worship, and only a minority of SACREs reported that they had done that. NASACRE is in discussion with the DfE about the findings of report and further advice and training will likely be forthcoming.

The business meeting was short and as no nominations had been received for vacancies on the Exec, other than the formal appointment of Saquat Ali as Treasurer and the reappointment of Sue Holmes as secretary, the Chair expressed the need for more people with the right skills to be nominated by SACREs to work with the Executive committee to help with challenges raised by the White Paper. After the business meeting, for which all the reports are available on the NASACRE website, Matthew Tullett gave delegates an overview of the new website, which was launched at the conference. The new site should be easier to use, more streamlined, with a better search function and aimed to work better on mobile devices. SACREs using the new website are asked to contact NASACRE if they experience any difficulties.

During her closing remarks, NASACRE Chair, Linda Rudge, thanked retiring Executive members Alex Klein and Roy Galley for their work. It was also time to say farewell to our Treasurer, Michael Metcalf, after 29 years and welcome Saquat Ali to the role.

As they left, delegates posted comments in the Chat, such as:

Such a lot of supportive information and discussion. A day full of brilliant insight and interest.

Many thanks to all the Exec for an excellent and informative conference. Making the absolute best out of having to make it all happen on ZOOM.

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North Yorkshire County Council

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

June 2022 Update from the Local Authority

1.0 Purpose of the Report

- 1.1 To inform Members on work undertaken by the Local Authority since the last SACRE meeting.

2.0 Communication and resourcing

- 2.1 Local Authority Officers have met with the Professional RE Adviser in order to co-ordinate the publication of the Annual Report.
- 2.2 The termly newsletter is continuing to be distributed to schools via the Red Bag system, and occasional and ad hoc information is also posted via Red Bag.
- 2.3 School leaders have been communicated to both via Red Bag and SEAs to encourage participation in the annual survey on RE and Collective Worship in schools. This data forms a baseline for inclusion in the Annual Report. To date 66 schools (56 primary, 10 secondary) have responded, which is a 50% increase in responses to last year.

3.0 Support for Senior Leaders and Governors

- 3.1 The Professional RE Adviser briefed school improvement SEAs in the early part of the summer term in order to maximise feedback from schools in collating data for the annual report.
- 3.2 The commissioned Professional RE Adviser reports separately on training, and advice given to schools. This report is a separate agenda item at this meeting
- 3.3 The Local Authority facilitated the administrative and bookings of subject leader networks and are continuing to update the resources pages on <http://nyes.info>

4.0 Ofsted inspections

- 4.1 Since the last SACRE meeting Ofsted have published 31 Section 5, 8 and monitoring reports;

	Primary	Secondary	Special	PRS
Maintained	13	3	1	
Academy	8	5		
Independent			1	

- 4.2 There has been two deep dives in Religious Education, however the narrative in one report did not refer to any observations by the Inspector.

4.3 Narrative in other inspection reports refers to religious education and collective worship is as follows;

- In the 'life curriculum', pupils have the opportunity to learn about a wide variety of topics that include themes such as staying safe, values, beliefs and responsibilities.
- The Christian ethos of the school helps to develop and underpin the need to respect others. The inspector saw a powerful and positive assembly encouraging pupils to carry out 'random acts of kindness' based on stories from the Bible.
- The Christian ethos remains central to leaders' improvement plans. Pupils are taught to respect each other and to be kind. Pupils say there is no bullying. Pupils behave well consistently.
- The curriculum in some subjects, such as history and religious education, is not as well developed. It does not include all aspects of knowledge that pupils need to acquire. In addition, pupils' ability to apply their knowledge in different subjects is varied. Leaders know that these subjects need further refinement. Subject leaders have begun this task but it is not completed.
- Leaders are aware of the narrow cultural context of the school and have taken steps to address this. The religious education curriculum, for example, teaches pupils about six different faiths.
- All pupils are taught religious studies to GCSE. Through religious studies, pupils gain a good understanding of different world religions. Pupils explore moral and philosophical issues, such as immigration and racism. (*Deep dive*)
- Some pupils also help to plan collective worship.

Adrian Clarke
Principal Education Adviser (Support)
County Hall, Northallerton

08/06/2022

Report Author: Adrian Clarke

Background documents: None

NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME

PLEASE NOTE: Items are subject to change.

SACRE 21ST JUNE 2022			
ITEM	LEAD	REPORT DEADLINE	COMMENTS
Professional RE Adviser's update	Professional Religious Education Adviser	10 June 2022	Standing Item
Local Authority Update	Principal Education Officer (Support)		Standing Item
Ofsted Inspections	Principal Education Officer (Support)		Standing Item – to be included as part of the above report
Draft Development Plan 2022-24	Chair		Draft to be presented

NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME

SACRE 20TH SEPTEMBER 2022 (DATE TO BE CONFIRMED)			
ITEM	LEAD	REPORT DEADLINE	COMMENTS
Election of Chair and Election of Vice-Chair	Clerk	N/A	Clerk to seek nominations one month before the meeting
Draft Annual Report 2021/2022	Principal Education Officer (Support)	7 working days prior to the meeting	Consideration of draft
Agreed Syllabus Review	Principal Education Officer (Support)		To consider and agree a timeline
Professional RE Adviser's update	Professional Religious Education Adviser		Standing Item
Still Standing – A Report on the future direction of SACREs by the Religious Education Council of England and Wales and NASACRE	Professional Religious Education Adviser		To consider the recommendations applicable to SACRE
Local Authority Update	Principal Education Officer (Support)		Standing Item
Ofsted Inspections	Principal Education Officer (Support)		Standing Item – to be included as part of the above report
Member Training	Professional Religious Education Adviser		Will be held immediately prior to the start of the formal meeting

NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME

SACRE 13 TH DECEMBER 2022 (DATE TO BE CONFIRMED)			
ITEM	LEAD	REPORT DEADLINE	COMMENTS
Annual Report 2021/2022	Principal Education Officer (Support)	7 working days prior to the meeting	To approve the Annual Report
Professional RE Adviser's update	Professional Religious Education Adviser		Standing Item
Local Authority Update	Principal Education Officer (Support)		Standing Item
Ofsted Inspections	Principal Education Officer (Support)		Standing Item – to be included as part of the above report

NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME

SACRE 28TH MARCH 2023 (DATE TO BE CONFIRMED)			
ITEM	LEAD	REPORT DEADLINE	COMMENTS
Professional RE Adviser's update	Professional Religious Education Adviser	7 working days prior to the meeting	Standing Item
Local Authority Update	Principal Education Officer (Support)		Standing Item
Ofsted Inspections	Principal Education Officer (Support)		Standing Item – to be included as part of the above report
Member Training	Professional Religious Education Adviser		

Patrick Duffy
 Clerk to SACRE
 June 2022