

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

**June 2022**  
**Update from Professional RE Adviser**

**1.0 Purpose of the Report**

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

**2.0 Training**

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

**Day 1: Wednesday 16<sup>th</sup> March 2022 09:30 - 11:30**

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

**Day 2: Thursday 31<sup>st</sup> March 2022 13:30 - 15:30**

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

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

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

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

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

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

Thanks so much - this has been so helpful

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

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

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

### **3.0 SACRE Newsletter**

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

### **4.0 Religion and Worldviews Project**

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

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

#### **4.3 Sections include:**

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

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

### **5.0 White paper on Education and RE**

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

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

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

## 6.0 RETHinkRE media release and report card on RE

6.1 The Media release is set out below:-

### **MEDIA RELEASE**

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

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

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

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

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

The most significant findings are:

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

However:

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

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

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

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

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

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

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

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

## **7.0 NATRE report on RE in Secondary Schools**

- 7.1 Last summer NATRE reported that the revised Ofsted framework triggered a significant review of the curriculum in most schools, 23% of schools reported an increase in provision for RE. After years of decline, almost certainly caused by changes in performance measures and the subject being left out of the English Baccalaureate, this was a very welcome piece of good news.
- 7.2 However, looking at the posts advertised in the Times Educational Supplement, on Friday 27 May, just under 100 RE posts appeared, continuing the pattern of a buoyant recruitment season this year. You can read the full report here: <https://www.natre.org.uk/news/latest-news/snatching-defeat-from-victory/>

## **8.0 NASACRE conference**

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

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Professional Adviser to North Yorkshire SACRE  
County Hall, Northallerton

7/06/2022

Report Author: Olivia Seymour

Background documents: SACRE Newsletter, NASACRE Conference summary

# North Yorkshire SACRE Newsletter

## School Improvement and Early Years' Service

**June 2022**

### PLEASE PASS ON TO YOUR RE SUBJECT LEADER

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

#### What is SACRE?

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

#### Why is there a SACRE?

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

#### What does a SACRE do?

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

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

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

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

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

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



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

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

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

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

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

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

**Primary** This term the Primary RE professional practice networks will focus on Worldviews and personal knowledge in RE including a focus on the Ofsted Research Review for Religious Education

There are two options for the network

Tuesday 7<sup>th</sup> June 2022 13.30-15.30 course code SI-0622-T033

**To book go to**

Tuesday 14<sup>th</sup> June 2022 09.30-11.30 course code SI-0622-T034

**To book go to**

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

Monday 13<sup>th</sup> June 2022 16.00-18.00 course code SI-0622-T037

**To book go to**

## School Questionnaire – Please fill it in

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

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

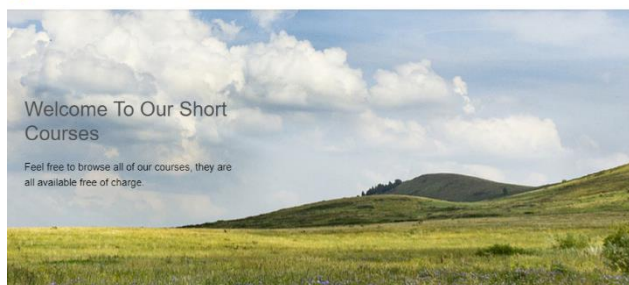
<https://www.surveymonkey.co.uk/r/RESecondarySE2022>



## New Culham St Gabriel's eLearning Platform

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

CULHAM ST GABRIEL'S Contact My Courses



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

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

An introduction to religion and worldviews

An introduction to curriculum

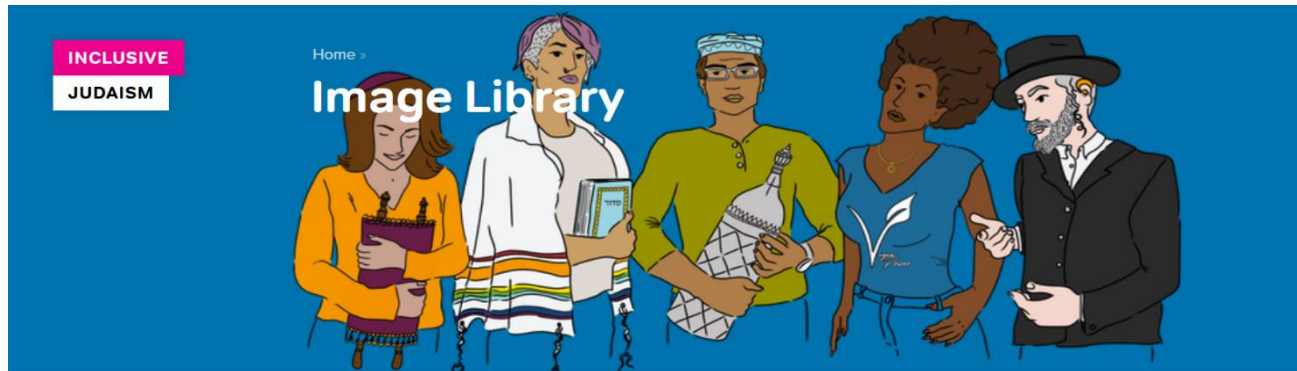
An introduction to research

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

## Jewish Museum London: Inclusive Judaism Image Library

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

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




## Religion and Worldviews: What Parents need to know

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

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

## Critical Religious Education Webinar Series 2022



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

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

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



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

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

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

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

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



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

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

## Festival Calendar

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





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

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

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

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

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

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

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

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

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

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

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