

# North Yorkshire County Council

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

20 October 2021

### 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 inform Members of national updates in Religious Education.

#### 2.0 Training

- 2.1 The training programme is still being finalised for the academic year 2021-2022 but will include two remote professional practice groups each term for primary RE leads, one remote professional practice group each term for secondary RE leads, a subject leadership day course and input for senior leaders and governors.

#### 3.0 Monitoring of RE

- 3.1 As reported at our last meeting the Professional RE Adviser is working with the LA to send the questionnaires to schools and collate the information. It had been agreed that the questionnaires would go out at the end of June in an electronic format and school advisers would communicate this to their schools. However there was a delay and the LA sent out the questionnaires this term. This information will provide an important baseline for SACRE in considering its next steps in undertaking its responsibility for monitoring standards in RE. The information will also provide important information for the annual report and the new expectations from DFE within this report.

#### 4.0 British public values an understanding of worldviews and role of RE

- 4.1 Earlier this summer, Culham St Gabriel's Trust conducted research among 2,000 UK adults, in partnership with Savanta, to find out to what extent the public values an understanding of religious and non-religious worldviews and people's views on the role of religious education. (see attachment)
- 4.2 The results were surprising and very encouraging, with key findings including:
- On understanding religious and non-religious worldviews:**
- Around two-thirds of UK adults say it's important to understand the beliefs of others in at least four contexts:
    - In everyday life (69%)
    - In relationships with friends and family (65%)
    - In school (65%)
    - In local communities (64%)
    - In the workplace (61%)
  - Two-thirds (64%) think that an understanding of their own beliefs is important to them, while over half (57%) agree that this understanding has a positive impact on their wellbeing

### On the importance and role of Religious Education:

- Nearly two-thirds (64%) of UK adults think that it is important that RE is part of the school curriculum today
- Two-thirds (65%) of respondents agree that RE has an impact on people's ability to understand each other in wider society
- 71% stated that RE should reflect the diversity of backgrounds and beliefs in the UK today

4.3 Our main conclusion is that:

***Most UK adults think that RE should be taught in schools, with the majority agreeing that it helps young people understand and respect others' beliefs, regarded by many as important in a variety of social and private contexts.***

### 5.0 Regional training for Schools through LTLRE and NATRE Regional Ambassador role

5.1 As regional Ambassador for RE I am running the following training for teachers in the region this term (all online).

Primary	Secondary
Designing an Effective RE Curriculum - Gillian Georgiou	From conversation to implementation: constructing an RE curriculum Ben Wood
Engaging in research in the primary RE classroom – Dr Emma Salter	Engaging in research in the secondary RE classroom - Dr Kathryn Wright
EYFS and the RE curriculum – Catriona Card	Developing a coherent curriculum for A- Level – Dr Rachael Jackson-Royal
Anti-racist RE – Saima Saleh	Anti-racist RE – Ashish Kundi
Text and story – Fiona Moss	Diversity in Islam - Zameer Hussain
	Developing a coherent curriculum for GCSE – Dr Rachael Jackson-Royal

### 6.0 Inter Faith Week 2021

6.1 Inter Faith Week 2021 takes place from **14-21 November**. SACREs play an important role in making schools and local authorities aware of Inter Faith Week and its importance for promoting mutual understanding and respect between those of different faiths and beliefs. Of more than 600 events in 2020, one of the most challenging years in living memory, around a sixth were school-based.

6.2 This year Inter Faith Week starts on Remembrance Sunday and ends the following Sunday. For details about the week, the best place to look is the [Inter Faith Week website](#) which contains a rich bank of resources for those wishing to hold events.

A [new section](#) has been created for schools. It contains bespoke materials for both [Primary](#) and [Secondary](#) schools that are designed to support the delivery of a locally agreed syllabus. There is also a [Golden Rule](#) poster on eleven different faith traditions, to download for display in a classroom or meeting room.

6.3 We have an opportunity as a SACRE, working in partnership with The Craven Development Education Centre to develop some video resources to support schools for future Interfaith Weeks. The intention would be to produce a series of 1-2 minute videos from members of SACRE and people in North Yorkshire answering the question 'How do I live out my (Muslim/Sikh/Hindu/Humanist etc) beliefs in North Yorkshire today?' We would encourage those involved to talk about how their beliefs and values affect their daily lives making reference to sacred/important text/place of worship/ home life/working life etc The videos would be hosted on Vimeo and links shared with schools to use as part of interfaith week and ongoing

## 7.0 Holocaust Memorial Day

- 7.1 Holocaust Memorial Day is 27 January. SACREs, LAs and schools can find a wide variety of resources on the [Holocaust Memorial Day Trust \(HMDT\)](#) website.

Resources were launched at a **special online event on 9 September**. The event provided an opportunity for participants to learn about the past through an exploration of the new resources and hear from two guest speakers, Vera Schaufeld and Lord Alf Dubs, who both came on the Kindertransport.

- 7.2 The Trust is aware that some SACREs are heavily involved in themselves holding an event, or encouraging schools to mark HMD, but others may not have done this regularly, so please consider increasing your local involvement, especially at a time when hate crime, intolerant/extremist views, anti-Semitism and anti-Muslim hate is increasing.
- 7.3 The Trust also commends Generation to Generation (G2G), a charity that provides speakers to tell their family Holocaust stories online or face-to-face to a variety of audiences. Through these engaging and historically accurate presentations, integrating first-hand survivor testimony, G2G works to ensure the lessons of the Holocaust are learned, promoting tolerance of all groups in society.
- 7.4 To consider how G2G can support SACRE or your schools and to book a speaker, visit <https://www.generation2generation.org.uk> or book onto a free introductory event for educators: <https://www.generation2generation.org.uk/news/events/>

## 8.0 Muslim Council of Britain Visit My Mosque resource

- 8.1 A new “Visiting a Mosque: RE Teachers Resources” pack is intended to support and empower Religious Education (RE) Teachers in organising and delivering school visits to Places of Worship such as mosques.
- 8.2 Additionally, during the COVID-19 pandemic, “in-person” visits to Places of Worship such as mosques were paused. As a result, signposting to “virtual” mosque tours has been included in this pack as an additional resource and to increase familiarity and confidence when organising in-person visits.
- 8.3 To find out more and look at the resources visit <https://www.visitmymosque.org/for-re-teachers/>

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6/10/2021

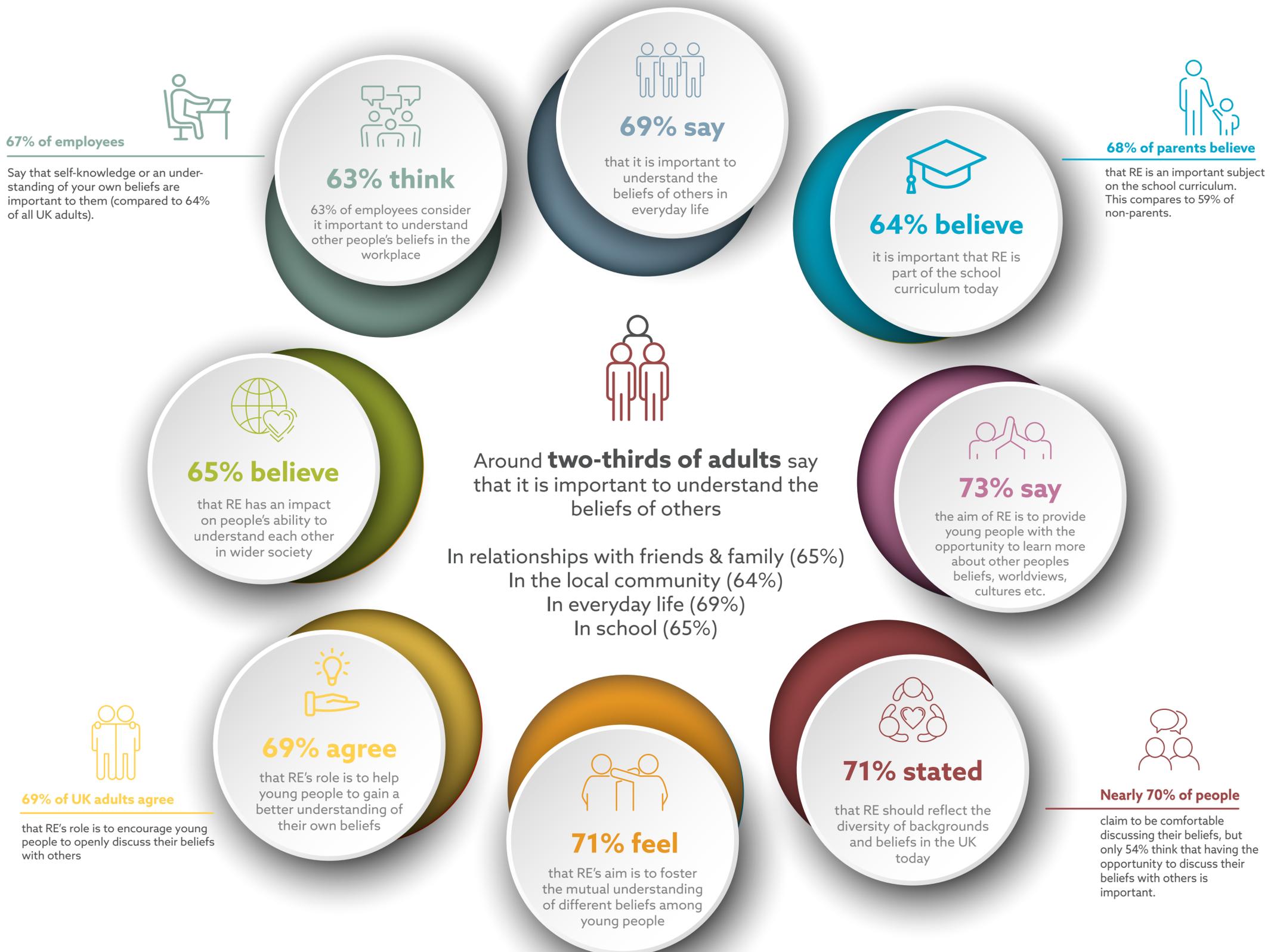
Report Author: Olivia Seymour

Background documents: attachment from CSTG

# Religion & Worldviews Survey 2021

Good religious education plays a vital role in equipping young people with the skills and knowledge they need to thrive in today's modern, diverse society and workplace.

In Spring / Summer 2021, Culham St Gabriel's Trust, in collaboration with Savanta, surveyed the British public on their views of the benefits of understanding religious or non-religious worldviews, and the role of RE in schools. The following results are based on 2,000 responses from UK based adults.



Most UK adults think that RE should be taught in schools, with the majority agreeing that it helps young people understand and respect others' beliefs, regarded by many as important in a variety of social and private contexts.