



Children and Young People's Service

Agenda

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

Date: **Tuesday, 9th April, 2024**

Time: **4.00 pm**

Venue: **County Hall, Northallerton**

Members of the public are entitled to attend this meeting as observers for all those items taken in open session. Please contact the Democratic Services Officer, whose details are below, if you would like to find out more.

This meeting is being held as an in-person meeting. The meeting is also 'hybrid', which enables people to attend the meeting remotely using MS Teams. Please contact the Democratic Services Officer if you would like to find out more.

Recording is allowed at Council, committee and sub-committee meetings which are open to the public, please give due regard to the Council's protocol on audio/visual recording and photography at public meetings, a copy of which is available. Anyone wishing to record is asked to contact, prior to the start of the meeting, the Democratic Services Officer. We ask that any recording is clearly visible to anyone at the meeting and that it is non-disruptive.

Business

1. **Welcome and Announcements**
2. **Apologies for Absence**
3. **Minutes of the Meeting held on 19 September 2023** **(Pages 5 - 12)**
4. **Minutes of the meeting held on 12 December 2023** **(Pages 13 - 24)**
5. **Declarations of Interest**
All Members are invited to declare at this point any interests they have in items appearing on this agenda, including the nature of those interests.
6. **Public Participation**

Members of the public may ask questions or make statements at this meeting if they have given notice to Edward Maxwell of Democratic and Scrutiny Services and supplied the text (contact details below) by midday on Thursday 4 April 2024, three working days before the day of the meeting. Each speaker should limit themselves to 3 minutes on any item. Members of the public who have given notice will be invited to speak:-

- at this point in the meeting if their questions/statements relate to matters which are not otherwise on the Agenda (subject to an overall time limit of 30 minutes);
- when the relevant Agenda item is being considered if they wish to speak on a matter which is on the Agenda for this meeting.

If you are exercising your right to speak at this meeting, but do not wish to be recorded, please inform the Chair who will instruct anyone who may be taking a recording to cease while you speak.

- 7. Member presentation - Nasr Moussa Emam**
- 8. Agreed Syllabus - Principal Adviser, Monitoring and Professional Religious Education Adviser (Pages 25 - 30)**
- 9. School Websites Audit - Principal Adviser, Monitoring and Professional Religious Education Adviser (Pages 31 - 36)**
- 10. Update by the Professional Religious Education Adviser (Pages 37 - 48)**
- 11. Update by the Local Authority - Principal Adviser, Monitoring (Pages 49 - 54)**
- 12. SACRE Self-Assessment Toolkit - Clerk (Pages 55 - 56)**
- 13. Rolling Work Programme - Clerk (Pages 57 - 58)**
- 14. Any Other Items**
Any other items which the Chair agrees should be considered as a matter of urgency because of special circumstances
- 15. Date of Next Meeting**
The next scheduled SACRE is on Tuesday 18 June 2024. It is suggested that this meeting be cancelled as it is just a few days after the launch of the Agreed Syllabus and officers have confirmed that there is no business scheduled for June that cannot await the September meeting.

If Members are agreeable to this cancellation, the next meeting will be on Tuesday 10 September 2024 at 4.00 p.m.

16. Dates of meetings for the 2024/2025 School Year

These are scheduled as follows:

- Tuesday 10 September 2024 at 4.00 p.m.
- Tuesday 10 December 2024 at 4.00 p.m.
- Tuesday 1 April 2025 at 4.00 p.m. (8 April is the date that was originally scheduled, but this is in the Easter half term)
- Tuesday 17 June 2025 at 4.00 p.m.

Members are reminded that in order to expedite business at the meeting and enable Officers to adapt their presentations to address areas causing difficulty, they are encouraged to contact Officers prior to the meeting with questions on technical issues in reports.

Contact Details:

For enquiries relating to this agenda please contact Edward Maxwell, Senior Democratic Services Officer.

Tel: 01748 901015

Or email edward.maxwell@northyorks.gov.uk

Website: www.northyorks.gov.uk

Barry Khan
Assistant Chief Executive
(Legal and Democratic Services)

County Hall
Northallerton

Thursday, 28 March 2024

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

Group A: Faith Groups	
Professor John Adams	Humanist
Sarah Beveridge	Society of Friends
Hayden Cohen	Judaism
Tom Clayton	Methodist
Chris Devanny	Catholic
David Haddock	The Church of Jesus Christ of Latter-Day Saints
Abhijeet Kulkarni	Hindu
Nasr Moussa Emam	Muslim
Mohinder Singh Chana	Sikhism
<i>Vacancy</i>	Baptist
<i>Vacancy</i>	Salvationists
<i>Vacancy</i>	Buddhist
Group B: Church of England	
Philippa Smith	
Claire Soderman	
Lee Talbot	
<i>Vacancy</i>	
Group C: Teaching Associations	
Tara Askew	
Jo Colledge	
Sarah Hodgson	
<i>Vacancy</i>	
<i>Vacancy</i>	
Group D: Local Authority:	
Councillor Alyson Baker	
Councillor Robert Heseltine	
Councillor Janet Jefferson	
Councillor Annabel Wilkinson	
<i>Vacancy</i>	
Co-opted Member: Academic Expertise in Religious Education	
<i>Vacancy</i>	

North Yorkshire Council

North Yorkshire Standing Advisory Council on Religious Education (SACRE)

Minutes of the meeting held on Tuesday, 19th September, 2023 commencing at 5.00 pm.

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: Professor John Adams (Humanist), Hayden Cohen (Judaism), Chris Devanny (Catholic), Nasr Moussa Emam (Muslim), and Abhijeet Kulkarni (Hindu).

Group B: Church of England: N/a

Group C: Teachers Associations: Tara Askew, Jo Colledge, and Sarah Hodgson.

Group D: North Yorkshire Council: Councillors Robert Heseltine and George Jabbour (Chair).

Officers Present: Patrick Duffy, (Principal Democratic Services Scrutiny Officer); Owen Griffiths, (Corporate Governance Officer); Julie Pattison (Principal Education Adviser - Monitoring); Heather Russell, (Senior Education Adviser); and Olivia Seymour, (Professional Religious Education Advisor).

Apologies: Councillor Alyson Baker, Tom Clayton, David Haddock, Councillor Janet Jefferson, Gill Simpson, Philippa Smith, Lee Talbot and Councillor Annabel Wilkinson

Copies of all documents considered are in the Minute Book

14 Election of Chair and Vice-Chair

The meeting was introduced by Owen Griffiths, in his role of Clerk, to introduce the election of the Chair and the Vice-Chair. The meeting was not quorate however, owing to no attendance from the Church of England representatives, and the item had to be deferred to the next meeting.

Councillor Jabbour stepped in as Chair for the meeting as both Councillor Baker and Sarah Beveridge, the present Chair and Vice-Chair, had both sent apologies.

15 Welcome and Announcements

The Chair welcomed people to the meeting. The Chair particularly welcomed Hayden Cohen, as the new representative for Judaism, and Julie Pattison, as the new Principal Education Adviser.

16 Apologies for Absence

Apologies were received by Councillor Alyson Baker, Tom Clayton, David Haddock, Councillor Janet Jefferson, Gill Simpson, Philippa Smith, Lee Talbot, and Councillor Annabel Wilkinson.

17 Minutes of the Meeting held on 20 June

The minutes of the last meeting could not be agreed as a true account of the previous

meeting as the meeting was not quorate.

18 Declarations of Interest

There were no declarations of interest.

19 Public Participation

There were no public questions.

20 Member Presentation by Professor John Adams

Considered a presentation by Professor John Adams, a Humanist Faith Group Representative. By way of background, the Committee's Development Plan for 2022/2024 contains the action: Implement a programme of Member presentations at each SACRE meeting with a focus on Member work/community involvement and how it links into SACRE. This presentation was the third of these.

Professor Adams set out to share more about Humanism and his background within it. He did this in three sections:

1. How he got involved within it.
2. What Humanism is.
3. Questions and Discussion.

- 1) Professor Adams shared that many Humanists first become involved within the organisation through attending ceremonies, and that was also how he became involved, through a non-religious funeral for his father. That involvement within the organisation then became greater after retiring, and it was shared that he was now the Treasurer of the organisation.

Professor Adams then said that the organisation had more than 100,000 members and read a list of famous names who were part of it. Alongside ceremonies it was shown that the Humanists also offer pastoral care, apostate support for those fleeing religious, and working on human rights campaigns.

- 2) Professor Adams then provided insight to what Humanism actually is. Although the roots of Humanism can be seen in ancient times, with both Socrates and Erasmus being historical advocates, the modern foundation of the term is simply the conviction that it is possible to lead a good life of liberal values without superstition. This was explained in three points:

- A) The denial of the Supernatural. The world can be explained through reason and evidence. Humans, as a species, can explain the world that they live in, and these explanations continue to expand.
- B) Religion is culturally determined. Professor Adams shared that humanists would say that religion is a social construct, that mirrors the culture that it exists within in. As a result, the number of gods across anthropological time has been estimated to be around 10,000.
- C) Therefore, because of the first two points, moral precepts come from society. Reality is human and is socially constructed within the framework of what has been taught and understood.

- 3) Professor Adams provided room for questions to be asked. Nasr Moussa Emam said that it was very interesting and asked for the presentation to be shared in full. Hayden Cohen also said that it was very interesting

and said that he looked forward to many future discussions over the meetings to come.

The Chair thanked Professor Adams for his presentation and said it would be good for these to continue. Hayden Cohen said that he could do one at the next meeting.

21 North Yorkshire Council SACRE Draft Annual Report 2022-23

Considered a report by the Senior Education Adviser, Heather Russell, on the draft annual report 2022-23.

Questions were asked about:

- How the data has been presented.
- Collective worship and whether it would be worth noting that it has been discussed at previous SACRE meetings.
- Whether Jewish people might be uncomfortable with how the questions have been framed in the religion and faith section, particularly with its ethno-religious element. In response to this, the Principal Education Adviser (Monitoring) said that the framing of the data for those questions was dependent on who answered the data and was reflective of that.

NOTED.

22 Update from Professional Religious Education Adviser

Considered a report by the Professional Religious Education Adviser, Olivia Seymour, informing Members of work undertaken since the last meeting, together with local and national updates regarding Religious Education. The report provided details on the following issues:

- SACRE Newsletter – the timeline of this had to be expanded so that the Agreed Syllabus Conference could help to inform the content.
- Data – The national picture from exam results was provided to the group, with the local datasets forthcoming.
- The Department for Education have been asked to address the shortage of people training to become RE teachers.

NOTED.

23 Update from the Local Authority

For the benefit of those who had not been at the Agreed Syllabus Conference meeting, ahead of this meeting, the Chair provided a quick summary. More volunteers will be needed for the launch report that will be provided to educational leaders. The Professional Religious Education Adviser shared that the launch of the Agreed Syllabus Conference will be the 14 June 2024 and it would be good for as many Members to attend as possible.

After this, a report was considered by the Principal Education Adviser (Monitoring) which updated Members on the work undertaken by the Local Authority since the last meeting.

The main point highlighted was that the methodology of how Ofsted inspections are analysed has been reconfigured towards a greater emphasis on personal development. These figures went back to March to provide a larger pool of data.

During this item Councillor Heseltine had to leave the meeting and said “God Bless” before leaving. Professor John Adams asked “Which one?” The Chair, Councillor Jabbour, told Professor Adams that his remark was not in line with the level of respect that was expected between the different Members. Professor Adams disagreed with the Chair’s rebuttal.

NOTED.

24 Work Programme

The Principal Democratic Services Scrutiny Officer gave an update on the work programme for SACRE. The programme provided in the agenda provided the relevant official items and members can suggest future items that could be considered.

25 SACRE Self-Assessment Tool- Report of the Working Party

The Principal Democratic Services Scrutiny Officer, Patrick Duffy, provided information on the SACRE self-assessment toolkit. The tool kit is based on 5 criteria and allows for the SACRE to evaluate its performance and seek to improve its performance.

The first of these assessments took place on 5 September and was undertaken by the Officers and Professor John Adams, Cllr Alyson Baker, and Abhijeet Kulkarni. The focus of the first working party was around the second aim:

“How effectively does the SACRE, in partnership with the LA, evaluate standards and the quality of provision for RE in schools? How effective are the strategies to improve standards and the quality of provision?”

The feedback from the working party was that the SACRE was doing well in many of the areas highlighted by the second aim but there were areas of improvement, particularly between SACRE itself and schools.

Patrick Duffy then provided room for members who were not present at the working party to provide comment. He also shared two ways in which the committee could proceed with the other 4 criteria:

- Continue in the format of the last working party, drawing upon volunteers for each individual criterion, or;
- Can use part of the SACRE Committee meeting to discuss one criterion and split into different groups to do this.

NOTED.

26 Any Other Items

Hayden Cohen told the committee that on 27 January, the Harrogate Synagogue would be holding an event to mark Holocaust Memorial Day. All of the committee members are invited but he asked that people let him know in advance so that the number of people going could be accounted for.

There being no further items of business, the meeting ended at 6:08 pm.

27 Dates of Next Meetings

The dates of the next meetings were provided to the group.
These would be:

- 12 December 2023 at 4pm.
- 9 April 2024 at 4pm.

APPENDIX TO SACRE Minutes of 19th September 2023 re Minute No. 20

On Humanism

Text of a presentation given to North Yorkshire SACRE 19.09.2023 by Professor John Adams

I will do three things in this brief presentation: tell you about myself (with regard to my involvement with Humanism and HumanistsUK); describe what Humanism is to me, and there are differences between humanists since ours is not a creed or a doctrine; and finally to respond to any questions/observations from colleagues.

Introduction

My first involvement with Humanism came, like so many people, following attendance at a ceremony, in this case a funeral. What was unusual was that the funeral was that of my father – which I had arranged. In the couple or so years before my father's death (which is now some 30 years' ago) I went to a number of funerals of my parents' friends, and they were very poor experiences. All were in crematoria, with a "rota" vicar incanting some ritual phrases: "sure and certain hope" (surely an oxymoron for all time) etc., and on one occasion getting the name of the deceased wrong. When the time came I was clear that I was not having that for my Dad. A neighbour gave me details of a non-religious organisation that did sensitive and personal funerals, and they in turn put me in touch with a local celebrant, who I went to visit. He was of my father's generation, knew of his war involvement (not in detail, of course, but what it was like to be in the War. My father was a fighter pilot and anyone who knows of such things knows that the probability of my existence is much closer to 0 than to 1). The ceremony was as good as such things can be; many attenders said it was the best and most fitting funeral they had been to (and some were the age of serial funeral attenders). I still have a clear memory of what is, after all, such a personal and affecting event. I concluded that this was an organisation that does good...and I should join.

I had little active involvement until I retired and moved to York where I was among a group who formed what became the York branch of HumanistsUK; I chaired the branch for a number of years and then was asked to join the board of HumanistsUK as Treasurer.

While the organisation has a lengthy and notable antecedence, it is in the last decade or so that it has grown rapidly in membership and influence. We have some 100,000 members and supporters and our list of patrons reads like a Who's Who of British intelligentsia. Our work involves: ceremonies (some 9,000 funerals last year and more weddings in Scotland than the Catholic Church); pastoral care, in hospitals and prisons; apostate support (in our "Faith to Faithless" section) providing care, advice and support for those leaving high-controlling religions; and, of course campaigning and representing the non-religious (that is to say the majority) view in the UK. Recent campaigns have focussed on: human rights (freedom of speech, blasphemy, gay marriage, the right to die with dignity); education (an end to discrimination in admissions and employment on religious grounds, collective worship); and constitutional matters like the presence of 26 Bishops, as of right, in the House of Lords.

What is Humanism?

Humanism, as a concept, has considerable antiquity. Socrates was put to death for, in effect, humanist beliefs (although that was not written on the indictment). Enlightenment Humanist figures

like Erasmus were extremely influential in 15th century Europe, while recently, in Dresden, I learned of the impact of Humanism on German artists like Cranach and Holbein. However a succinct modern definition might be the belief that we can lead a good, purposeful and meaningful life, based on liberal human values, without superstition.

That means (for me) that Humanism has three principal elements:

1. A rejection of supernatural beliefs. Not from prejudice or bigotry (indeed we leave that to others) but from reason and evidence. For a supernatural event to take place the laws of physics must be in abeyance, and Humanists (and others) do not think that is very likely to happen. It is not possible to prove that it cannot happen, of course, since it is impossible to prove negative propositions of this sort, but a study of physics from the sub-atomic level to the cosmological gives no reason to suggest it ever has....or ever will. Indeed the search for existential evidence of a transcendental concept is well established as itself incoherent.* The conclusion leads us to look for human explanations for the existence and behaviour of all phenomena, and in the past two or three hundred years those explanations have vastly changed our understanding of natural phenomena both on the Earth (to the level of particle physics) and also within our galaxy and beyond – and expanded it in a manner far beyond the compass and even imaginings of doctrinal books.
2. The absence (non-existence) of the supernatural generates the obvious conclusion that religions are social constructs. As such they relate to time and place displayed as obvious differences in the representational features (where that is permitted) of different deities: Indian gods look like Indians, Egyptian gods like Egyptians, Chinese like Chinese people and so on. The reason is self-evident; the communities from which these deities emerged had never seen anyone who looked significantly different from themselves. Cognitive anthropologists look back some 40,000 years to evidence of early religiosity (largely by inference from the existence of grave goods), with doctrinal religions (particularly associated with settled herding and agricultural lifestyles) perhaps less than 10,000 years.** Those communities endowed their gods with particular attributes - especially with respect to healing and predicting the future (propitious hunting or weather for crop growing). It is then a very small step to Feuerbach's famous reversal that it is not god that made man in his image but rather the reverse – mankind has invented numerous gods and worshiped their own creations (gender specificity is the author's).
The attempts to number the principal deities that have emerged geographically and throughout history have by their nature been problematic; the number of 10,000 is sometimes quoted...so there's a lot to choose from! Humanists (and others) might reasonably respond to any remark about god with the question: "Which one?"
There are also many similarities between religions. Ritual, for example, often plays an important part. They may be "low effort" rituals (obeisance or genuflection), "medium effort" (regular attendance at a place of worship, repetitive actions or recitations), or "high effort" rituals involving self-harm or semi-incarceration. Synchronicity often plays a significant role, with actions or activities being performed in concert seemingly more powerful. Many Humanists are interested in religions and the role that these ritualistic activities play in their continuing appeal. Some have even attempted to emulate them...not with great success.

Many religions also promote some form of “creation” story and these are almost universally absurd. The Bible, for example has god creating light a couple of days before creating the sun (which is a very neat trick), while elsewhere in the same text people on Earth observe the sun standing still. The circulation of the sun is, of course, an illusion caused by the rotation of the Earth. At the equator the speed is a little over 1,000 mph. Were the Earth to stop (so that the sun would appear to stand still) that rotation would have to cease and billions of tons of material would be cast into the atmosphere (together with the observers). Also, creation stories present creation as a thing of the past, whereas we know that stars and planets throughout the universe both collapse and come into being. Our galaxy creates on average an estimated seven new stars each year – there may be in the order of 400 billion galaxies... and that is a lot of continuous creation. The lack of understanding of these and numerous other issues causes many Humanists (and others) to doubt the divine authorship of these texts. How could a divinity create physics and not understand it? The Bible also, famously, gets the value of Pi wrong .

3. If religions are cultural artefacts, where does morality come from? When I ask schoolchildren where they get their moral codes from they say their parents, relations, friends, the things they read, etc. It is rare, these days, to find many young people citing the Ten Commandments or some other doctrinal injunction. Morality is also, therefore, a human contrivance. It is both a very important one - for social harmony - and one which changes over time: just consider the moral stance in this country about gay sex now and (say) fifty years ago. Homosexuality has gone, in the course of my lifetime, from being a crime to being unremarkable. Our views about the position of women in society have similarly changed enormously, and would be in conflict with many doctrinal texts authored centuries ago.

So Humanists look to ourselves, to our species, for answers to questions about existence, belief and conduct. We are aware, naturally, that religious people take a different view. We are respectful of those people, of course, and most assuredly not in any sense “anti-religion”, but we do reserve the right to use our human faculties, in a free pluralist society, to examine different beliefs ...and for ours to be examined in return. To use the words of a celebrated passage from one of the most distinguished Humanists of the 20th century, we owe it to ourselves to recognise our humanity, to examine the world around us having set aside nationalism, prejudice, bigotry and selfishness. “There lies before us, if we choose, continual progress in happiness, knowledge and wisdom. ...I appeal to you as a human being to human beings: remember your humanity, and forget the rest” (Bertrand Russell quoted in Bakewell***).

Not bad advice, I should have thought.

John Adams September 2023

- A J Ayer, *Language, Truth and Logic*, Chap VI
- ** Robin Dunbar, *How Religion Evolved and Why it Endures*, Chap 8
- *** Sarah Bakewell, *Humanly Possible*, Chap 11

This page is intentionally left blank

North Yorkshire Council

North Yorkshire Standing Advisory Council on Religious Education (SACRE)

Minutes of the meeting held on Tuesday 12th December 2023 at 4.00 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: Professor John Adams (Humanist), Sarah Beveridge* (Society of Friends), Tom Clayton* (Methodist), Hayden Cohen (Judaism), Abhijeet Kulkarni* (Hindu), David Haddock* (Church of Jesus Christ of Latter-day Saints), Nasr Moussa Emam* (Muslim) and Mohinder Singh Chana* (Sikh)

Group B: Church of England: Philippa Smith* and Reverend Claire Soderman (Diocese of York) and Lee Talbot* (Diocese of Leeds)

Group C: Teachers Associations: Jo Colledge* and Sarah Hodgson*

Group D: Local Authority: Councillors Alyson Baker, George Jabbour, Janet Jefferson* and Annabel Wilkinson*

Officers present: Patrick Duffy (Principal Democratic Services Scrutiny Officer), Julie Pattison (Principal Adviser, Monitoring), Heather Russell (Senior Education Adviser) and Olivia Seymour* (Professional Religious Education Adviser)

In attendance for part of the meeting: Daniel Harry, Head of Democratic Services

*Denotes joined remotely

Copies of all documents considered are in the Minute Book

28. Election of Chair

The Clerk advised that the current Chair, Councillor Alyson Baker, had indicated that she would be prepared to continue in the role. No other nominations had been received for the post of Chair.

Members confirmed they were happy to agree to Councillor Baker continuing as Chair.

Resolved –

That Councillor Alyson Baker be elected as Chair of SACRE until the SACRE meeting in September 2024.

Councillor Alyson Baker in the Chair.

29. Election of Vice-Chair

The Chair advised that the current Vice-Chair, Sarah Beveridge, had indicated that she would be prepared to continue in the role. No other nominations had been received for the post of Vice-Chair.

Members confirmed they were happy to agree to Sarah Beveridge continuing as Vice-Chair.

Resolved –

That Sarah Beveridge be elected as Vice-Chair of SACRE until the SACRE meeting in September 2024.

30. Welcome

The Chair welcomed people to the meeting. It was noted that Reverend Claire Soderman had been appointed as a representative of the Church of England (York Diocese).

31. Apologies for absence

Apologies were received from:-

- Tara Askew
- Councillor Robert Heseltine

32. Minutes of the meeting on 20th June 2023

That the Minutes of the meeting held on 20th June 2023 be confirmed as a correct record.

There were no matters arising.

33. Minutes of the meeting on 19th September 2023

Professor John Adams stated that he disagreed with the accuracy of the Minutes in two respects:-

- a) Minute No. 20, Member Presentation by Professor John Adams
Professor Adams advised that this contained errors which could easily have been checked with him and corrected. He suggested a way forward would be to attach his presentation (which had been sent to Members separately, following the meeting) to the Minutes as an Appendix. Members agreed with this suggestion.
- b) His main concern, however, related to the final paragraph in Minute No. 23, Update from the Local Authority

Professor Adams commented that where it says “Professor Adams disagreed with the Chair’s rebuttal”, he had said much more than that. Professor Adams felt that his comment was perfectly reasonable. He felt that the admonishment by Councillor Jabbour, who had chaired the meeting, belittled him and was a slur.

Professor Adams proposed that either the paragraph concerned be removed or be replaced by a form of wording he could suggest. Nasr Moussa Emam seconded this.

Councillor Jabbour maintained that his response to the comment made was appropriate. His issue was that the comment was accompanied by sniggering.

A number of Faith Group Representatives said they agreed with the suggestion by Professor Adams to remove the paragraph concerned, as there is no need for it to be included. They felt that its inclusion did not serve any purpose.

The Clerk advised that Minutes are intended to provide an accurate record of the meeting. In the circumstances, if Members feel it would be best to remove that paragraph that would be reasonable.

At this stage Daniel Harry, Head of Democratic Services, joined the meeting. He advised that for any Member to be able to propose, second or vote upon any matter they have to be present in person. This is in accordance with the Council's Constitution. Therefore, it will not be possible to approve the Minutes as this meeting is not quorate.

Olivia Seymour, Professional Religious Education Adviser, commented that this is new advice. SACRE had been operating for the last year via hybrid meetings on the understanding that Members who joined remotely could play a full part in the meeting

The Head of Democratic Services agreed to look at whether the requirement referred to can be changed in the case of SACRE.

Accordingly, it was noted that consideration and approval of the Minutes of the meeting would need to be deferred until the next meeting.

The Chair suggested that, in view of the advice above, the next meeting be held in person and at 5.00 p.m. to give Teachers more time following School.

34. Minutes of the meeting of the Agreed Syllabus Conference held on 19th September 2023

The Clerk reported that, as the meeting on 19th September had been the last meeting of the Agreed Syllabus Conference, the Minutes could not be approved as such. SACRE was asked to note them.

Professor Adams said that he had still not seen any detail of the additional syllabus or price. The Professional Religious Education Adviser confirmed that costings had been provided to Members.

NOTED.

35. Declarations of Interest

There were no declarations of interest.

36. Public Participation

It was confirmed that no questions or public statements had been received.

37. Member Presentation

Hayden Cohen shared with the Committee information about his faith.

The presentation is appended to these Minutes so that it can be viewed in its entirety. An outline of some of the points made by Hayden is set out below:-

- He has just recently been appointed to the Committee as a Jewish representative; this was his second meeting.
- This is now Hebrew Year 5784.
- He was born into a very typical Jewish home in North Leeds.
- In early life he had assumed that the only form of Judaism was the one that he was brought up in – but there are many strands.
- Unlike most faiths Judaism is not just a religion, but an ethnicity – one of many.
- In addition to the large groups of Jews, there are other smaller, but culturally different ethnicities, such as Yemeni Jews and Ethiopian Jews.
- Despite differences in practice, there is far more that unites Jewish people than does not.
- He is an active part of the Harrogate Hebrew Community and has been for over 30 years. It is a lovely, strong community. Since the events of 7th October 2023, that community is more united than he can ever remember. Some 70% of British Jews have friends or family in Israel.
- He has created, hosted and produced a podcast, which focuses on the UK Jewish Community, since 2018.
- Judaism has a heavy focus on annual cycles and Hayden outlined these.

At the conclusion of his presentation, Hayden referred to a Holocaust Service being held in the New Year. If anyone would like to attend, could they please let him know by the second week in January 2024.

A number of Members thanked Hayden for his presentation.

Nasr Moussa Emam asked if he and Hayden could look at working together to reduce hatred. Hayden said he would be happy to do so.

Professor Adams felt Members should note the disagreeable attacks on Jewish people since the 7th October, which are unforgivable.

Professor Adams asked Hayden what the fundamental differences are between different strands of Judaism. Hayden said that this would take some time to talk through. Therefore, he would contact Professor Adams separately.

The Chair thanked Hayden for his presentation and asked if any other Member would consider making one. Nasr Moussa Emam said that, given the closeness to Ramadan, he would be happy to make a presentation to the April 2024 meeting and added that he would like to be included in the drafting of any advice for Schools on Ramadan. The Professional Religious Education Adviser

said that she would send last year's Guidance to Schools to Nasr to see if he wished to make any changes.

Abhijeet Kulkarni volunteered to make a presentation at the meeting following the one in April 2024.

38. North Yorkshire SACRE Annual Report

Considered –

A revised draft Annual Report prepared by Heather Russell, Senior Education Officer

Prior to consideration of this Item, the Clerk advised that he had looked at the Constitution of SACRE. As stated earlier in the meeting by the Head of Democratic Services, for Council Committees only Members who are present in person can propose or second a motion and vote. However, SACRE has its own Constitution and there is a note in it that which says *Where a SACRE meeting is held remotely, "must be present" means joining the remote meeting, rather than being physically present.*

On that basis, it could be seen that this meeting of SACRE is quorate but this will be discussed further and the position clarified for Members prior to the next meeting.

The Senior Education Adviser advised that some changes had been made to the draft previously circulated. The changes were:-

- Making the data in the graphs from the Survey more readable.
- GCSE 'A' level data had been added but the local data cannot be included at this stage, as it has not yet been published. The Senior Education Adviser stated that she had raised, at the Regional NASACRE meeting in November, the issue about the Department for Education deadline being before the data is published.
- Further details of different religions had been included.
- Reference to all faith group views having been sought has been amended.

A Member commented that he was pleased to see the bar charts but was sorry there had been no change made in Collective Worship.

A Member questioned whether the total of Secondary Schools stated in one of the bar charts is correct because, further on in the Annual Report, a different figure is quoted. The Senior Education Adviser said this will be amended.

A Member pointed out that any reference to *County Councillor* should be amended to just *Councillor*.

It was noted that there is a typographical error in the word *bi-annual*.

As the Teacher Representatives were the only group not represented in person, the Chair asked those Teacher Representatives who had joined remotely, if they were happy with the content of the Annual Report. They confirmed that they were.

It was agreed that the Annual Report be approved for submission to the Department for Education, subject a) to the minor alterations referred to above and b) clarification being received as to whether or not today's meeting is quorate but that, in any event, it be noted that all four SACRE Groups have confirmed that they are happy with the content therein.

39. Update by the Professional Religious Education Adviser

Considered –

A report by the Professional Religious Education Adviser, Olivia Seymour, informing Members of work undertaken since the last meeting, together with local and national updates regarding Religious Education.

The report provided details on the following issues:-

- Primary RE Networks Autumn 2023
- North Yorkshire Council Literary Networks Training
- SACRE Newsletter
- National Content Standard
- OFSTED Annual Report

The Professional Religious Education Adviser highlighted the following:-

- The RE Networks take a different religious world view and look at how we can support the Agreed Syllabus.
- The National Content Standard is a significant document – it will provide a non-statutory benchmark for syllabus providers and other bodies to evaluate their work. A number of *deep dives* are being undertaken and the outcomes will be shared with SACRE
- The OFSTED Annual Report is critical of Religious Education in Schools, which it has found to be generally poor. NASACRE has written to Chairs of SACREs about this and have said they are ready to support SACREs in consideration of the report at its meetings.

A Member commented that the OFSTED Report is damning.

NOTED.

40. Agreed Syllabus Conference Update

Considered –

A verbal update by the Professional Religious Education Adviser.

The Professional Religious Education Adviser updated the Committee as follows:-

- The date for the launch has been confirmed – 14th June 2024
- Resources will start to be put together in January 2024
- The intention is to have a number of stalls at the Launch Day – if Members know anyone who might be interested in having a stall, please contact her
- The venue will be The Pavilions of Harrogate.

In response to a question from the Chair, the Professional Religious Education Adviser said that Group A Members could assist with things such as updating the Visitor Guide to include Schools that accept a visit and signposting to good quality resources for Schools.

Nasr Moussa Emam said he will send through a copy of a document that will be useful. Abhijeet Kulkarni indicated that he would be happy to help and asked what the process would be if further revisions were required. The Professional Religious Education Adviser said that she would check, but, essentially, SACRE is free to make it what it wants it to be.

In response to a question, about what was expected from Local Authority Members of SACRE, she confirmed that there are no specific requirements, but that it would be helpful if Local Authority Members could provide quotes as to why RE is important to them. It is likely that she will seek contributions from the Local Authority Members between times, as required. It would be helpful if they could be visible at the Launch Event.

NOTED.

41. Update by the Local Authority

Considered –

A report by the Principal Adviser, Monitoring, which updated Members on developments on the following:-

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

The Principal Adviser, Monitoring, highlighted the following:-

- As soon as further information is received on the intended content of the Launch Event from RE Today, it will go live on the NYES booking system for Schools to register.
- She has changed the format of the references to Religious Education and Collective Worship contained in OFSTED Inspections and included the name of the School, which it is hoped Members will find helpful. Not every School inspected receives comments on these aspects, however.

A Member referred to paragraph 3.3 of the report which refers to Israel and Palestine. This can be contentious. Israel and Gaza, or Middle East, would be better. The Principal Adviser, Monitoring, confirmed she would be happy to change this.

The subject of visits to Schools by SACRE Members was raised. The Chair felt that, given the pressures on Schools, now would not be a good time. She and the Senior Education Adviser had drafted a form that could be used by Members to rate a School's website online. This will be shared with Members at the next meeting.

The Principal Adviser, Monitoring, commented that this would help the Committee to achieve Objective 2 in its Development Plan - *To monitor the effective teaching of RE throughout the Local Authority and explore ways to*

model best practice in RE - in a more manageable way, given the scale of North Yorkshire.

A Member suggested that the exercise would be better if it was carried out in pairs.

NOTED.

42. NASACRE Virtual Training

This Item had been suggested by the Senior Education Adviser to remind Members about the NASACRE Virtual Training Programme and to provide Members and officers who have attended any of the training with the opportunity to feedback on how useful they had found it.

Members were advised that they can view previous sessions via the NASACRE website. The Clerk will share the link.

A number of Members and officers commented on the training they had attended which, in each case, had been useful.

Whilst not directly related to the Virtual Training, the Professional Religious Education Adviser suggested that further Guidance on Collective Worship would be helpful. This had been expected nationally but is now thought to be unlikely. Following the Agreed Syllabus, this will be the next major piece of work for SACRE

NOTED.

43. Work Programme

Considered –

The latest rolling Work Programme.

The Clerk advised that the Work Programme, as it currently stands, expires at the next meeting in April 2024. Therefore, at that, or the following meeting, an updated Work Programme will be circulated for consideration.

NOTED.

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

There was none. The Chair wished everyone all the best for the forthcoming holiday period.

45. Next Meeting – Tuesday 9th April 2024 at 5.00 p.m.

As mentioned in Minute No. 33, above, the meeting will commence at 5.00 p.m. - one hour later than originally scheduled and will be held in person.

UPDATE: The meeting will, in fact, be held at the usual time of 4.00 p.m. and will be hybrid.

The meeting concluded at 6.05 p.m.

PD

Presentation by Hayden Cohen

Thank you North Yorkshire SACRE, the chair and the committee. For those of you who don't know me yet, I'm Hayden Cohen and am the new Jewish representative. I've been given 10 minutes to speak about Judaism and my connection to it. It is currently the Hebrew Year 5784 so that is quite a lot to cover in 10 minutes.

I grew up in a very typical Jewish home in North Leeds with two very loving parents. Every Friday night my mum would light the candles to bring spiritual light into our home and my dad would make kiddush on the wine and we'd have two braided breads called Challah (braided to show intertwining love and strength) and two to remember that double portions of manna fell from heaven on a Friday whilst the Hebrews were wandering in the desert. We then had traditional chicken soup and kneidlach (dumplings).

Until my later involvement in Limmud: an educational organisation that's kind of a cross between TED Talks and Glastonbury, I thought this was exclusively Judaism. Then I started to learn more and discover I was only but one strand from a rich history of diverse Jewish thought and practice. I began to ask the question who and what is the Jewish community? Unlike most other faiths, Judaism is not only a religion but also an ethnicity. Not just one ethnicity but multiple. Unlike most faiths, you can be Jewish and not practise. Indeed in John's presentation about Humanism at the last SACRE meeting, multiple patrons of Humanism UK are Jewish. David Baddiel's Twitter bio merely reads "Jew".

The prevailing Jewish ethnicity you see on films and TV shows is Ashkenazi. It's white presenting with roots for the past thousand years in Eastern Europe.

The other large group is Sephardi who have a Spanish and Portuguese tradition. The third group is Mizrahi which are those who remained in the Middle East. There are other smaller but culturally different ethnicities such as Yemeni Jews who have their own traditions and even smaller ones still like Ethiopian.

Whilst these are very disparate groups in some ways with some distinct differences there's far more that unites us in our practice. It is also worth mentioning that specifically Ashkenazi practice has a variety of denominations with very varied approaches to the application of Jewish Law.

It was a desire to learn more of this law that saw me attempt an activity called Daf Yomi. It's a relatively new tradition where Jews across the globe try to read the entirety of the Talmud, two pages a day for seven years. I lasted the first three months which focussed on figuring out when it can be classified as night time for praying purposes. I think it is for intellects much loftier than mine.

I went to the only Jewish primary school in Leeds and from six years old started attending my second home of Harrogate Synagogue. As an only child with parents both only children and all my grandparents unfortunately dying before I was 5, it was like having a few dozen extra grandparents.

Amongst them were many Holocaust survivors. Children of the Kindertransport, a Windermere child, Arek Hersh, who I've heard tell his story of escaping 6 camps on many occasions. Survivors were an ever present part of my childhood in Harrogate. I remembered every Shabbat as a kid, I'd get bored and wander into the function room where I saw one of those survivors sneak a bit of cake and a few pretzels which were reserved for the community to eat after the service. He put his finger to his lips and I always kept his secret. Even now, I will not tell anyone who it was.

I've been an active part of the Harrogate Hebrew Congregation for over 30 years including last Sunday where I compered a 100 person strong chanukah party which was a lot of fun. It's a lovely warm small community and has been my second home. A place of personal comfort, warmth and connection to my Judaism.

I do want to briefly mention how the Jewish community has been feeling since October 7th. There is an adage that with two Jews comes three opinions and yet in these past couple of months we've been more united than I can ever remember. As antisemitic attacks and hate speech have increased so has synagogue attendance and engagement in community activities. I could easily talk about the conflict for hours however for now, I will keep it to this. With over 70% of British Jews with friends or family in Israel and over 90% having been to Israel at least once, the Jewish community is hurting. Any and all kindness is very much appreciated and may peace come swiftly.

I created, host and produce The Bagel Podcast which focuses on the UK Jewish Community since 2018 as well as being a writer, performance poet and funnyman with lots of Jewish themes. I was a Jewish sunday school teacher when I was in London. I've led lots of Jewish youth groups including at American summer camp. These are certainly stories for another day.

Judaism is monotheistic with a heavy focus on annual cycles. The Hebrew Calendar corresponds with the lunar cycle which is very similar to the Islamic calendar with the addition of a leap month. This ensures that our festivals are never more than a few weeks out from the Gregorian calendar. Also to note that all festivals and shabbat (bar some minor fast days) go from sundown to sundown.

Rosh Hashanah (literally translated as Head of the Year) is the Day of Judgement when we pray to G-d to be written into the Book of Life. We dip an apple in honey. The apple to signify the cycle of the year and the honey so we have a sweet year. Extending this out there are some people (myself included when we have the wherewithal to plan it) who enjoy pun based food combinations such as a grape on a piece of lettuce: Let-us have a grape year ahead. I adore food and wordplay so this is great.

The ten days of penitence following Rosh Hashanah lead us to Yom Kippur, the Day of Atonement. It's the holiest day of the year where those who are physically able to do so, fast for 25 hours whilst asking G-d to be sealed in the book of life. Some may think it strange, but I think it may be my favourite festival as it's a rare opportunity to reflect on the past year with both individual and communal prayer.

A few days after Yom Kippur we have Sukkot: Tabernacles. Originally designed for a more Mediterranean climate, we sit in a sukkah which for the most part are wooden huts outside with leaves for roofs so that we can see the stars. We shake a lulav and etrog (three types of branches and a pretty foul tasting citrus fruit) around us to signify the four types of Jewish people. In the UK it's predominantly more religious people who have a sukkah, but in Israel they are as ubiquitous as a Christmas tree is here.

The day after Sukkot is Simchat Torah where we celebrate the end of the cycle of reading from the Torah (what you may call the Old Testament and what I just call the testament) and restart again from the beginning. It's usually quite a large celebration and I feel this makes the larger point that Jews value the written word and more importantly engagement and debate with the Torah as integral to the faith.

Thankfully there is a bit of gap to the next festival of Chanukah which is actually today. It marks attempts by the Seleucid Greek King Antiochus IV to destroy Judaism. The most famous example of this is that his army destroyed all the oil with which the

Jews used to light their menorah in the temple. The miracle is that the Maccabees (the Jewish army) found one tiny bit of oil only enough for one night but it lasted for eight. To celebrate we now have oily foods such as donuts and hash browns. It is the festival of lights and one of rededication to the faith. I did want to light the menorah today, but whilst the Maccabees, in the first reported instance of guerilla warfare defeated the Greek army, I alas, could not defeat the North Yorkshire Council's Health and Safety Manager. Better luck next time.

In March time there is Purim where a man named Haman tried to kill the Jews, but failed, we wear fancy dress to celebrate and eat a pastry called hamantaschen (Haman's Hat) traditionally filled with poppy seed. I can confirm that his hat is very tasty indeed. I rehearsed this presentation last night with my wife who argued that it's not his hat, it's his ear and thus we had a lengthy google rabbit hole dive and extensive heated discussion about it. Now that is a prime example of the Jewish experience. We also enjoy being involved in an annual party at the synagogue.

Next up is Passover, Pesach. It's the story of the Exodus, 10 plagues etc and we can't eat leavened food for the eight days. On the first two nights Jewish families have a Seder night where we go through the story and additional commentaries, have a big meal and drink four glasses of wine whilst leaning to indicate our freedom from slavery. The leaning becomes more pronounced as each glass of wine is drunk. Not for any religious reason, but who wouldn't be leaning after four glasses of wine in one night? Seder night is relatively unique in that rather than being led by a rabbi or a communal leader, most families will host their own together (there are communal seders for those for whom this would be an issue).

The final festival I'm going to discuss today is Shavuot literally translated as weeks as it is seven weeks after Passover marked by the counting of the Omer and with it the revelation of the Torah to the Israelites at Sinai. In some traditions they learn all throughout the night. We eat cheesecake and every year we ask a rabbi why and every year we forget.

So that's my presentation which overlooked about 99.9% of Judaism. Please let me know if you have any questions and if I don't know the answer, I know plenty of rabbis who do! Thank You.

This page is intentionally left blank

Reminders and updates for members on the updated Agreed Syllabus

An overview of updates and resources provided for schools. These are also built into the launch event. The syllabus will be a digital resource.

Updates from Model A that will be built in to the new syllabus:

- Updated EYFS outcomes, in line with 2024 EYFS Profile
- Guidance on curriculum design
- Guidance on idea of worldviews (in line with CoRE - institutional/personal)
- Additional questions:
 - L2.5a How do people from religious and non-religious communities celebrate key festivals? (multidisciplinary approach)
 - L2.10 How do family life and festivals show what matters to Jewish people?
 - U2.9 What can be done to reduce racism? Can religion help?
 - U2.10 Green religion? How and why should religious communities do more to care for the Earth?
- 3 systematic units for KS3:
 - 3.13 The Buddha: how and why do his experiences and teachings have meaning for people today?
 - 3.14: What is it like to be a Muslim teenager in the UK today?
 - 3.15 How are Sikh teachings on equality and service put into practice today?
 - Systematic unit of study for Hinduism at KS1
 - Systematic unit of study on Non-religious worldviews unit KS2
- Expanded SEND guidance
- Revised and rewritten guidance on assessment
- Local demographic information

Appendices on:

- cultural capital
- creating a coherent curriculum
- types of knowledge (in line with Ofsted Subject Review - substantive knowledge, ways of knowing, personal knowledge)
- introduction to knowledge organisers
- keywords and core concepts
- descriptions of achievement for pupils with SEND working below national curriculum outcomes
- planning RE in special school settings

Online support including:

- Examples of Knowledge organisers
- Sample long-term plans
- Guidance on religious and non-religious worldviews (religions guide, do's and don'ts etc)

Introductory pages of the Syllabus and NYC appendices

- Introductory pages.
 - Foreword by the Chair of NYC SACRE and LA representation
 - Information about SACRE and its members
 - Quotes from SACRE members on the importance of RE
- Appendices. These are materials as a SACRE in addition to what the syllabus provides.

- Updated Visits and visitors guidance and information
- Update to one minute guide to RE
- Further details on the census information
- An outline of resources for a range of religions and worldviews (building on information shared in RE networks over the last year)

Launch Event

The Launch will take place on Friday 14th June at Pavillions Harrogate (flier attached)
Bookings are now live for schools. We would encourage SACRE members to put the date in their diary and attend for all or part of the day if possible.

The day provides a great opportunity for members to engage with schools. We would encourage members to arrive from 8.45am in order to chat informally with delegates as they arrive. There will also be opportunity to engage informally with delegates during the refreshment and lunch breaks.

Members are welcome to attend all of the sessions to support their understanding the RE curriculum and its implementation in our schools.

During the introduction at the beginning of the day we will introduce SACRE and its role. SACRE members in attendance will be formally introduced at this point so that delegates know who they are.

Brief Outline of the day:

(From 11.45/12 Primary and secondary split into groups)

9.15-10.45 Session 1: The RE Syllabus renewed, introduced and explored: creative and ambitious RE for all.

11.15-12.45 Session 2: Teaching and learning to enable progress: planning the curriculum for good learning for all. Practical examples

1.45-3.15 Session 3: Progress in RE for every pupil: rich knowledge, growing vocabulary and clear sequences of learning. Using the assessment arrangements and resources.

Stalls:

We have the opportunity to host a small number of resource and school speaker stalls for the event.

Those approached so far are:

Starbeck Education [Contact Information | Starbeck Education](#) (confirmed)

Humanists UK (seeking local speakers and keen to attend)

Yesmien Bagh Ali www.amaali.co.uk (confirmed)

Ripon Cathedral School visits team

We would like to represent local school speakers / places of worship and resources. Please do speak to Olivia Seymour about other suggestions.



14/06/2024 09:30 - 15:30

Title: The Launch of the New North Yorkshire SACRE Agreed Syllabus for RE, 2024-2029

Venue: Pavilions of Harrogate (Please - report to reception on arrival), Pavilions of Harrogate, Great Yorkshire Showground, Harrogate, North Yorkshire, HG2 8NZ

Trainer: RE Today

NYES School Improvement & Early Years

The Launch of the New North Yorkshire SACRE Agreed Syllabus for RE, 2024-2029

Introducing the renewed Religious Education agreed syllabus for primary and secondary schools

Outline

A balance of practical ideas and inspiration.

Aims of the day include:

- To introduce the revised North Yorkshire Agreed Syllabus for RE, with its clarity, rigour, and inspiring support materials
- To provide practical support and guidance to schools in planning creative, challenging and thoughtful RE to increase pupils' knowledge and understanding, as well as their personal development
- To give teachers confidence when planning and delivering great RE lessons, and in dealing with core concepts in religions, deepening subject knowledge and skills in RE
- To model examples of thoughtful RE teaching, challenging all pupils and promoting deeper thinking

Session 1: The RE Syllabus renewed, introduced and explored: creative and ambitious RE for all. This session will consider the place, purpose and value of RE for pupils, highlighting the developments and opportunities in the new syllabus. It will demonstrate how to use the syllabus to plan and teach engaging, thoughtful RE.

Session 2: Teaching and learning to enable progress: planning the curriculum for good learning for all. Practical examples

This session will offer examples of excellent teaching and learning ideas, based on the syllabus, with a focus on creative strategies that enable pupils to recall their learning.

Session 3: Progress in RE for every pupil: rich knowledge, growing vocabulary and clear sequences of learning. Using the assessment arrangements and resources.

This session will look at setting high standard with the new syllabus. It will explore more teaching and learning ideas, connecting them with methods of assessment, providing examples of ways to enable pupils to make good progress in RE.

NOTE: Primary and secondary teachers will be together for the first half of the day. Halfway through session 2, secondary teachers will move to a separate room for a session.

Description

Why do you need this CPD day?

This one-day conference will introduce Primary and Secondary teachers and RE subject leaders to the renewed North Yorkshire SACRE Agreed Syllabus for RE. It will focus on practical classroom ideas and strategies, including for the new units, enabling teachers to get to grips with the new digital syllabus and find out how to apply and use it successfully in their schools. It will be led by the RE Today Adviser Team, who have written the syllabus. They have nationwide reputation for practicality and excellence in RE CPD.

All supporting materials will be explained and a course pack with sample documentation and guidance will be provided to all delegates.

Cost inclusive of refreshments and lunch.

Secondary and Primary RE Leaders and Headteachers in LA Maintained Community, Foundation and Voluntary Controlled schools would find it beneficial to attend as part of their requirements to follow the Agreed Syllabus. Academies and Independent Schools within North Yorkshire will also find the course beneficial to their practice. It will also be valuable for governors to find out about and explore best practice in RE.

Outcome

Delegates should leave with an in depth knowledge of the new North Yorkshire SACRE Agreed Syllabus for RE. In addition, delegates will be able to learn from best practice led by nationally recognised experts and will leave with a delegate's pack for supporting with implementation back in school.

Booking Information

The electronic syllabus will be made available through the SACRE Agreed Syllabus for RE, 2024-2029 Resource Page on NYES. There is a charge to Academies to receive access, this will be automatically added to your site basket on NYES at £125. Once purchased access will be granted.

This will take place following the conference.

Customers will be provided with tea/coffee on arrival, mid-morning and mid-afternoon. Lunch will be provided.

Please note the advertised time is the time that the event is due to start – refreshments will be available from 30 mins prior to this time.

We recommend that you book your place on this event as soon as possible to ensure a place is available, and so that suitable resources and any special dietary requirements can be provided for you.

If you have any questions, please call 01609 798864 or email schoolimprovementservice@northyorks.gov.uk

Programme

14/06/2024 09:30 - 15:30

Title: The Launch of the New North Yorkshire SACRE Agreed Syllabus for RE, 2024-2029
Venue: Pavilions of Harrogate (Please / report to reception on arrival), Pavilions of Harrogate, Great Yorkshire Showground, Harrogate, North Yorkshire, HG2 8NZ
Trainer: RE Today, .

Code: SI-0624-T034 (RE)

Price per delegate:
From £0.00 to £150.00

Sign up deadline: N/A

This page is intentionally left blank

North Yorkshire SACRE monitoring school standards

Legal context of RE in North Yorkshire Schools

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE **for all registered pupils at the school** (from foundation stage to sixth form), *except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. The DfE have confirmed that, **“the duty to teach RE to all pupils means that it must be taught to each year group”**.

Likewise, the funding agreement for academies requires that RE be taught **to all pupils**. See p15ff in the model funding agreement. Note the references to **‘all pupils at the academy’**. As above, the DfE have confirmed that “all pupils” naturally includes pupils in all year groups including foundation stage and years 10 and 11

“It is also the case that, if a school is required by the agreed syllabus to teach a RS qualification at key stage 4 and enters its pupils for this at the end of Year 10, it should still be teaching RE in Year 11. Otherwise, it does not meet the duty to provide RE as part of its curriculum to ‘all registered pupils at the school’”

Page 31



SACREs: Statutory responsibilities

An effective SACRE should:

- monitor the provision and quality of agreed syllabus RE and of CW in order to provide targeted advice and support on teaching agreed syllabus RE
- advise the LA on the provision of training for teachers
- consider complaints about RE and CW referred to them by their LA
- consider whether changes need to be made to the agreed syllabus, in partnership with the LA
- offer advice to the LA in respect of the agreed syllabus and its implementation

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

Sources:

- [Maintained Schools: The School Information \(England\) \(Amendment\) Regulations 2016](#)
- [Academy and Free Schools](#)



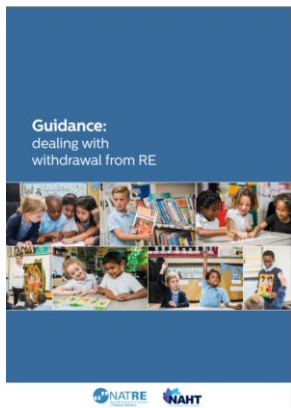
About SACREs
May 2015
www.nasacre.org.uk

nasacre  supporting
strengthening
promoting

OFFICIAL

Agenda Item 9

North Yorkshire SACRE monitoring school standards



Parental right of withdrawal from RE

This was first granted in 1944 when curricular RE was called '*Religious Instruction*' and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad and exploring a range of religious and non-religious worldviews.

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE.

This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation.

Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE, and can do so without giving any explanation.

SACRE's role in monitoring standards

What activities might we undertake?

Looking at the school website **

Looking at the school RE policy

Talking to Headteacher and subject leader on a visit

What questions might we ask?

For Primary Schools:

Do all pupils participate in RE in all year groups?

Have there been any parental requests to withdraw their children from RE? how can SACRE support the school with advice on this?

For secondary schools:

Do all pupils participate in RE in all year groups?

How is RE organized in KS4? Do all pupils follow an accredited course?

If not all pupils follow an accredited course how does the school ensure all pupils have RE on their timetable?

Have there been any parental requests to withdraw their children from RE? how can SACRE support the school with advice on this?

North Yorkshire SACRE monitoring school standards

North Yorkshire SACRE school website proforma

1. School contact details and information

Name and Type of School (e.g community/academy/ VC)	Name of Head / Principal
Staff List – <i>is there an RE lead? who is this?</i>	
Is there information on how parents / members of the public can find out more about the school curriculum including RE? (e.g. Email for queries from parents and members of the public)	
Is there a school policy that includes a statement about RE and parents right to withdraw?	

2. RE Curriculum

<p>Content of curriculum in each academic year including RE? <i>Does the school reference the ‘intent’ for RE in their school or give an overview of what RE is about in their school?</i> <i>Does the school include an overview of what the RE curriculum is for each year group (bespoke to the school)?</i> <i>Is there reference to the Agreed Syllabus or other statutory document?</i></p>
--

North Yorkshire SACRE monitoring school standards

<i>Is there any mention of RE outside of the classroom – visits, visitors etc?</i>	
<i>Calendar/Diary – Any RE events shown?</i>	
<i>Social Media links</i>	

3. SMSC / British Values

<p>Is there a published statement <i>Is there any reference to spiritual, moral, social, and cultural development?</i> <i>Is there any reference to Fundamental British Values as part of spiritual, moral, social cultural education or contributed to by RE?</i></p>

North Yorkshire SACRE monitoring school standards

--

4. Secondary Only

KS4 - does it indicate RE as a GCSE course? Which Board?	KS4 - Is there a non-examination RE course offered?	KS5 - does it indicate RE as an A level course? Which Board?	KS5- Is there a non-examination RE course offered?

Exam and assessment results KS4 and 6th Form (if relevant) RE Exam results - Secondary only.

KS4	6 th Form

Web search completed by:

Name	Date

You may find it easier use the search function on the website to search for key words if you cannot find specific sections easily.

North Yorkshire SACRE monitoring school standards

Once you have completed the information above please highlight the statements below in terms of best fit on the information you have gathered

Guidance for teacher members on SACREs for making judgements about RE on primary school websites:

Exceptional practice	Green (good or better RE)	Amber (unclear as to the quality of RE)	Red (concerns as to whether RE is being taught)
Excellent levels of detail on RE curriculum plans, which may include additional information about what will happen in RE lessons. You may also see reference to skills being taught and how it builds on prior learning.	The level of detail published on the RE curriculum plans for each year group is at least comparable to that for foundation subjects such as History and Geography (even if the subject is called something else)	The level of detail published on the RE curriculum is not comparable to that for foundation subjects such as History and Geography	The curriculum map does not give the reader a clear indication of what will be taught. For example, A list of religions or belief is provided with no indication about the content of the study
There is a clear and detailed statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow.	The school includes a statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow	There is no reference to the syllabus followed	There is no reference to the syllabus followed
RE features regularly on the website and may include photos of learning, visits and visitors, parent views and pupil feedback.	There are regular references to RE on the website	There is a little reference to RE on the website	There is no reference to RE on the website
There is a clear and detailed explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is a clear explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is little reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is no reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.
A very clear and detailed statement of the aim, purpose or intent of RE.	A clear statement of the aim, purpose or intent of RE.	The aim, purpose or intent of RE is unclear.	There is no statement of the aim, purpose or intent of RE.
It is very easy to discover how parents or other members of the public can find out more about the RE curriculum the school is following.	It is easy to discover how parents or other members of the public can find out more about the curriculum the school is following.	It is difficult for parents to navigate the website to find out more about the curriculum the school is following.	It is impossible for parents or other members of the public to find out more about the curriculum the school is following.
There is a discrete policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website but no statement of the aims of the subject aims and/or the right to withdraw.	There is no policy for RE on the website
Action: Send a congratulatory letter to the school on their excellent RE.	Action: Send a letter of congratulations and support for the good RE in the school.	Action: Send a letter of mild concern and support.	Action: Send a letter of serious concern. State SACRE's statutory duty and the school's need to be compliant with the law which states that all pupils in England must receive Religious Education.

This work was inspired by an activity conducted by Bristol SACRE



North Yorkshire Council

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

April 2024

Update from Professional RE Adviser

1.0 Purpose of the Report

To inform Members on work undertaken by the Professional RE Adviser since the last SACRE meeting.

To provide members with local and national updates on RE

2.0 Teacher Training Spring 2024

2.1 2 Primary RE Networks in the spring term were attended by 16 RE subject leaders and Headteachers. The network focussed on Engaging in Sacred Text and Story in Religious Education

Feedback from teachers in the networks:

- This is excellent. I would like advice on age-appropriate versions of sacred texts.
- This is also applicable to other areas of the curriculum.
- This is a really useful slide for staff and me who often need a bank of ideas to use.
- This is really helpful - and no doubt took much work!
- This will provide such an interesting challenge for the older children and really supports the 'reading to learn' aspect of the reading curriculum. We certainly don't do enough of this.
- This has been excellent - it is all useful and I will definitely be using this in UKS2.
- Lots of useful resources to help with supporting reading in RE.
- Thank you very much. Very much appreciated and useful.
- I think the ways in which you can explore a religious text in the classroom and the resources you can use has been useful.
- I feel really empowered today, thank you!
- I found the slides about behind/within/in front of the text interesting and definitely something I will take back to the classroom.

2.2 The new to RE Subject Leadership course ran over 2 half day sessions in February 2024 attended by 5 delegates. The training focussed on curriculum, subject knowledge, assessment and monitoring and evaluation.

Feedback from teachers:

- I am getting more confident with the progression throughout school.
- Thanks, really very useful to help me start the leadership role.
- Thank you, very helping in thinking about how I am planning the LTP and ensuring both substantive and disciplinary knowledge.
- Priority to look at the LTP and create a progressive plan throughout the school. We are going to wait until the launch in June to fully address this, but I am keen to look at the units and ensure coverage.
- thanks for today I have written loads of notes that will help us.
- Thanks very much, both sessions have been most useful. Being new to RE leadership I now feel ready to tackle it! LTP will be re-jigged by the end of this school year, and I am going to audit our resources in the next few weeks.

3.0 NYC Literacy Networks

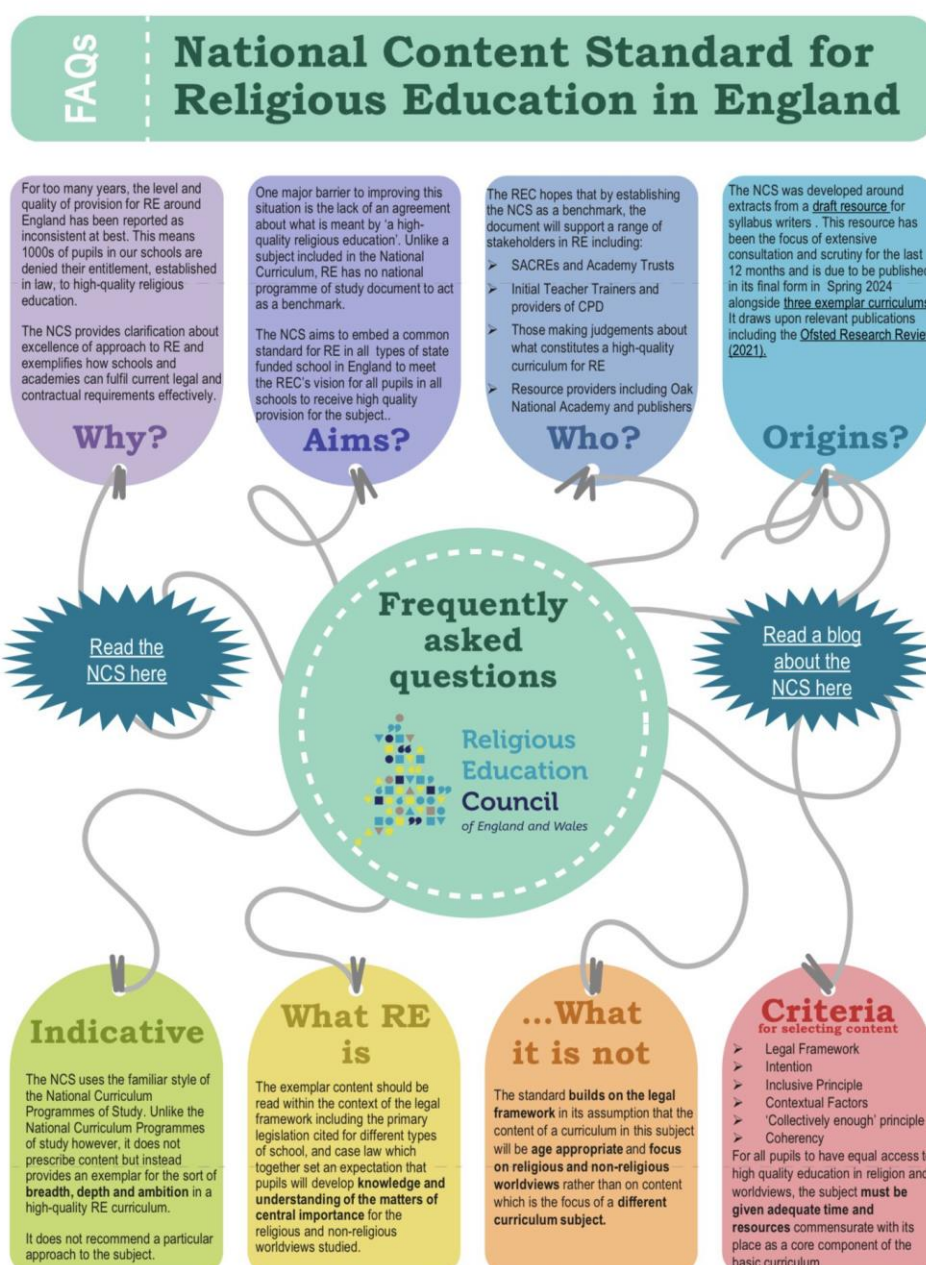
A second short input was delivered to Literacy leads at 2 NYC networks this term. The focus was talk in the RE classroom. This again provided an opportunity to highlight the work of SACRE and the Primary RE Networks.

4.0 SACRE Newsletter

The spring term newsletter went out to schools in January and a copy is attached. The summer term newsletter will go out in April and any contributions from members would be gratefully received.

5.0 National Content Standard

Following on from the information shared in my last report, members might find the following FAQs on the National Standard helpful.



A copy of the document can be downloaded here: [National Content Standard – 1st Edition – 2023 – REC \(religiouseducationcouncil.org.uk\)](https://www.religiouseducationcouncil.org.uk/national-content-standard-1st-edition-2023-REC)

6.0 House of Lords Debate Quality of Religious Education

"It is the right of every child to receive a well-rounded, comprehensive and high-quality religious education." "It is mandatory now, and there are no plans to change this."

It is not often that we can so whole-heartedly support the words of a government minister, but this is directly quoting Parliamentary Under Secretary of State for Education, Baroness Barran, in the House of Lords yesterday.

If you missed it, Religious Education was in the spotlight yesterday as the Lords debated standards in RE in the Grand Committee. NATRE worked with the RE Policy Unit to help brief several peers who offered to speak in this debate proposed by Lord Harries of Pentregarth.

In his contribution, Lord Harries of Pentregarth raised concerns about schools' poor quality of religious education (RE) and quoted data collected by NATRE. He also referenced the damning 2023 HMCI Annual Ofsted report from Amanda Spielman, where RE was described as "poor quality" and "not fit for purpose". Ofsted suggested, he said, that RE was "undervalued" and often considered as an "afterthought" by schools and the "lack of clarity and support" from the Government made schools' job "harder".

The peer criticized the lack of government support, citing the survey conducted by NASACRE in August 2023, which found that five authorities declared no spending on RE at all, and a further 34—39 in all, or 31%—stated they did not spend any money supporting RE in schools.

Lord Harries closed his remarks by calling for a National Plan for RE, including a benchmark for the curriculum. He made a list of matters for inclusion in this National Plan.

1. it should include a budgetary provision at least comparable to that received for other subjects such as music;

- the plan should include a benchmark for what is expected from the syllabus,
- that what happens locally should be judged by this benchmark;
- that RE should be taught by people who have qualifications in the subject and who are given regular opportunities to enhance their professional skills,
- that more bursaries and more money for enhanced professional training should be made available to this end.

Responding to the Government, Baroness Barran – parliamentary under-secretary of state for Education, commended Lord Harries for initiating the debate on religious education (RE) and said she appreciated the insightful contributions from other speakers. She highlighted the importance of high-quality RE in a society with a changing religious demographic, emphasising its role in developing children's knowledge, understanding, and tolerance of religious and non-religious beliefs.

Baroness Barran addressed the unique nature of RE, which contributed, she said, to personal, social and academic benefits, fostering respect and providing opportunities for exploring questions of belief, values, and morality. She acknowledged the significant shift in the religious demographic, as Lord Warner and Lady Meacher highlighted, and stressed the importance of adapting to this diversity.

Regarding teacher recruitment and retention, Baroness Barran outlined the Government's efforts to transform teacher training and recruit specialists in RE. Introducing a £10,000

bursary for RE trainee teachers in the 2024-25 academic year aims to incentivise more applicants. She also mentioned subject knowledge enhancement courses and the need for teachers to feel supported in handling sensitive content. She explained the poor recruitment for this year's RE initial teacher education (44%) by saying that the Government had increased the target by around the same amount. This failed to acknowledge that her Government had inexplicably cut the target a few years ago, and the target had been restored to previous levels due to the apparent undersupply of secondary RE teachers.

Responding to concerns raised by various speakers, Baroness Barran affirmed that non-religious worldviews are already 'an integral' part of the religious studies GCSE and A-level subject content. This statement could easily have been misunderstood because that content does not include a non-religious worldview, such as Humanism, at the same level as the content specified for religions. **This BBC Article** from 2015 records the level of support for a Humanism Annex and that it was refused. We did, however, spot a helpful shift in the right direction about non-religious worldviews. In a debate last year, the Baroness rejected calls to change the law to ensure non-religious worldviews were taught in schools. The response was that schools already **may** include them in the RE curriculum. In this speech, however, she acknowledged the recent court rulings that have made it clear that religious education should include teaching non-religious worldviews. NATRE's oft-repeated view is that they **MUST** be included, and most Agreed Syllabus Conference appear to agree.

The Baroness emphasised the Government's commitment to local determination of Religious Education. Still, she failed to mention that over half of pupils in England are now educated in Academies where the locally determined Agreed Syllabus does not apply. However, she did welcome the work that the Religious Education Council has done to assist curriculum developers by publishing its National Content Standard for Religious Education in England. She explained it is not a curriculum in itself. Still, because it did not specify the content that schools should teach, it provided a non-statutory benchmark against which syllabus providers and others can choose to inform or evaluate their work.

Regarding schools' compliance with their duty to teach RE, Baroness Barran noted that schools not teaching RE are acting unlawfully, and concerns can be raised through the complaints procedure and escalated to the department if necessary. NATRE has tested this process with both Community schools and an Academy, and it took almost two years. Given the number of secondary schools that our data analysis suggests are non-compliant is around 500, this advice is not something we can recommend. However, the campaign will continue.

Read the hour-long detail in full here: **[Religious Education in Schools - Hansard - UK Parliament](#)**

Listen via Parliament TV **[Parliamentlive.tv - Lords Grand Committee](#)**

7.0 Institute for Jewish Policy Research - National Jewish Identity Survey

This landmark study provides a detailed and updated profile of how British Jews understand and live their Jewish lives. It is based on JPR's National Jewish Identity Survey, conducted in November-December 2022 among nearly 5,000 members of the **[JPR research panel](#)**. It is the largest survey of its kind and the most comprehensive study of Jewish identity to date.

The report, written by Dr David Graham and Dr Jonathan Boyd, covers a variety of key themes in contemporary Jewish life, including religious belief and affiliation, Jewish education and cultural consumption, Jewish ethnicity, Zionism and attachment to Israel, antisemitism, charitable giving and volunteering, and the relationship between community engagement and happiness.

The full report can be downloaded here [Jews in the UK today: Key findings from the JPR National Jewish Identity Survey | JPR](#) A video summary can be found here: [Who are Jews in the UK today? \(youtube.com\)](#)

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

19/03//2024

Report Author: Olivia Seymour

Background documents: SACRE Newsletter

This page is intentionally left blank

North Yorkshire SACRE Newsletter

**School Improvement and Early Years' Service
January 2024**

PLEASE PASS ON TO YOUR RE SUBJECT LEAD AND COLLECTIVE WORSHIP LEAD

Welcome to the Spring 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, collective worship 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://cyps.northyorks.gov.uk/religious-education-re> You can find out more about collective worship in North Yorkshire schools here: <https://cyps.northyorks.gov.uk/collective-worship>

This year NYC is again 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. There will also be a subject leadership course for new and developing RE leads in Primary Schools. Details of all the upcoming networks and courses are below

Termly Primary RE Networks	Date	Online Code	Start	End
Primary Religious Education (RE) Spring Network Subject knowledge focus: Engaging with text and story in RE	06/03/2024	SI-0324-T010	09:30	11:30
Primary Religious Education (RE) Spring Network Subject knowledge focus: Engaging with text and story in RE	19/03/2024	SI-0324-T011	13:30	15:30
Primary Religious Education (RE) Summer Network Subject knowledge focus: Implementing the NYC Agreed Syllabus	01/07/2024	SI-0724-T002	13:30	15:30
Primary Religious Education (RE) Summer Network Subject knowledge focus: Implementing the NYC Agreed Syllabus	04/07/2024	SI-0724-T003	09:30	11:30
Primary RE Leadership Course	Date	Online Code	Start	End
Session 1	07/02/2024	SI-0224-T002	09:30	12:00
Session 2	26/02/2024	SI-0224-T002	13:00	15:30

Bookings can be made through [NYES Info](#) .

If any assistance with this is required you can contact nyes@northyorks.gov.uk or telephone 01609 533 222. If you have any further questions or queries relating to the courses you can contact Schoolimprovementservice@northyorks.gov.uk or telephone 01609 79 88 64.

Locally Agreed Syllabus Launch – Booking information

SACRE has completed its Agreed Syllabus Conference and made a decision to update the current syllabus for launch in the summer term of 2024. The syllabus will be launched on **Friday 14th June 2024** with a full day training event in Harrogate led by North Yorkshire SACRE in partnership with national RE advisers Fiona Moss and Stephen Pett. An online booking link will be available to schools soon.

Holocaust Memorial Day 2024 – Resources from Holocaust Learning UK



Holocaust Learning UK offers schools a unique array of films, tailor-made for secondary school students.

The films feature many Holocaust survivors and each tells a very different story. The films include hitherto unseen survivor testimony, archive historical footage and a cast of student actors to foster an understanding of the Holocaust, both its historical importance and its contemporary relevance.

For 2024 Holocaust Learning UK are offering two films for school assemblies, and two further life story films for lessons - all four are available free of charge. The films are accompanied by bespoke resources provided by the Holocaust Educational Trust. You can watch the trailers [here](#) and register to view one or more of the films [here](#)

RE Hubs Website

The RE-Hubs website is a freely available one-stop shop that seeks to help teachers and members of the Religious Education / Religion, Values & Ethics / Religion & Worldviews (RE/RVE/R&W) community find resources, CPD, inspiration, visitors and where to go out on visits and events. The website is being kept up to date by the RE Hubs team, which is made up of RE teachers and experts from across England and Wales, specialising in their local area. The newly developed website has for the first time a calendar for England & Wales for all stakeholders to advertise events taking place. Schools will be able to locate and contact [school speakers and places of interest](#) for school's visits in local your areas, which have gone through training run by the RE hubs team each month receiving a kite-mark from the RE-Hubs project.

For the first time, in one central place, a teacher can find local group meetings that are taking place in their area and make contact with those who run these groups. Finally, the 'Upskill' tab has a wealth of free resources and contacts useful to all those in the RE/RVE/R&W eco-system from the latest news and blogs to podcasts – the website links you directly.

Visit the [RE Hubs website](#) to explore what is on offer locally and nationally. Our regional RE Hubs lead is [Olivia Seymour](#) (Yorkshire and Humber)



News from Culham St Gabriels

Professional Development Opportunities from Culham St Gabriel's Trust



Leadership Scholarship Programme Opens

Are you thinking about the next step in your career? CSTG's funded, mentored [Leadership Scholarship Programme](#) might be for you. Find out about the requirements of the programme and how to apply at this free online webinar - bring your questions and hear directly from the programme leader.

Time: 6:30-7:30 pm Date: 27th February 2024

[Book your free place here](#)

New E-Learning Course: Digging Deeper Research

SACRE Newsletter January 2024 - Page 3

Expand your understanding of the value of research-informed practice, exploring terms such as 'critical engagement' and digging deeper into how research can support you.

[All E-Learning courses are free and can be accessed here on any device.](#)

Promoting Freedom of Religion or Belief (FoRB)

Find out why CSTG is joining this global work to protect and promote freedom of religion or belief.

What does FoRB look like in the classroom? [Find out how Primary pupils made sense of FoRB principles in these action research projects](#)

News from Humanists UK

FREE RESOURCES

Our comprehensive [Understanding Humanism](#) website provides a wealth of **FREE resources** for EYFS through to Key Stage 5, to support teaching and development of units of work about [humanism](#). On the site you will find information sheets, presentations, activities, assessment ideas, and humanist perspectives on a wide range of questions and topics. We also have films to bring humanism to life in the classroom, including a brand new animation: [Humanist History: from radical ideas to common sense](#). These resources are designed to help teachers explore non-religious worldviews with their students but, along with the [core knowledge guide](#), will also be helpful to SACREs to create age appropriate content or units of work. Our handy [guide](#) helps users to get started.

FREE SCHOOL SPEAKER VISITS

Did you know that teachers can [book a FREE visit](#) (online or in person) from one of our trained **school speakers**? Our speakers can talk about humanism to a class, year group or school assembly, and answer pupils' questions. This could be a general introduction to humanism or planned around a specific topic. For example, if teachers are planning lessons, assemblies, or events for [Darwin Day](#) (on **12 February**) our school speakers can share perspectives on human beings' relationship with the natural world, why humanists celebrate Darwin's work, and what it means for our understanding of ourselves.

TEACHER TRAINING

Teachers can also sign up for one of our upcoming twilight [training webinars](#), taking place on **30 January** or **12 March** (primary) and **1 February** or **14 March** (secondary), with more coming up in the summer and autumn terms. These will deepen teachers' subject knowledge of humanism, and support them with practical ideas for the classroom.

Jerusalem Trust Grants for Schools



The Jerusalem Trust's Small Grants to Schools Scheme supports the teaching of Christianity within Religious Education. The scheme operates by providing schools with grants of up to £600 to purchase resources for use in RE lessons.

The scheme is open to state funded

schools in England and Wales.

Further information is here: <https://www.regrants.org.uk/faqs/>

And you can apply here: <https://www.regrants.org.uk/apply/>

Teaching Resources – Art and RE



The Wallace Collection, is a range of free, downloadable teacher resources to explore art in the RE curriculum. The downloadable teacher resources draw links between the curriculum and the collection, providing key object information, activity ideas and supporting materials.

You can explore the resources here: [Resources for secondary teachers: Art and RE - The Wallace Collection](#)

Empowering Voices Resource

Empowering Voices', is a project coordinated by Lincolnshire adviser Gillian Georgiou, supported by a team of production experts, school pupils and members of local religion and worldview communities. This is part of a wider project exploring diversity and community in Lincolnshire, called 'REConnecting Lincolnshire'. Read [Gillian's blog](#) about this wider work and how it inspired the creation of podcasts, the Empowering Voices project.



Access the whole resource [here](#), including guidance for teaching, multimedia resources, teachers' notes and education packs.

Find out about REConnecting Lincolnshire [here](#), and get ideas for exploring diversity your region.

Primary and Secondary RE

If you read to one thing this week....

Research of the month - Monitoring students' use of disciplinary language in Religious Education

Primary and Secondary teachers will be interested to read about this [research](#) investigating the impact of pupil use of disciplinary language in speaking, in this example, philosophical language. Raising questions about the impact on pupils' talk, knowledge and reasoning.



Secondary RE

If you listen to one thing this week....

RE Podcast – the one about leading an RE Department

In this [podcast](#) Louisa talks to Charlotte Newman who gives some advice and ideas about the successes and the things she has learnt in her time as a head of department. They discuss such questions like 'What makes a successful RE department?' 'How do you get SLT to support RE?' and 'What would be the first three things a new Head of Department should do?'



Festival Calendar

Search for religious festivals by religion and/or month here:

<https://www.reonline.org.uk/festival-calendar/>



This page is intentionally left blank

North Yorkshire Council

North Yorkshire Standing Advisory Council on Religious Education (SACRE)

April 2024

Update from the Local Authority

1.0 Purpose of the Report

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

2.0 Communication and resourcing

- 2.1 Local Authority (LA) Officers submitted the SACRE Annual report to the DfE and to NASACRE on the 21st December 2023. The DfE confirmed receipt of the report on the 8th January 2024. NASACRE confirmed that they had received the annual report and uploaded it onto their website on the 29th December 2023.
- 2.2 The SACRE spring term 2024 newsletter was distributed to schools via the Red Bag system on the 26th January 2024. The link to the latest newsletter is included in this report for information: [North Yorkshire SACRE Newsletter Spring 2024.pdf](#).
- 2.3 LA Officers have confirmed the venue for the launch of the new agreed syllabus. This has been confirmed for the 14th June 2024 at the Pavilions of Harrogate. The event is now 'live' and open to bookings. A publicity campaign is underway to promote the event with schools with the support of LA NYES colleagues. LA press team have also been informed and will support with press coverage on the day and use as an opportunity to raise awareness of the work of SACRE. The public facing sign-up page for schools is included in this report for information: [The Launch of the New North Yorkshire SACRE Agreed Syllabus for RE, 2024-2029 | NYES Info](#)
- 2.4 LA officers have signposted SACRE members to optional training events offered by NASACRE.

3.0 Support for Senior Leaders and Governors

- 3.1 A named Senior Education Adviser continues to have dedicated management time assigned to her to liaise and co-ordinate work with the Professional RE Adviser.
- 3.2 The Local Authority is continuing to facilitate the coordination of RE subject leader networks alongside RE subject leadership courses. Data concerning uptake and feedback from any networks that have taken place since the last SACRE meeting is reported in the professional adviser report.

4.0 Ofsted inspections

- 4.1 Since the last LA report to governors until the 29th February 2024, Ofsted have published a further 40 reports for schools within North Yorkshire from graded, ungraded or monitoring inspections, in the proportions outlined in the table below.

	Primary	Secondary	PRS	Special
Community School	11	3	2	
Voluntary Controlled	6			

Voluntary Aided	3			
Foundation				
Academy Converter	7	2		
Academy Sponsor Led	4			1
Free School	1			

4.2 The extracts below taken from inspection reports published between the 24th November 2023 and the 29th February 2024 and reflect the inspections where inspectors have identified behaviours and/or understanding that pupils have demonstrated that are in line with the principal aims of the RE curriculum as identified within the agreed syllabus (page 7). Comments from all schools inspected within North Yorkshire have been included. SACRE members are reminded that SACRE's remit for RE curriculum is only for maintained Community, Voluntary Controlled and Foundation schools alongside any Academies that choose to adopt the syllabus and that SACRE's remit for collective worship extends only to maintained community schools and Academies without a religious characteristic. Where there are gaps, no comments were made within the inspection report.

Name	Comments relating to Collective Worship	Comments relating to RE
St Augustine's Catholic School - a Catholic voluntary academy	The school's motto, to 'love and serve through Christ', is the foundation of the school's approach. Pupils are taught important values. These are prominent in the school. For example, pupils learn about gratitude. This is supported by specific activities such as sending 'thank you' messages to others. The school ensures pupils debate complex issues in a safe space. This further reinforces the school's values. For example, pupils sensitively discuss Black History Month and associated themes of oppression.	
Burnsall Voluntary Aided Primary School	Pupils know and understand the core Christian values of 'love, kindness, forgiveness, thankfulness and trust'. These values thread through every aspect of the school's work. They contribute to the high standards of pupils' behaviour and conduct that are consistently seen, both in lessons and at other times.	
Settrington All Saints' Church of England Voluntary Controlled Primary School	The school's Christian values are reflected in the attitudes of the pupils. They use them to become responsible, respectful and active citizens.	
Great Ouseburn Community Primary School		Pupils enjoy a range of sports, social events and clubs. Pupils know the importance of rules and how democracy helps them make decisions as a class. They learn about different faiths and cultures. Pupils visit a range of places of worship and work on multifaith projects. They enthuse about the school choir, with almost two thirds of the school being members.
All Saints Catholic Primary School, a Catholic Voluntary Academy		Pupils believe that other faiths and cultures should be respected. However, they do not remember enough about other faiths and cultures. They have misconceptions about world religions. The school is aware of this. Leaders are in the process of re-designing the curriculum to help pupils to remember more.
St Robert's Catholic Primary School, A Voluntary Academy	Everyone is valued. The Catholic values of the school are a central feature of its work. These values are reflected in the acts of kindness that pupils carry out in the school and in the community. Assemblies, singing and prayers help to embed and promote the school's golden rules of 'Be ready, be safe and be respectful'. There are opportunities for pupils to	

	develop their character and stay active during the day, during scheduled festivals and events.	
Pickhill Church of England Primary School	The school's partnership with the local church provides opportunities for pupils to contribute to the school community and beyond. Leaders provide a range of regular opportunities to promote pupils' moral and spiritual development.	The school provides a variety of experiences to widen pupils' understanding and respect of the different world faiths and cultures.
Thorpe Willoughby Community Primary School		Pupils are respectful and tolerant of others. They learn about different religions, such as Judaism, Islam and Hinduism. However, pupils cannot recall what they have learned in depth or talk about similarities and differences. The school has not yet developed effective strategies to ensure pupils remember this aspect of the curriculum. This impacts on pupils' readiness for life in modern Britain.
Tevington Church of England Voluntary Aided Primary School		Pupils' personal development is a strength of the school. Through the curriculum and the school values, they learn about important themes, such as consent, knowing themselves and understanding others. Pupils develop their own faiths and beliefs. They have opportunities to compare and learn about those from different religions. They are well prepared for life in modern Britain.
Whitley and Eggborough Community Primary School		The school uses carefully selected daily reading texts to enhance pupils' learning. For example, pupils read 'The boy at the back of the class' and used the text as a basis to discuss values such as tolerance. Pupils know how to keep safe and healthy. In other aspects of their personal development, particularly understanding of other faiths and beliefs, pupils' knowledge is less strong.
Caedmon College Whitby	The school's actions to develop pupils' understanding of fundamental British values are less secure. Despite pupils learning about equality and respect, some do not show sufficient respect for some of the protected characteristics.	
Threshfield School		There are some areas of the curriculum where pupils' knowledge is less secure. Pupils struggle to talk confidently about aspects of life in modern Britain, such as democracy and their knowledge of other faiths and cultures. Pupils have a limited knowledge of different faiths and cultures. They are unclear about some fundamental British values, such as democracy. The school should develop its personal, social

		and health education curriculum further to ensure this promotes the important knowledge that it wants pupils to know and remember.
Sicklinghall Community Primary School		The curriculum for personal development is exceptional. The curriculum is explicitly planned to allow for a wide range of high-quality experiences. These strengthen pupils' awareness of what it is to be a citizen in modern Britain. Links with a school in Keighley allow pupils the opportunity to visit, and make friends with, pupils from a diverse range of ethnicities and backgrounds. Pupils talked about these opportunities with excitement. Pupils demonstrate an exceptional understanding and appreciation of difference, equality and equity. Spiritual development, including a link with the village church, is very effective. Pupils show knowledge and understanding of different religions, faiths and cultures. A range of visitors to school and extracurricular visits strengthens this offer. For example, visitors from the Association of Harrogate Muslims and a Humanist speaker came into school as part of the religious education curriculum.
Beale Church of England Primary School	The school nurtures pupils' spiritual, moral, social and cultural understanding. Pupils develop their spiritual understanding through assemblies in which they reflect quietly	They deepen their cultural understanding through visits from a range of faith leaders and trips to places of worship.
Wheatcroft Community Primary School	Staff teach important values in assemblies. Pupils receive positive recognition when they show these values in school.	
Carlton Primary School		The curriculum in the early years is well organised and connected to key stage 1. Reading is at the centre of the curriculum. The vocabulary that children are expected to know is identified. Reciting poems from the poetry basket is a class favourite. There are many different poems and rhymes that children can choose from. Children dance with excitement when their favourite poem is picked out. To celebrate Diwali, children recall lighting diva lamps. Independently and in small groups, children concentrate well on tasks. Pupils benefit from the school's personal development programme. This supports their well-being effectively. Pupils have some knowledge of different faiths, making comparisons

		between how different religions celebrate and the buildings they use.
Leavening Community Primary School		The school prepares pupils well for life in the wider world. Visits to museums, art galleries, theatres and places of worship help pupils to develop their knowledge.
Camblesforth Community Primary Academy		The school's aspirational personal, social, health and economic education curriculum supports pupils' personal development well. What is taught in class is also covered in a well-thought-out programme of assemblies. Because of this, pupils have an indepth understanding of the importance of the fundamental British values. They learn the importance of treating people with equality, fairness and respect. The curriculum promotes an age-appropriate awareness of life in modern Britain.
Wheatcroft Community Primary School	Staff teach important values in assemblies. Pupils receive positive recognition when they show these values in school.	

Julie Pattison
Principal Adviser (Monitoring)
County Hall, Northallerton

12/05/24

Report Author: Julie Pattison
Background documents: None
Additional sources: LA Red Bag, Ofsted inspection reports

North Yorkshire Council

North Yorkshire Standing Advisory Council on Religious Education

9th April 2024

Working Party re SACRE Self-Assessment Toolkit

Report of the Clerk

1. PURPOSE OF REPORT

- 1.1 To seek nominations to a further Working Party on the SACRE Self-Assessment Toolkit.

2. KEY BACKGROUND INFORMATION

- 2.1 For the particular benefit of recently appointed Members, a toolkit has been created by NASACRE (The National Association of Standing Advisory Councils on Religious Education) to help SACREs in their essential role to advise the Local Authority in meeting the entitlement of pupils across the Local Authority to engage in high quality Religious Education and Collective Worship and to support the Local Authority to reflect on its practice.
- 2.2 The toolkit focuses on five aspects of the work of SACREs:-
- Management of the SACRE and building the partnership between the SACRE, the Local Authority and other key stakeholders
 - Promoting improvement in the standards, the quality of teaching, and provision in Religious Education
 - Evaluating the effectiveness of the locally agreed syllabus
 - Promoting improvement in the provision and quality of collective worship
 - Contributing to cohesion across the community and the promotion of social and racial harmony
- 2.3 Last September, a Working Party, comprising the Chair, Councillor Alyson Baker, Professor John Adams and Dr. Abhijeet Kulkarni, met to examine the second of the five aspects – *Promoting involvement in the standards, the quality of teaching and provision in Religious Education*.
- 2.4 Officer support was provided by Olivia Seymour, Professional Religious Education Adviser, Heather Russell, Senior Education Adviser and Patrick Duffy and Owen Griffiths from Democratic Services. Professor Adams was unable to attend but helpfully provided his comments in advance of the discussion.
- 2.5 The findings of the Working Party were presented to the meeting of SACRE on 19th September 2023.
- 2.6 This report seeks nominations from Members to work through one of the other aspects. It is suggested that this be *Promoting involvement in the provision and quality of collective worship*.
- 2.7 In terms of time commitment from Members, the Working Party would meet online and, based on the previous Working Party, it is anticipated that the discussion would last no longer than one hour.

3 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications.

4 LEGAL IMPLICATIONS

4.1 There are no direct legal implications.

5 EQUALITIES IMPLICATIONS

5.1 There are no direct equalities implications.

6 CLIMATE CHANGE IMPLICATIONS

6.1 There are no direct climate change implications.

7 RECOMMENDATION

7.1 That a further Working Party on the SACRE Self Assessment Toolkit be established and that Members consider being on the Working Party.

Author and presenter

Edward Maxwell, Senior Democratic Services Officer and Clerk to North Yorkshire SACRE
Edward.Maxwell@northyorks.gov.uk

BACKGROUND DOCUMENTS relied upon in the preparation of this report – None

NOTE: Members are invited to contact the author(s) in advance of the meeting with any detailed queries or questions.

NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME: PLEASE NOTE: Items are subject to change.

SACRE 18TH June 2024			
ITEM	LEAD	REPORT DEADLINE	COMMENTS
Member presentation	-	-	Regular Item – one of the actions in the Development Plan
Professional RE Adviser’s update	Professional Religious Education Adviser	Friday 7 th June 2024	Standing Item
Agreed Syllabus Update	Professional Religious Education Adviser		Standing Item
Local Authority Update	Principal Adviser, Monitoring		Standing Item - to include any update on OFSTED Inspections
Work Programme	Clerk		Standing Item

PLEASE NOTE: THE WORK PROGRAMME FOR THE SCHOOL YEAR 2024/2025 WILL BE PRESENTED TO THE NEXT SACRE MEETING.

(THERE IS AN ITEM ON TODAY’S AGENDA ASKING MEMBERS TO CONSIDER CANCELLING THE JUNE 2024 MEETING. SHOULD THAT BE AGREED, THE WORK PROGRAMME WILL BE PRESENTED TO THE MEETING IN SEPTEMBER 2024)

Clerk to SACRE

March 2024

This page is intentionally left blank