

A G E N D A

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

Notice is hereby given that a meeting of the Kent Standing Advisory Council on Religious Education will be held in the Darent Room, Sessions House, County Hall, Maidstone on Tuesday, 19th November, 2013 at 9.30 am

NB Group pre-meetings at 9.15am in the meeting room

Refreshments will be available at 9.15am and 11.00am

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

1. Membership
To note the renewed appointments of Mrs N Younosi Group1 (Vice Chairman), Mrs V Corbyn (Rochester) and Mrs P Martin (Canterbury) Group 2.
2. Apologies for Absence/Substitutes
3. Declarations of Interests
4. Minutes (Pages 3 - 8)
5. Budget Summary (Pages 9 - 10)
6. Annual Report (Pages 11 - 30)
7. Ofsted Report on RE -www.ofsted.gov.uk/resources/130068 (Pages 31 - 34)
8. Youth SACRE (Pages 35 - 40)
9. RE in Academies (Pages 41 - 48)
10. SACRE Work Plan (Pages 49 - 66)
11. Patterns of Attendance (Pages 67 - 68)
12. Overview of National and Local Developments
13. Any other items which the Chairman decides are urgent
14. Meeting Dates 2014
SACRE 2014
Wed 5 March 2014 – Darent, County Hall, Maidstone
June 2014 – Outside venue and date TBC
Tues 25 Nov.2014 – Darent, County Hall, Maidstone

Briefings 2014 at Oakwood House, Maidstone
Mon 3 Feb 2014
Mon 12 May 2014
Mon 13 Oct 2014

All meetings commence at 9.30am

15. Guest Speaker - Mrs J Grant- A Baha'i View of Children's Spiritual Education

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

Carol Wade
Clerk to SACRE

Business Strategy and Support

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Monday, 11 November 2013

Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (KENT)

MINUTES of a SACRE meeting held in the Guru Nanak Darbbar Gurdwara, Gravesend DA12 1AG (use DA12 1EB for navigator) on Wednesday, 26 June 2013.

PRESENT: Mr S C Manion, Ms K Burke, Mr J Elenor, Mrs J Grant, Mrs D K Gill, Mr T A Maddison, Miss S Malone, Mrs T Martin, Mr M J Northey, Mr M Papadopoulos, Miss E Pope, Mrs V Thornewell, Mr R Tyson, Miss J Webb and Mrs J Wigg

ALSO PRESENT: Prof R Norman

IN ATTENDANCE: Mr A Foster – (Consultant) & Mrs Carol Wade (Democratic Services Officer)

UNRESTRICTED ITEMS

1. Membership

1.1 To note the resignation of Mrs S Clark (Group 1)-United Reformed Church.

1.2 To welcome Deepinder Kaur Gill (Sikh representative) to her first meeting of SACRE and sincerely thank the Sikh community for their kind welcome and hospitality in hosting the meeting at the Gurdwara. Members were provided with two leaflets:- a Visitors Guide and The Khalsa of Guru Sahiban: a perspective on 1699 and Vaisakhi.

1.3 Miss S Lacon

It was reported Miss Lacon had badly broken her leg and members expressed their best wishes for a speedy recovery.

2. Minutes

The minutes of the meeting held on 7 March 2013 were approved as a correct record and signed by the Chairman, subject to the deletion of Miss J Webb from the recorded membership.

3. SACRE Budget Summary - May 2013

3.1 It was noted the Budget had been set at £5250.00 for 2013/14, an increase of £250, despite the previous underspend of 40%.

3.2 It was noted the NASACRE AGM had incurred a fee, but unfortunately Kent had been unable to send any representatives.

3.3 Members debated possible uses for any excess funds which included:-

the proposed Youth SACRE, materials for Early Years Teachers (training with Gill Vasey-Expert/Trainer), SACRE members expenses for attendance as speakers in schools, promote use of the Agreed Syllabus, contribution towards £475 fee for Quality Mark (Possible £100 subsidy for Primary sector).

3.4 Mr Foster advised he had submitted proposals through the KCC Education Learning and Skills Division to offer training courses for primary and secondary Teachers in east, mid and west Kent in both the autumn and the spring. The cost was expected to be £80 half day and £120 full day. Mr Foster hoped to enlist the assistance of the Advanced Skills Teachers in delivering the training-but the future of their role was uncertain. He hoped SACRE members would help promote the courses.

3.5 Mrs Corbyn and Mrs Martin agreed to advise Mr Foster details of all the church school training courses they were running.

4. Kent SACRE Development Plan

4.1 Mrs Martin had presented the latest Development Plan to members and highlighted objectives which had or had not been achieved. In particular she raised:- the issue of how Mr Foster would best use his allocation of 25 days SACRE work from April 2013 to March 2014 :the need to adjust the Plan to indicate some of the targets for January to March 2013 had not been met: the lack of visits and provision of a written report resulting from the schools due to be visited following the SACRE Survey: the outcome of the Westhill application.

4.2 Mr Foster reported between September 2012 and March 2013 Ofsted had inspected 142 Kent schools and he had looked at about 1/3 of the reports to date. Finding the subject matter he required varied in each report as to how it could be identified and it was a laborious task. Mr Tyson suggested reading on line.

4.3 Mr Foster had appended to the Minutes the responses from the 99 Primary schools who had completed the SACRE Survey on RE and Collective Worship, it was noted he had completed visits to 2 of the 6 primary schools and 1 of the 3 secondary schools he was scheduled to visit. He reiterated it was not a realistic target for him to contact all schools indicating either non-compliance or a failure to complete the Survey. He advised there were 600+ Kent schools, and was reminded by Mrs Martin that 200 Church schools are subject to Section 48 inspection and therefore the survey had instructed them not to complete some answers.

4.4 Mr Foster's target had fallen behind due to the cancellation of a number of meetings with Mrs Rogers, which had wasted his time, and the need to work with the 4 School Improvement Advisors, one had responded to date. Mr Foster had shared the issue of non-compliance in Collective Worship and the low completion rate of the survey with Mrs Rogers. Mr Manion and Mr Foster agreed to report to Mr Leeson, Mr Gough and the Education Cabinet Committee (of which Mr Manion is now a member) including reference to Ofsted's lack of inspection in SMSC development Members agreed this approach would carry more weight and raise the profile of SACRE.

4.5 Mr Foster had already passed a significant amount of information to the L.A. He would continue to work on the findings until the end of term and then submit to the L.A. and circulate information to SACRE members.

4.6 Mrs Martin asked for an update to record on the Development Plan regarding the promotion of the 'Gathering Together' document and Mr Foster stated this appeared as a PDF on the webpage. The Governors briefing paper had been submitted to Linda Lissimore-Governor support manager and she had arranged for it to appear in the Autumn edition of "The Governor."

4.7 Debate ensued about the status of Academies and the requirement to teach RE and whether SACRE are in a position to challenge non-compliance in Academies. It was noted this would be documented in the Academies individual funding agreements. Mr Foster advised that NASACRE had published a discussion paper on its website and members agreed to include the topic as an Agenda Item in November.

4.8 Mr Norman commented that each school's interpretation/definition of non-compliance would vary widely and in reality different Headteachers/Principals were probably acting the same-but recording actions differently.

4.9 Patterns of Attendance.

The clerk was requested to submit a spreadsheet to future meetings indicating attendance numbers for each of the 4 groups.

To be quorate a minimum of one member from each group was required to be in attendance.

4.10 Web Links/kenttrustweb update

Mr Foster confirmed no web links had been submitted by members for him to upload and Mr Platnauer had not advised him of any information he had received. Mr Foster repeated the request to email: fosterallan@gmail.com.

4.11 It was noted the proposed Headteacher Roadshow had not happened and in response to Mrs Martins frustration at the lack of achievement to the goals set in the Plan, Mr Manion stated that the Plan was too ambitious and needed to be prioritised with achievable goals. The Kent Youth SACRE had been the priority to date and this had moved forward. Mrs Grant volunteered to assist if needed.

4.12 It was agreed to review and prioritise the Plan at the next briefing in October 2013.

5. Kent Youth SACRE - Meeting Date Wed.16 October 2013 at County Hall, Maidstone

5.1 Mr Tyson reported that the date for the inaugural meeting of the Kent Youth SACRE had been booked for Wednesday 16 October 2013 at County Hall, Maidstone between 2-5pm. Including light refreshments.

5.2 The purpose of the meeting was to gain a student voice to assist in the development of the RE curriculum across Kent.

5.3 There would be 4 main Agenda items:-

- An Introduction to the purpose of SACRE
- Why RE is Important-a student perspective

- What RE has helped me to understand and achieve
- What helps students learn and make progress in RE.

5.4 It was agreed that after minor amendment, a letter of invitation would be sent by the end of the week. The letter would be signed by Mr Manion on member headed paper to all SACRE members and secondary schools in Kent, inviting students (year 10 or above) plus a teacher. It was envisaged the Youth SACRE would continue to meet at least twice a year.

5.5 Mr Foster advised that now the date had been agreed he would invite a member of the Kent Youth County Council to Chair the meeting. Mrs Wigg confirmed Borden grammar school would participate and she would email Mr Tyson, Ms Burke, said Mayfield grammar would also identify students to attend. The Clerk asked about any further administration and Mr Tyson agreed to draw up an action Plan to inform participants of their role.

6. Overview of National and Local Developments

RE Quality Mark

6.1 Miss Pope reported she had taken part in the pilot and Highworth grammar school had been awarded the Gold standard. She was listed as a Gold award holder on the official website www.reqm.org. Miss Pope had submitted a detailed application evidencing 5 areas and the assessor had been Mrs Martin.

6.2 The certificate and logo was valid for 3 years and the application fee was £475, which Miss Pope felt could be a deterrent. Mrs Martin advised primary schools could apply for financial assistance through the REC website.

6.3 Mrs Martin advised it was non profit making, the assessors fee being £150.

6.4 Mrs Martin, Mrs Corbyn and Mr Viner were appointed assessors, but had only dealt with Highworth school in Kent.

Westhill Awards

6.5 Mr Foster had submitted an on-time application to NASACRE, applying for funds of up to £4k towards the forthcoming Youth SACRE.

6.6 The following SACRE's had been successful in the 2013/14 Awards:-Bristol, Durham and S.Tyneside, Luton, Norfolk, Portsmouth and Redbridge.

REC Draft Programme of Study for Key Stages 1-3

6.7 Mr Foster would respond to the REC by the deadline of 5 July and asked members individually to respond to the REC if they needed clarification or had points to raise about the draft document.

7. Any other items which the Chairman decides are urgent

NATRE Survey

Mr Foster would circulate to members

8. Meeting Dates

26 JUNE 2013

SACRE

Tues. 19 November 2013-Darent, County Hall, Maidstone-Member Presentation Mrs J Grant (Baha'i)

Wed. 5 March 2014-County Hall, Maidstone

June. 2014-Outside venue and date tbc

Tues. 25 November 2014-County Hall, Maidstone

Briefings at Oakwood House, Maidstone

Mon. 21 October 2013

Mon. 3 February 2014

Mon. 12 May 2014

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COST CENTRE SUMMARY / MONITORING RETURN 2013/14

E 1RN 19069 SACRE

Month Reconciled:

September

Oracle Code	Description	Ordered	Invoiced	Reconciled (should agree to Oracle)	Total	Cash limit	Left to spend	% spent
122000	Internal - Room Hire	540.00	0.00	0.00	540.00	1,000	460	54%
TOTAL PREMISES		540.00	0.00	0.00	540.00	1,000	460	54%
230000	Public Transport (Officers & Members)	0.00	0.00	0.00	0.00	600	600	0%
242000	Casual User	400.00	0.00	177.75	577.75	600	22	96%
TOTAL TRANSPORT		400.00	0.00	177.75	577.75	1,200	622	48%
300000	Equipment, Furniture and Materials	0.00	0.00	0.00	0.00	0	0	0%
342000	Refreshments	0.00	0.00	0.00	0.00	100	100	0%
350000	Printing	400.00	0.00	0.00	400.00	550	150	73%
440000	Conference Expenses	0.00	0.00	170.00	170.00	1,200	1,030	14%
451000	Subscriptions	0.00	0.00	190.00	190.00	200	10	95%
310000	Postage	100.00	0.00	46.53	146.53	200	53	73%
TOTAL SUPPLIES & SERVICES		500.00	0.00	406.53	906.53	2,250.00	1,343.47	40%
646000	Corporate Property, Kent Estate Mngmt	245.40	0.00	0.00	245.40	500	255	49%
671000	Reallocation of overheads and internal charge	0.00	0.00	114.97	114.97	0	-115	0%
TOTAL OTHER		245.40	0.00	114.97	360.37	500	140	72%
GROSS EXPENDITURE		1,685.40	0.00	699.25	2,384.65	5,000	2,615	48%
NET EXPENDITURE		1,685.40	0.00	699.25	2,384.65	5,000	2,615	48%

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To: All SACRE Members
Members, Kent County Council
Corporate Director, Education, Learning & Skills
NASACRE

STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION

ANNUAL REPORT

2012 - 2013

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Kent Standing Advisory Council on Religious Education (SACRE)

Opening remarks from the Chair of SACRE

I would like to thank all those who serve on Kent SACRE, teachers, faith group representatives, and the vice chairman. The professional support of our consultant / adviser and the democratic support are also gratefully acknowledged. This team has worked very hard this year to provide support so that we are able to strive towards achieving our aims despite challenges in a time of austerity.

National and local media have highlighted the plight and role of religious education in our community, and a recent report by OFSTED has also raised the profile of the importance of it as well as concerns about the lack of provision in many schools.

Kent County Council has continued to offer support to its SACRE. We have retained the services of a County Hall based clerk. Importantly, the local authority has continued to fund professional support for SACRE. Allan Foster has been retained to support SACRE meetings and lead on-going reviews of the Locally Agreed Syllabus. We have continued our commitment to hold at least one meeting each year in a Kent place of worship. This year's visit was to the Shri Guru Nanak Darbar Gurdwara in Gravesend. We try to ensure that member presentations are a continuing feature of our meetings.

Our focus is on establishing a Youth SACRE and we have organised an inaugural event for later in the year (this will be held on 16th October). We see that having a young people's perspective can only enhance our work.

SACRE continues to benefit from its partnership with the different faith groups, the Anglican diocesan education boards of Canterbury and Rochester and with Canterbury Christ Church University. We are also thankful for the support that is provided by our AST colleagues. Not only are they each members or co-opted to SACRE, but they do provide a valuable link between Secondary Schools / Academies and ourselves. These partnerships are of increasing importance at a time when the local authority is no longer able to provide specialist RE support to its schools.

I believe that Kent SACRE is very well placed to face the challenges ahead as we continue to ensure that Religious Education and Collective Worship retain their rightful place at the heart of our schools.

Steven Manion
Chairman, Kent SACRE
October 2013

Annual Report 2012 -13

1. Standards and quality of RE provision

Overview

Introduction

1.1 Kent is a large local authority, with nearly 100 secondary schools and over 450 primary schools. In the 2001 Census 75.13% identified themselves as being Christian. The next largest religious group is Sikh (at 0.6%). 14.9% identified themselves as having no religion. The Kent Agreed Syllabus (KAS) provides a good balance of opportunities for children and young people to study Christianity and other faith traditions. The statutory transition unit has an explicit focus on Sikhism as the second largest religion after Christianity in Kent.

In common with many other local authorities, Kent has seen a large number of secondary schools, and a smaller proportion of primary schools converting to Academies. This situation is causing concerns about how SACRE can monitor the provision of religious education for all children and young people within Kent.

Key area 1a: Compliance and time allocation for RE

1.a.1 'REact: a creative vision for religious education' is the KAS for religious education (RE). It is drawn up on the expectation that schools will provide approximately 5% of curriculum time for its delivery and a minimum of 15 hours per year in the sixth form. During the academic year 2012-13 SACRE conducted an on-line survey of the provision of RE in Kent schools. Despite a very low response rate from secondary schools, the vast majority of respondents indicated that they comply with the above expectations.

Some schools choose to have RE as a separate subject on the timetable whilst others are incorporating it into programmes like the creative curriculum in primary and project based learning in secondary. Some schools, both primary and secondary, are also holding RE days or half days to enable pupils/students to have their entitlement to an RE programme delivered in line with the KAS.

There are issues arising, particularly in some of our secondary schools, where RE is part of project based learning and the theme or project chosen does not enable either the Sikhism transition unit to be adequately developed or the theme or project chosen has tangential links with KAS. SACRE is aware of the need to ensure that RE is adequately taken into account in curriculum developments in line with the secondary curriculum and the primary curriculum as they develop in line with the Department for Education's review of the National Curriculum. We will continue to provide advice to the Local Authority about this.

1.a.2 There have been no formal complaints about RE during the past year.

Key area 1b: Public examination entries in RE

1.b.1 A summary of the GCSE full and short course and of the GCE AS and A level results for 2013 (with comparisons with previous years) is in Appendix 1.

Nationally, overall GCSE Religious Studies (RS) exam entries in 2013 have fallen as a result of the introduction of the English Baccalaureate (EBacc), according to analysis by the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE).

Whilst RS subject entry numbers have been reported as rising, with those electing to take a full GCSE increasing by 10.6%, the growth has been eradicated by a drop of almost 30% (28.7%) in entries for the short course, or half GCSE. This is equivalent to an overall net drop of 9% in students taking GCSE RS this year, reversing an upward trend since 1995. It is a direct result of the discounting of the short course as a measure of school performance and the introduction of the EBacc. Both are leading to a decline in specialist teacher provision, and lessons being cut despite a legal obligation to teach RE.

GCE A Level and AS Results 2013

Perhaps as a result of the National Association of Teachers of RE (NATRE) campaigns to show Religious Studies offers a good preparation for university, Religious Studies results at both GCSE and A Level remain reasonably strong, despite a national trend of falling grades in England. This reinforces research that has shown RE to be a popular, relevant and challenging course that many teenagers want to study.

Entries for both A and AS level examinations in Kent have virtually mirrored last year, with only a slight drop at AS level. Results also compare favourably, with a slight reduction in passes at A*- B grade at AS level.

GCSE Full Course and GCSE Short Course Results – 2013

The GCSE Full Course results indicate an increase in the number of students taking the subject. In Kent, entries increased by 12% in 2013. This is encouraging given the fact that there is no statutory requirement to take RS GCSE.

Nationally, GCSE Religious Studies (full course) saw a slight decrease in the overall percentage A*-C grades, with 72.4% of students receiving a C grade or above in the UK. Of the results obtained from Kent schools, 74.5% of students achieved a C grade or better this year. This is a significant decrease from last years 77.6% for A* - C grades.

Nationally the GCSE RS short course shows a significant reduction in take up. Entries for Kent schools in 2013 were almost 20% reduced compared with 2012. Results for Kent school for this short course do not reflect the national picture. Nationally 53.9% achieved A*- C grades, for Kent schools this figure is 59.2%. This is a very commendable achievement and is surely testament to the continued interest in the subject displayed by young people, the subject's relevance and vitality, and teachers' dedication and hard work.

Key area 1c: Standards and achievement

1.c.1 Primary school standards. As far as SACRE is aware, there have been no Ofsted inspection reports during the year that make reference to primary schools not complying with legal requirements as far as RE is concerned and very few specific examples to RE in terms of standards attained.

1.c.2 Key Stage 3 standards. As far as SACRE is aware, there have been no Ofsted inspection reports during the year that make reference to schools not complying in Key Stage Three with legal requirements as far as RE is concerned and no examples of RE being referred to in terms of standards attained. Where RE is being taught as part of project based learning unless the RE learning objectives are clearly laid out (for both staff and students) the quality of learning and standards attained is less rigorous.

1.c.3 Standards public examinations – link with 1b1

Key area 1d: Quality of teaching

1.d.1 As a result of reorganization across the Education, Learning and Skills Division, there has been no specialist advisor for RE in Kent for the past three years. Specialist support to schools and continuing professional development has been very much in the hands of school based AST's (of which there are only 4 across the county) and our partner organisations such as Canterbury Christ Church University and the Dioceses of Rochester and Canterbury. SACRE would like to acknowledge the support provided by the ASTs and the Dioceses.

SACRE's survey of schools indicated that there is an increasing need for CPD provision, particularly at Primary school level. The key areas identified include Subject Knowledge; Support for Non-specialist teachers; Support for Subject leaders; Curriculum development and planning; and Assessment of R.E.

1.d.2 The quality of teaching in secondary schools is variable. Where there is a specialist teacher or where teachers with other specialisms are being adequately supported in teaching the curriculum in accordance with the KAS the quality of teaching is often good.

Key area 1e: Quality of leadership and management

1.e.1 During the academic year 2012-2013 SACRE's survey identified that primary schools have some concerns in relation to the quality of leadership and management of RE, particularly in providing support and guidance to subject leaders.

Key area 1f: Teacher recruitment and retention, level of specialist provision

1.f.1 Primary – there are very few subject leaders with RE as a specialism but many committed RE subject leaders who are working hard to support the delivery of the KAS across their school.

1.f.2 Secondary – SACRE does not have current information about the specialist background of RE subject leaders.

2. Managing the SACRE and partnership with the LA and other key Stakeholders

2.a.1 The full SACRE has met on three occasions over the academic year. Group pre-meetings are held from 9:15a.m. with the full meeting beginning at 9:30a.m. Meetings end at 12:30p.m.

(1) 21st November 2012 - County Hall, Maidstone

The meeting commenced with the usual business of Membership and Minutes and the Budget Item where it was reported that funds had been reduced due to an under spend. The Annual Report was presented to members for approval. It was agreed that the SACRE Draft Constitution be passed to the KCC Legal team and the Vision Statement feature as a regular Item on the Development Plan for annual review. There was a report on the progress of the proposed Kent Youth SACRE where it was agreed all secondary schools be invited to attend the inaugural meeting with a teacher and two year 10 students. Members debated the difficulty of monitoring standards, quality and provision of RE, in particular with the emergence of an increasing number of Academies. Mr Foster reported that he had attended the London and SE Regional Conference and shared the key points via a powerpoint presentation. The meeting concluded with an informative illustrated talk from the guest speaker-Professor Norman, who spoke about his individual experiences of a Humanist perspective on RE.

(2) 7th March 2013 – County Hall, Maidstone

Members were pleased to welcome Mr P Leeson, KCC Corporate Director for Education, Learning and Skills who spoke about the State and Status of RE and the role of SACRE in Kent. He advised that there was an expectation that all schools nationally would teach the new national curriculum from 2014. The quality of education in Kent schools was improving overall, but variable between schools, which impacted on the quality of RE teaching and collective worship. He acknowledged the key role of SACRE in retaining the focus on RE/CW and said that Kent SACRE was particularly active, kept itself up to date and had produced a high quality Agreed Syllabus. Other Agenda items included the agreement to adopt the new Constitution, and there were updates about the progress of the Development Plan, Kent Youth SACRE and the Website Working Group. Mr Foster reported that he had submitted an application to the Westhill Award scheme applying for funding towards the proposed Youth SACRE. Finally the Chief Executive and a colleague gave a detailed presentation on the work of the Domestic Abuse Volunteer Support Service explaining the service offered to victims of domestic abuse.

(3) 26th June 2013 – Shri Guru Nanak Darbar Gurdwara, Gravesend

The newly appointed Sikh representative served traditional refreshments and then led Members on a tour of the building to acquaint them with the spiritual and physical aspects of the Gurdwara, extending an invitation to a simple lunch at the close of the meeting. Members worked through the Agenda, noting that the Budget allowance for the next financial year had increased slightly and Members resolved to fully allocate all funds. Members received the latest Development Plan and after discussion agreed it would be reviewed and prioritised to better reflect achievable goals. The date and details for the forthcoming Youth SACRE were finalised and it was agreed the purpose of the

meeting would be to gain a student voice to assist in the development of the RE curriculum across Kent. Under the standing Item: Overview of National and Local Developments, one of the co-opted Teachers reported that she had taken part in the pilot RE Quality Mark for her girls grammar school and was congratulated on being awarded the Gold Standard. Mr Foster advised that Kent had been unsuccessful in its bid for funding to the Westhill Awards, would circulate the NATRE Survey and respond by the deadline to the REC on its draft programme of Study for Key Stages 1-3. The final Item was the agreement of meeting dates for 2014.

2.a.2 All meetings have been well attended. Most members have managed to attend at least two of the three meetings, with only a very small number not attending any of the meetings during the year. Apologies have been received for the majority of non-attendances. All meetings were quorate.

2.a.3 In addition to the full SACRE meetings a steering group met 3 times during the year to guide developments, and SACRE working parties have been established to consider web based resources and access by teachers, and the development of a Kent Youth SACRE.

Key area 2b: Membership and training

2.b.1 SACRE has a wide ranging membership (see Appendix 2) in line with legal requirements.

2.b.2 In addition to the membership, the Consultant Adviser and an officer from KCC are also in attendance.

2.b.3 Induction – all new members are sent the SACRE handbook which is a free publication from the Free Church Federal Council as well as a copy of the KAS and other SACRE guidance material, e.g. Gathering Together: policy and practice for collective worship.

2.b.4 In at least one meeting during the year a member of SACRE gives a short presentation about their faith or their understanding of Religious Education or a related issue. The Consultant Adviser updated members of SACRE at each meeting on national and local developments in RE and the wider curriculum as applicable. Usually one meeting is held at a local place of worship during which SACRE members have the opportunity to ask questions and find out more about that particular community in Kent.

Key area 2c: SACRE development

2.c.1 The SACRE development plan has been the tool used to guide the work of the SACRE during the year. It is focused on and updated by the steering group at each of its meetings and discussed at each SACRE meeting. In light of the recent LA restructuring and changes to capacity to support schools, SACRE decided to write a new Development Plan for 2012-15, to reflect the new working practices and realities of supporting and monitoring RE in Kent schools. One of the key areas of focus is that of monitoring by use of an on-line survey of Kent schools to identify issues concerned with meeting statutory expectations and implementing the Agreed Syllabus and provision for Collective Worship. A further focus is the establishment of a Kent Youth SACRE. The inaugural meeting is planned for October 2013, in the Council Chamber at County Hall.

Key area 2d: Financial support

2.d.1 The Local Authority provides support in the following ways:

- a dedicated clerk to support the Committee
- dedicated support and advice from the Consultant Adviser
- an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions.

Key area 2e: Information and advice

2.e.1 SACRE receives advice from the Consultant Adviser at each meeting and in the steering group. SACRE is surveying schools within the local authority on matters pertaining to RE and worship to gather more statistical information. This was followed by some school visits for more detailed investigation. The number of schools responding to this on-line survey was disappointingly low, particularly from Secondary schools. Results from this exercise have been shared with the LA and a summary document is attached as Appendix 3.

Key area 2f: Partnerships with other key stakeholders

2.f.1 Annually, SACRE has a visiting speaker at one meeting to which other local SACREs are invited to send representatives. SACRE usually has one meeting in a local place of worship annually.

2.f.2 SACRE ensures its links with the wider RE community through representation at national and regional NASACRE meetings, and other regional events organized by The RE Council and South East England Faith Forum (SEEFF)

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

3.a.1 Cycle of Agreed Syllabus implementation:

- Introduction of new KAS – Information about the Revised syllabus into schools. Electronic version of Syllabus and support materials accessible on the Kenttrustweb RE pages.
- Implementation year of new KAS – over the year: schools to ensure meeting requirements in full;
- Embedding phase of KAS – two year programme of monitoring and evaluation based on KAS requirements.
- Sustaining phase of KAS – monitoring and evaluation based on KAS requirements to ensure continued use of KAS in run up to the review of the syllabus.

All curriculum support materials are now freely available as web based resources from:
http://www.kenttrustweb.org.uk/ask8/ask8_primary_re.cfm
http://www.kenttrustweb.org.uk/ask8/ask8_secondary_re.cfm

3.a.2 The Review of the Agreed Syllabus was commenced during the academic year 2010-2011. Due to the uncertainty of the future requirements for RE as a result of the DfE's review of the National Curriculum, it was decided that this review would be an updating of the existing KAS, without making any major structural changes. The Working Group completed this review in Spring 2012 for implementing in schools from September 2012. SACRE has worked closely with the LA to address some concerns:

- i. Communications with schools. Reliance on the use of the 'E-Bulletin' does not appear to ensure that information reaches subject leaders and classroom teachers;
- ii. Support to schools through a high quality CPD programme, including local support networks;
- iii. Ensuring that web based materials are up to date and accessible to all teachers in schools;
- iv. Governors are well informed of requirements and aware of their responsibilities regarding RE and Collective Worship

Key area 3b: Using the non-statutory national framework

3.b.1 The non-statutory national framework was taken into account in the review of the KAS which led to the publication of this syllabus. For example much of the wording of the aims and balance of religions owes its origin to the non-statutory national framework.

Key area 3c: Developing the revised agreed syllabus

3.c.1 The revision of the KAS began in September 2010 with the aim of having the revised syllabus ready to go into schools in September 2012 in order to begin the cycle again. The review took into account developments in curriculum design and delivery in the light of the review of the National Curriculum. It includes models of development and delivery that will support schools in meeting the academic and personal development of all pupils/students and considers how it supports their well-being.

3.c.2 The Consultant Adviser led the review drawing on members of SACRE (at least one from each group) plus a representative group of teachers, including ASTs for RE, to review and rewrite the syllabus.

Key area 3d: Additional guidance, monitoring and evaluation of the Agreed Syllabus

3.d.1 The latest Review was only an update of the previous KAS, and did not contain substantial changes to the structure or content, an outline of the changes that are contained has been published for schools.

3.d.2 Some additional materials have been produced to help schools deliver the statutory transition unit on Sikhism and to support teaching Hinduism at Key Stage 1.

3.d.3 Comprehensive Non-statutory Guidance sections have been included to cover areas which include: Curriculum Planning; Teaching & Learning; Assessment; Subject Leadership; Inclusion and Equalities; Subject Evaluation and Inspection.

3.d.4 As a result of the Review of the National Curriculum and the ongoing Review of the RE Curriculum by the Religious Education Council for England & Wales, the Agreed Syllabus Conference will have to consider the need for an early review of the current Agreed Syllabus (2012) in the light of these developments.

4. Collective worship

Key area 4a: Practice and provision for collective worship

4.a.1 Support for the provision of collective worship has been the Kent SACRE guidance: Gathering Together: policy and practice for collective worship. This was sent free into all Kent schools and is now available on the RE web pages of Kenttrustweb.

Key area 4b: Monitoring the provision of collective worship

4.b.1 There have been no Ofsted inspections over the academic year indicating that any school in Kent is not meeting statutory requirements. However, it is known that a number of secondary schools do not, particularly in relation to the daily requirement. It is very likely that Kent schools mirror national trends and the majority of schools do not have an opportunity for collective worship daily for all students (especially for those in the sixth form). SACRE has recently published a briefing to governors highlighting the legal requirements and reminding them of the support materials which are available to schools.

4.b.2 There have been no applications for determinations for collective worship over the past year.

4.b.3 There have been no formal complaints about collective worship during the past year.

5. Contribution of the SACRE to the community cohesion agenda

Key area 5a: representative nature of the SACRE

5.a.1 SACRE reflects the religious diversity of Kent well. Its membership, particularly of the Christian and other world faiths group, includes one representative from Sikhism, Islam, Judaism, Hinduism and Buddhism with a Bah'ai representative co-opted to the group. A range of Christian denominations are represented on that group. The Church of England group is fully represented and within the teachers and local authority group there are some who have religious faith backgrounds. In addition, a regular observer from the British Humanist Association attends and contributes to meetings and the development of guidance to schools.

5.a.2 To ensure that SACRE membership reflects the religious and ethnic diversity of Kent, SACRE vigorously pursues vacancies as they arise.

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

5.b.1 Many SACRE members (particularly in the Church of England and the Christian

and other religious denominations groups) are also members of local interfaith groups and networks around the county. They are proactive in raising awareness of SACRE and in bringing issues to SACRE from the local interfaith groups as appropriate.

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

5.c.1 Currently SACRE is not engaged in monitoring RE's contribution to social, racial and religious harmony and to community cohesion in Kent. We are however engaging with these issues through, for example, ensuring that the balance between religions focused on in the KAS reflects the religious makeup of Kent whilst also taking into account national trends. SACRE is also invited to attend events for example like those around Black History Month. SACRE has issued guidance about Ramadan and Eid and Muslim pupils in schools.

Summary

1 Good practice – distinctive features

- The steering group has worked to ensure that the SACRE meetings are focused on the key elements from our development plan has improved the efficiency and effectiveness of the meetings
- Positive working relationship between the Authority and the SACRE – active involvement and support from KCC Members in Group 4, provision of officer time, links with the Cabinet Member and Corporate Director for Education, Learning and Skills.

2 Sense of community – ethos

- Meetings are well attended and purposeful
- Usually one meeting per year at a place of worship
- Member presentations on their faith – well received by other members
- Intention to establish a Youth SACRE to engage with and involve young people in the development of RE and Collective Worship in Kent schools.

3. Advice on RE and Collective Worship to DfE and KCC to inform policy

- Kent SACRE had campaigned for RE to be included in the Humanities subjects within the E. Bacc; There are real anxieties concerning the future security of RE within the secondary curriculum, the opportunity for students to follow and accredited course (as expected within the KAS), and the provision of specialist RE teachers in years to come. Kent SACRE will continue to raise awareness of these issues.

- Two recent reports: (i) The All Party Parliamentary Group on RE published “The Truth Unmasked” (2013), to highlight its findings following a study of the supply of and support for RE teachers; and (ii) The National Association of RE Teachers (NATRE) undertook a survey of the provision for RE in Primary schools (2013) focus attention on key issues for schools, SACREs, LAs and DfE. Both reports express serious concerns about the status of RE in many schools as a result of national policy decisions, the issue of supply and support for specialist RE and non-specialist teachers and the widespread practice of unqualified staff being used to deliver RE in some primary schools, and the need for LAs to provide high

quality support and training through CPD programmes to RE teachers. Many of these issues and concerns are mirrored in Kent SACRE's own survey of schools.

- Changes to Ofsted inspections, and structural and staffing changes within KCC have resulted in SACRE facing a challenge in monitoring the quality of RE and collective worship in schools. An on-line survey of schools was undertaken in January 2012, but was completed by a relatively small number of schools, particularly secondary schools. From this survey, most primary schools are meeting requirements and expectations for RE and Collective Worship. The key issues affecting the primary sector are: the use of non-specialist, and in some cases unqualified members of staff, the lack of support and training for those leading and teaching RE, and issues around curriculum planning and assessment, particularly within a 'creative curriculum'. There are some issues concerning non-compliance with statutory requirements for RE and Collective Worship in the secondary sector, but the very low level of response to the survey was inconclusive. SACRE will consider how it can work with the LA to address a number of these issues. This situation is further exacerbated with increasing numbers of schools becoming academies and outside of LA influence. Kent SACRE is seeking to establish links with the recently restructured Kent Association of Schools to ensure communication lines with all schools, including academies.
- A regular review of Ofsted Inspection outcomes for Kent schools is undertaken to identify any issues. Currently Ofsted only reports on the provision of Spiritual, Moral, Social and Cultural development (SMSC) and makes no comment on the provision or quality of RE and Collective Worship, specifically. Of 219 inspection reports undertaken between September 2012 and June 2013 only 1 school has been identified as specifically requiring some improvement in its provision of SMSC.
- Collective worship remains an issue for many schools, particularly secondary schools. It is the daily requirement that is often a cause of concern. Whilst not suggesting that legislation should be changed we are suggesting that DfE should be proactive in supporting collective worship and its importance for schools in promoting the schools' ethos, spiritual, moral, social and cultural development, as well as contributing to personal development and well-being.

Allan Foster
Consultant Adviser to Kent SACRE
2nd November 2013

Appendix 1

Year	Exam type	Boys entries	Girls entries	Total entries	Kent % A*-G	Nat % A*-G	Kent % A*-C	Nat % A*-C
2009	GCSE Full Course	1632	2023	3655			78.1	73.4
2010	GCSE Full Course	1653	1960	3613	99.2	98.6	77.4	73.1
2011	GCSE Full Course	1703	2160	3863	98.4	98.4	77.7	73.2
2012	GCSE Full Course	1760	2181	3941	98.7	98.5	77.6	73.6
2013	GCSE Full Course	2128	2351	4479	98.7	98.3	74.5	72.4
2009	GCSE Short Course	3266	3642	6912			51.2	54.3
2010	GCSE Short Course	3538	3782	7320	96.2	96.0	53.8	54.6
2011	GCSE Short Course	2907	3018	5925	94.8	94.9	50.9	51.8
2012	GCSE Short Course	2688	2876	5564	94.2	95.6	51.2	52.8
2013	GCSE Short Course	1796	2661	4457	95.5	95.0	59.2	53.9
					Kent % A*-E	Nat % A*-E	Kent % A*-B	Nat % A*-B
2009	GCE AS	168	280	448			51.8	46.8
2010	GCE AS	176	290	466	88.5	90.5	50.0	46.7
2011	GCE AS	76	129	205	89.3	92	35.1	45
2012	GCE AS	80	132	212	94.2	92.5	44.6	44.8
2013	GCE AS	78	114	192	94.3	92.2	40.1	44.6
2009	GCE A	206	344	550			57.6	57.4
2010	GCE A	196	331	527	99.2	98.3	58.0	56.0
2011	GCE A	192	349	541	99.6	98	59.5	56.9
2012	GCE A	182	309	491	99.8	98.6	56.4	55.9
2013	GCE A	189	302	491	99.6	98.8	54.2	55.3

Appendix 2

MEMBERSHIP OF SACRE

GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)

- 1.1 Free Church (4)
Miss J Webb – (Baptist)
Mrs V Thornewell (Methodist)
Vacancy – (United Reformed Church)
Mrs J Wigg (Salvation Army)
- 1.2 Roman Catholic (3)
Mrs A Donnelly
Mrs M McDowall
Miss S Malone
- 1.3 Buddhism (1)
Mrs C Elapatha
- 1.4 The Greek Orthodox Church (1)
Mr M Papadopoulos
- 1.5 Hinduism (1)
Vacancy
- 1.6 Islam (1)
Mrs N Younosi (*Group Convenor/SACRE Vice-Chair*)
- 1.7 Judaism (1)
Rabbi C Cohen
- 1.8 Sikhism (1)
Mrs Deepinder Kaur Gill
- 1.9 Co-opted Members
- 1.10 **Mrs J Grant (Baha’i)**

GROUP 2: CHURCH OF ENGLAND (6)

- 2.1 Rochester Diocesan Board of Education (3)
Mrs V Corbyn (*Group Convenor*)
Mr R Tyson
Miss K Anderson
- 2.2 Canterbury Diocesan Board of Education (3)
Mrs T Martin
Miss S Shaw
Miss R Walters

GROUP 3: TEACHER ASSOCIATIONS (6)

(Having regard to local circumstances)

- 3.1 National Union of Teachers (1)
Mr S Platnauer
- 3.2 National Association of Schoolmasters/Union of Women Teachers (1)
Ms K Burke (*Group Convenor*)
- 3.3 Association of Teachers and Lecturers (1)
Mrs P Fairchild
- 3.4 Kent Primary Forum (1)
Vacancy
- 3.5 Kent Secondary Forum (1)
Vacancy
- 3.6 National Association of Head Teachers Kent Branch (1)
Miss S Lacon
- 3.7 Co-opted Members
Miss T Kelvie - AST
Miss E Pope – AST

GROUP 4: LOCAL AUTHORITY (4)

- 4.1 Nominees of Conservative Group (2)
Mr S Manion (*SACRE Chairman and Group Convenor*)
Mr M J Northey
- 4.2 Nominee of the Labour Group (1)
Mr T Maddison
- 4.3 Nominee of UKIP Group (1)
Mr J Elenor

(At this point in time, efforts are being made to fill these vacancies through contact with national and local bodies to seek suitable representatives.)

Appendix 3

**Kent SACRE Survey summary
Religious Education & Collective Worship in Primary schools**

Total number of responses: 99

1. In the academic year 2012-13 will the school meet the legal requirement to teach RE to all pupils?

Yes	99
No	

2. How is RE delivered in your school?

Discrete lessons	99
Within cross curricular topics	12
Off timetable RE days / half days	28
Not taught	

3. Which approach is used most commonly in each year group?

Discrete lessons	99
Within cross curricular topics	25
Off timetable RE days / half days	12
Not taught	

4. How much time is used to deliver RE in your school?

	KS1	LowerKS2	Upper KS2
Less than 1 hr per week	9	9	9
About 1 hour per week	78	78	78
More than 1 hour per week	12	12	12

5. Who teaches RE in your school

Class teacher	74
PPA teacher	14
Head Teacher	2
HLTA	9

The Revised Agreed Syllabus

6. How confident are you about implementing the recently revised Kent Agreed Syllabus for RE (2012)?

Very confident	18
Confident	41
Confident in some aspects	18
Unsure in some aspects	10
Not confident	4

7. How far do you think your school will have got in implementing the RE syllabus by the end of the 2012 – 13 academic year?

Fully implemented	55
Partially implemented	39
Many aspects still to be implemented	5

CPD and teacher support

8. What are the key training needs for teachers of RE in your school?

Planning RE	38
Cross curricular RE	18
Spiritual development	9
Assessment	34
Creativity in RE	2
Developing thinking skills through RE	4
RE and values	
Subject knowledge	18

Collective Worship

The following question should be answered ONLY by 'Community Schools' and 'Academies which are not of a religious character'

9. Does your school comply with legal requirements to provide a daily act of Collective Worship which is wholly or mainly of a broadly Christian character?

Yes	45
No	

Your school

10. Do you have examples of good or excellent RE in your school?

Yes	15
Not sure	18
No	

Religious Education and Collective Worship in Secondary schools

Number of Schools: 17

1. In the academic year 2012-13 does the school meet the legal requirement to teach RE to all pupils?

Yes	15
No	2

2. In 2012-13 the curriculum time allocated to RE is

KS3	15 schools: 38 hrs, 2 schools 15 – 24 hrs
KS4	16 schools : 38 hrs, 1 school less than 24 hrs
Post 16	10 schools : 12 – 40 hrs, 1 school no RE, 4 schools no 16+

The Revised Agreed Syllabus

3. How confident are you about implementing the recently revised Kent Agreed Syllabus for RE (2012)?

Very confident	7
Confident	3
Confident in some aspects	2
Unsure in some aspects	
Not confident	5

4. How far do you think your school will have got in implementing the RE syllabus by the end of the 2012 – 13 academic year?

Fully implemented	8
Partially implemented	3
Many aspects still to be implemented	6

Accredited courses

5. In 2011 - 2012 were students entered for Full Course GCSE?

If so, please show the number of entries

9/17 whole cohort entered

7/17 one or two groups entered

1 /17 no entries

6. In 2011 - 2012 were students entered for Short Course GCSE?

If so, please show the number of entries

8/17 full cohort entered

9/17 no entries

7. What total curriculum time (in hours) is allocated to GCSE courses?

Course	Hours
Full Course	All at least 80 hrs
Short Course	All about 40 hrs

CPD and teacher support

8. What are the key training needs for teachers of RE in your school?

(Tick more than one as appropriate)

Planning RE	Most
Cross curricular RE	some
Spiritual development	some
Assessment	all
Creativity in RE	none
Developing thinking skills through RE	few
RE and values	few
Subject knowledge	most

Collective Worship

The following question should be answered ONLY by 'Community Schools' and 'Academies which are not of a religious character'

- 9. Does your school comply with legal requirements to provide a daily Act of Collective Worship which is wholly or mainly of a broadly Christian character?**

Yes	3 / 10
No	7 / 10

Your school

- 10. Do you have examples of good or excellent RE in your school?**

Yes	10
Not sure	4
No	

Report summary

Religious education: realising the potential

Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.

The past 10 years have seen some improvements in RE in schools. More pupils recognise its value and nearly two thirds of them left school with an accredited qualification in the subject in 2012. The range and quality of resources to support teaching in this subject are much better than they were.

However, evidence from the majority of schools visited for this survey shows that the subject's potential is still not being realised fully. Many pupils leave school with scant subject knowledge and understanding. Moreover, RE teaching often fails to challenge and extend pupils' ability to explore fundamental questions about human life, religion and belief.

Ofsted's previous report on RE in 2010, *Transforming religious education*, highlighted key barriers to better RE and made recommendations about how these should be overcome. The current survey found that not enough has been done since 2010.

The structures that underpin the local determination of the RE curriculum have failed to keep pace with changes in the wider educational world. As a result, many local authorities are struggling to fulfil their responsibility to promote high-quality religious education. In addition, other changes to education policy, such as the introduction in 2010 of the English Baccalaureate (the EBacc), have led to a decline in RE provision in some schools.

Part A of this report discusses eight major areas of concern:

- low standards
- weak teaching

- problems in developing a curriculum for RE
- confusion about the purpose of RE
- weak leadership and management
- weaknesses in examination provision at Key Stage 4
- gaps in training
- the impact of recent changes in education policy.

Part B of this report provides examples of effective practice in using enquiry as a basis for improving pupils' learning, high-quality leadership and management in primary and secondary schools, and effective approaches in special schools. Overall, however, such good practice is not sufficiently widespread.

The report is based on evidence drawn from 185 schools visited between September 2009 and July 2012. It also draws on evidence from a telephone survey of a further 30 schools, examination results, other reports published by Ofsted, extended discussions with teachers, members of standing advisory councils on religious education (SACREs) and other RE professionals, and wider surveys carried out by professional associations for RE. The sample of schools did not include voluntary aided schools or academies with a religious designation, for which separate inspection arrangements exist.

Key findings

- Weaknesses in provision for RE meant that too many pupils were leaving school with low levels of subject knowledge and understanding.
- Achievement and teaching in RE in the 90 primary schools visited were less than good in six in 10 schools.
- Achievement and teaching in RE in the 91 secondary schools visited were only good or better in just under half of the schools. The picture was stronger at Key Stage 4 and in the sixth form than at Key Stage 3.
- Most of the GCSE teaching seen failed to secure the core aim of the examination specifications: that is, to enable pupils 'to adopt an enquiring, critical and reflective approach to the study of religion'.
- The provision made for GCSE in the majority of the secondary schools surveyed failed to provide enough curriculum time for pupils to extend and deepen their learning sufficiently.
- The teaching of RE in primary schools was not good enough because of weaknesses in teachers' understanding of the subject, a lack of emphasis on subject knowledge, poor and fragmented curriculum planning, very weak assessment, ineffective monitoring and teachers' limited access to effective training.

- The way in which RE was provided in many of the primary schools visited had the effect of isolating the subject from the rest of the curriculum. It led to low-level learning and missed opportunities to support pupils' learning more widely, for example, in literacy.
- The quality of teaching in the secondary schools visited was rarely outstanding and was less than good in around half of the lessons seen. Common weaknesses included: insufficient focus on subject knowledge; an over-emphasis on a limited range of teaching strategies that focused simply on preparing pupils for assessments or examinations; insufficient opportunity for pupils to reflect and work independently; and over-structured and bureaucratic lesson planning with a limited focus on promoting effective learning.
- Although the proportion of pupils taking GCSE and GCE examinations in RE remains high, in 2011 nearly 250 schools and academies did not enter any pupils for an accredited qualification in GCSE.
- Around half of the secondary schools visited in 2011 and 2012 had changed, or were planning to change, their curriculum provision for RE in response to changes in education policy. The impact of these changes varied but it was rarely being monitored carefully.
- Assessment in RE remained a major weakness in the schools visited. It was inadequate in a fifth of the secondary schools and a third of the primary schools. Many teachers were confused about how to judge how well pupils were doing in RE.
- Access to high-quality RE training for teachers was poor. Training had a positive impact on improving provision in only a third of the schools visited; its impact was poor in a further third. Many of the schools surveyed said that support from their local authority and SACRE had diminished.
- Leadership and management of RE were good or better in half the schools visited; however, weaknesses were widespread in monitoring provision for RE and in planning to tackle the areas identified for improvement.
- The effectiveness of the current statutory arrangements for RE varies considerably. Recent changes in education policy are having a negative impact on the provision for RE in some schools and on the capacity of local authorities and SACREs to carry out their statutory responsibilities to monitor and support it.

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Minutes of the inaugural meeting of the Kent Youth SACRE held in the Council Chamber, Sessions House County Hall, Maidstone on Wednesday 16 October 2013 at 2pm.

Present:

Representatives from the following schools/Academies:

Bennett Memorial Diocesan School, Borden Grammar School, The Community College, Whitstable, Fulston Manor School, Hartsdown Technology College, The Harvey Grammar School, Maidstone Girls Grammar School, Maidstone Grammar School, Mayfield Grammar School, Gravesend, The Marsh Academy, The North School, Oakwood Park Grammar School, St. George's CE foundation School, Broadstairs, Weald of Kent Grammar School, Wilmington Grammar School for Girls.

SACRE Members:

Mr S Manion (Chairman) Mrs N Younosi (Vice-Chairman) Mrs K Burke, Mrs P Fairchild, Mrs J Grant, Mr T Maddison, Mrs V Thornewell, Mr R Tyson (Youth SACRE co-ordinator) Mrs J Wigg.

In Attendance:

Mrs C Wade. (Democratic Services officer)

1. Introduction/Welcome

Mr Manion welcomed all parties to the Council Chamber for the inaugural meeting of the Kent Youth SACRE.

2. Agenda

Mr Tyson allocated a discussion topic to each of the three Groups as follows:-

- A) Why RE is important-a student perspective –(Mrs Younosi lead)
- B) What RE has helped me to understand and achieve –(Mrs Wigg lead)
- C) What helps students learn and make progress in RE –(Mr Tyson lead)

Mr Tyson asked Groups to move to the syndicate rooms and after refreshment return to the Council Chamber to report/share their views.

3. Group A-Why RE is important-a student perspective

Students felt RE was a very important subject and valued for University application. RE study enabled:-

understanding of other cultures/traditions/religious perspective

took away misconceptions in a multi faith society

promoted understanding

broke myths

created tolerance/understanding - only few radicals, same as any groups enabled choice ie if parents atheist, allow student broaden own faith/belief through knowledge

tackled ignorance/prejudice through naivety no excuse-learning through RS can dispel.

Skills developed through RS-debate/respect not learnt in other subjects as no right or wrong answers/subjective.

Group much appreciated the opportunity to be heard and felt valued.

4.Group B-What RE has helped me to understand and achieve.

Students gave the following as their recipe for success:-

R=Respect -Valuing others' rights to expressing their own views.

E=Evaluation –RE helps you to weigh up different points of view and come to own conclusion.

L=Life – Skills that can help you in the future.

I=Individuality-actions understood by their belief.

G=God

I=Imagination

O=Opinions-other people's views, these challenge and strengthen your own and help to appreciate others and are non-judgemental as are completely personal.

U=Understanding – help acknowledge and accept the ever growing multicultural diversity through out Britain. Understand how different religions stem from each other and if different personal religious journeys lead to the same outcome in the afterlife.

S=Spirituality-RE opens your mind to be more spiritual and gives you time for reflection.

E= Equality –everyone's view point respected equally.

D=Diversity –cultures and religions within the wider community/GB increasingly diverse-RE helps understand these changes.

U=Unity

C=Challenge-RE is a challenging academic subject.

A=Attitudes-to change and become more mature.

T=Tolerance-accept and appreciate different people-its good to be different.

I=Integration-in today's multicultural society different cultures have to integrate.

O=Openness-having a broad mind when considering other peoples' perspective.

N=Network- RE helps you understand the community you live in.

5.Group C-What helps students learn and make progress in RE.

Students considered in four sections;

Need to learn

Teachers passionate and contribute more than just syllabus

RS not defined by bullet points

Make subject more human

Students felt RS should be approached differently for younger students in Years 7-9, lessons be more creative, include art/craft, music, poetry, rap, dance, role play, video, story, food tasting for different faiths etc. Trips to faith venues, ie Gurdwara, Gravesend, including study vacations ie Rome.(it was noted not all schools could afford expensive trips) Invite speakers to school. Debate/engage from beginning-not just note taking. Explanation of use/purpose, strengths and positives of RS how extend/enhance abilities in all other subjects.

In higher years exam preparation helpful, past papers/break down what is expected and crucial feed-back. Identify different methods and techniques of learning. PEE (point, evidence, explanation)
Timetable-increase numbers of lessons through years, not double periods as concentration lapses.

6. Mr Tyson thanked all Groups for their positive contributions and invited further open discussion which included;- debate on critical thinking: RS as an academically valued subject-not just fun: Skills acquired last a lifetime: balance between fun and exam course: Stigma attached to studying RE-need to sell in more positive light/some students felt no stigma at their school/achieved good results and subject academically recognised: rebrand fight against science-divergent thinking:

7. Mr Tyson advised that feedback forms would be emailed to all participating schools and the results, coupled with the minutes of the topics discussed would be used to develop RE across the County.

8. The minutes of the meeting would be included in the next SACRE Agenda in November and accessible on the web. Attendees would be emailed the link.

9. Mrs Younosi thanked all participants, including the Local Authority for its hospitality and said she had learnt a lot. It had been a privilege to listen to the views of such enthusiastic young people.

The meeting closed at 5pm.

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Report on Kent Youth SACRE, October 16th 2013

The first meeting of the Kent Youth SACRE took place on October 16th in the Council Chamber, County Hall, Maidstone.

Sixteen secondary schools participated. There were 31 students and 17 teachers as well as nine members of SACRE in attendance.

Quality of discussion:

After an initial introduction students split into three different committees to discuss a key question:

- i) Why RE is important
- ii) What RE has helped me to understand and achieve
- iii) What helps students learn and make progress

After discussion in committee each committee gave feedback to the other members of the Youth SACRE. The specific feedback can be read in the minutes from the meeting. There then followed a wider debate amongst all Youth SACRE members about the importance and value of RE. A good range of students were able to participate in this and did so with insight and understanding. It was clear that a number of students were passionate about the importance and relevance of RE in the school curriculum. This was inspiring to hear.

The quality of discussion and feedback from students was high. Throughout proceedings students were engaged, motivated and keen to be able to contribute to the shaping of the future of RE in Kent Schools.

Evaluation:

Both the evaluation survey and discussion with students, teachers and SACRE members present indicated that there would be strong support for another Youth SACRE. Evaluation feedback, and my own view, would suggest that potentially fruitful areas for discussion in future SACRE include discussion of:

- i) The specific content of the Kent RE syllabus
- ii) Ways forward to safeguard the future of RE in Kent schools. Indeed, the latter could be a powerful vehicle to help school leaders, members of KCC and national government recognise the importance of RE within school.

The basic format of introduction, committee work, refreshment break, feedback and Youth SACRE debate worked well. This all fitted into the allotted time, 2-5.00pm very effectively.

Practical issues to address:

- i) Members of SACRE (or teachers) facilitating the committee discussions will need to spend some time planning together how they will facilitate discussion and agree the best way to give feedback.
- ii) Leadership of Youth SACRE. I was happy to make the time to put in place arrangements to ensure that this Youth SACRE could take place. However, I am not able to make this commitment on a permanent basis. I was exceptionally well supported by Carol Wade. My own recommendation is that the RE consultant should have responsibility for youth SACRE incorporated into his allocated time for SACRE responsibilities. This would help ensure a greater coherence, too, to the nature of the agenda of both the SACRE and Youth SACRE. Members of the SACRE should also, as they did this time, be prepared to give logistical support and time to the event.
- iii) In order to gain some momentum on youth SACRE I would recommend it meets twice a year.

Richard Tyson
Youth SACRE co-ordinator

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➤ **What is Kent SACRE?**

This is a statutory body made up of representatives of four groups:

- a. Christian denominations (other than the Church of England) and other denominations and religions as in the opinion of the Local Authority reflect the principal religious traditions in Kent.
- b. The Church of England
- c. Teacher Associations having regard to local circumstances.
- d. The Local Authority

➤ **What does SACRE do?**

- requires the local authority to review its current agreed syllabus
- advises the local authority on matters connected with RE given in accordance with the locally agreed syllabus and collective worship in authority schools
- offers advice particularly on methods of teaching, the choice of resources and the provision of training for teachers
- considers any application from a school for a 'determination' to lift the requirement for the majority of acts of worship in that school to be "wholly or mainly of a broadly Christian character"
- monitors quality and encourages improvement in RE and collective worship

➤ **How could Academies benefit from working with SACRE?**

- offer a structure for your RE curriculum which is consistent with that of your partner schools across the age ranges
- keep abreast of developments in RE teaching and collective worship
- ensure the needs of students, schools and teachers are considered in developing RE teaching and learning

CONTACT SACRE :
Carol Wade, Clerk to SACRE
Telephone: 01622 694369
E-mail: carol.wade@kent.gov.uk

**KENT STANDING ADVISORY COUNCIL ON RELIGIOUS
 EDUCATION**

SACRE

**about your
 RE**

**A message to Head Teachers,
 Chairs of Governors
 and Subject Leaders of
 Religious Education
 in
 Academies and Free Schools**

- **Are you responsible for the leadership of religious education in your school?**
- **How clear are you about the duty on you to provide RE for all pupils?**
- **Is the school leadership clear about its responsibility for the provision of daily acts of collective worship?**

- **Are Free Schools subject to the same requirements as Academies?**

Free Schools are Academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to Academies includes Free Schools.

- **Do Academies have to provide RE?**

Yes, under the terms of their Funding Agreement with the Secretary of State, all Academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal. The type of RE specified in the Funding Agreement depends on whether or not the Academy has a religious designation, and for converter Academies, on whether the predecessor school was a voluntary controlled (VC), Voluntary aided (VA) or foundation school.

- **Does an Academy with a religious designation have to follow a particular RE syllabus?**

Other than for Academies where the predecessor school was a VC or foundation school, the model funding agreement specifies that an Academy with a religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose.

- **What type of RE will an Academy that is not designated with a religious character provide?**

The Funding Agreement for an Academy without a religious designation states that it must arrange for RE to be given to all pupils in accordance with the requirements for agreed syllabuses that are

set out in section 375(3) of the Education Act 1996 and paragraph '(5) of Schedule 19 to the School Standards and Framework Act 1998.

This means a syllabus that reflects that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

- **Do all Academies have to offer a daily act of collective worship?**

An Academy's Funding Agreement is drafted to mirror the requirements for acts of collective worship in maintained schools. Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves. This applies to Academies with and without a religious designation.

- **In an Academy without a religious designation, does the act of collective worship have to be broadly Christian in nature?**

Such an Academy must provide collective worship that is wholly or mainly of a broadly Christian character. A school can reflect the religious backgrounds represented in its community, as long as the majority of provision is broadly Christian.

- **Can an Academy without a religious designation apply for exemption from providing broadly Christian collective worship?**

Yes. A maintained school can apply to the local SACRE for an exemption not to provide broadly Christian collective worship for some or all of its pupils, having considered the family background of pupils attending the school. An equivalent provision applies to Academies but the Academy Trust would apply, through the EFA, to the Secretary of State for the determination.

- **Can parents withdraw their children from religious education and collective worship?**

Yes. Parents of children in Academies have an equivalent right to parents of children in maintained schools, to withdraw their children from religious education and or collective worship.

Religious Education (RE) and Collective Worship in Academies and Free Schools Q&A

1. Are Free Schools subject to the same requirements as Academies?

Free Schools are Academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to Academies includes Free Schools.

2. Do Academies have to provide RE?

Yes, under the terms of their Funding Agreement with the Secretary of State, all Academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal. The type of RE specified in the Funding Agreement depends on whether or not the Academy has a religious designation, and for converter Academies, on whether the predecessor school was a voluntary controlled (VC), Voluntary aided (VA) or foundation school.

3. Does an Academy with a religious designation have to follow a particular RE syllabus?

Other than for Academies where the predecessor school was a VC or foundation school, the model funding agreement specifies that an Academy with a religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose.

4. What is a Standing Advisory Council on Religious Education (SACRE)?

A SACRE is a permanent body which must be established by each local authority. LAs must appoint representatives to each of four committees, representing respectively:

- Group A: Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area
- Group B: the Church of England
- Group C: teacher associations
- Group D: the LA

5. What is the role of a SACRE in relation to Academies?

A Standing Advisory Council on Religious Education (SACRE) has a statutory remit to advise the Local Authority on Religious Education to be given in accordance with an agreed syllabus and to support the effective provision of collective worship. A SACRE also has within its powers to discuss any matter related to its functions as it sees fit and may therefore include the provision of RE in Academies in its discussions or address such matters as may be referred to

it. An Academy or group of academies can be represented through co-option onto the local SACRE (or indeed any SACRE) if all parties are in agreement.

6. What is a locally agreed syllabus?

An agreed syllabus is a religious education syllabus that is designed by a local authority's Agreed Syllabus Conference ('ASC') primarily for use in the Local Authority's (LA) maintained schools but which may be adopted by a different local authority or Academy as its provision for Religious Education. The syllabus, like the provision for RE in Academies, must reflect that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain. There is a structure for establishing an ASC which is defined in law. An ASC must have four committees, comprising representatives from the Church of England, other Christian denominations and religions, teachers and the LA. Each Committee has voting rights in coming to an agreement on the syllabus, which it recommends to the LA for adoption.

There is no requirement for an Academy to adopt a locally agreed syllabus. It may choose to adopt a different syllabus or develop its own, as long as it meets the requirements for such a syllabus as above. Academies are accountable for the quality of their curricular provision including RE.

7. What type of RE will an Academy that is not designated with a religious character provide?

The Funding Agreement for an Academy without a religious designation states that it must arrange for RE to be given to all pupils in accordance with the requirements for agreed syllabuses that are set out in section 375(3) of the Education Act 1996 and paragraph '(5) of Schedule 19 to the School Standards and Framework Act 1998. This means a syllabus that reflects that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. It also means that an Academy without a religious designation must not provide an RE syllabus to pupils by means of any catechism or formulary which is distinctive of any particular religious denomination.

This gives an Academy without a religious designation the freedom to design its own RE syllabus (within those constraints) and not be bound by the specific locally agreed syllabus that maintained schools are required to follow. However, Academies are free to follow the locally agreed syllabus if they choose or they can choose another from a different Local Authority area.

8. Are there any variations to the general position as described?

Some non-denominational Academies with a religious designation (e.g. those designated as 'Christian') have funding agreements specifying that they will use the locally agreed syllabus. Academies that opened early in the Academies Programme before around 2004 have a general requirement to provide RE and collective worship. However the detailed requirements may differ. It would be

wise for the EFA to check the specific FA wording if they receive a query about the detailed requirement for RE in a very old Academy. The position is also different in former foundation or voluntary controlled faith schools that have converted to Academies and this is explained below.

9. What is the position for former voluntary controlled and foundation schools with a religious designation that have converted to Academies?

Foundation or voluntary controlled schools with a religious designation that convert to Academies must arrange for RE in accordance with the requirements for agreed syllabuses (in the main Christian whilst taking account of the other principal religions etc as set out above) unless any parents request that their children receive RE in accordance with the tenets of the school's faith. If any parents do request this, the Academy must make arrangements for those children to receive such RE unless, because of special circumstances, it would be unreasonable to do so. The Funding Agreement sets this out (by applying the relevant provisions of the Education Act 1996 and the School Standards and Framework Act 1998). In practice these Academies generally choose to follow the locally agreed syllabus.

10. Do all Academies have to offer a daily act of collective worship?

An Academy's Funding Agreement is drafted to mirror the requirements for acts of collective worship in maintained schools. Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves. This applies to Academies with and without a religious designation.

11. What kind of collective worship would an Academy with a religious designation provide?

Such an Academy must provide collective worship in accordance with the tenets and practices of the Academy's designated faith. It can also choose to reflect the other principal religions and those found in the local community.

12. Does the above apply to former voluntary controlled or foundation schools with a religious designation that have converted to Academies?

Yes. They must provide collective worship in accordance with the tenets and practices of the Academy's designated faith.

13. In an Academy without a religious designation, does the act of collective worship have to be broadly Christian in nature?

Such an Academy must provide collective worship that is wholly or mainly of a broadly Christian character. A school can reflect the religious backgrounds represented in its community, as long as the majority of provision is broadly Christian.

14. Can an Academy without a religious designation apply for exemption from providing broadly Christian collective worship?

Yes. A maintained school can apply to the local SACRE for an exemption not to provide broadly Christian collective worship for some or all of its pupils, having considered the family background of pupils attending the school. An equivalent provision applies to Academies but the Academy Trust would apply, through the EFA, to the Secretary of State for the determination. Such a determination does not mean that the Academy or school would be exempted from providing any collective worship. They would still be required to provide daily collective worship, but of a different character that is more appropriate given the family backgrounds of the pupils in the school. The Secretary of State may approach the local SACRE for its view when considering such an application.

15. Can parents withdraw their children from religious education and collective worship?

Yes. Parents of children in Academies have an equivalent right to parents of children in maintained schools, to withdraw their children from religious education and or collective worship.

Please note that pupils over compulsory school age (16) can opt out of collective worship if they wish however they cannot opt out of receiving Religious Education.

16. Who inspects RE and collective worship in Academies with a religious designation?

Religiously designated Academies are required by their funding agreement to arrange for the inspection of any denominational RE and collective worship. In line with the arrangements for designated maintained schools, Academies, when choosing an inspector, must consult the relevant religious authority.

- (a) CofE / Catholic: the appropriate diocesan authority;
- (b) Jewish (note this is non-denominational): the Jewish Studies Education Inspection Service;
- (c) Methodist: the Education Secretary of the Methodist Church;
- (d) Muslim: the Association of Muslim Schools;
- (e) Sikh: Network of Sikh Organisations;
- (f) Seventh Day Adventist: the Education Department of the British Union Conference of the Seventh Day Adventist

17. How is RE and collective worship inspected in Academies without a religious designation?

Section 48 inspections, section 5 and Ofsted subject survey visits of Academies follow the same format as those of maintained schools. Judgements about RE are made in relation to the requirements which are applied to RE in the funding agreement. Where an academy has chosen to follow a locally agreed syllabus that will be used as the basis for judging standards and provision. Where no alternative arrangement for judging standards and progress has been developed or adopted, the expectations set out in the non-statutory National Framework for Religious Education (2004) will be used as a benchmark for National Standards. The quality of the provision is judged in terms of how well it secures progress towards the expected pupil outcomes.

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**Kent SACRE Development Plan
2013 – 2015**

1. Monitoring standards, quality and provision of RE

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	Achieved
To monitor provision etc of Primary RE	<ul style="list-style-type: none"> • Termly contact with sample of schools 		3 days			
To monitor provision etc of Secondary RE	<ul style="list-style-type: none"> • Termly contact with sample of schools 		3 days			
Analysis of GCSE and A level results in RE/RS	<ul style="list-style-type: none"> • Share key findings with SACRE and in annual report 		1 day			
To review implementation of the Agreed Syllabus	<ul style="list-style-type: none"> • Termly contact with sample of schools 					
Analysis of key inspection judgements from Kent schools on RE and SMSC	<ul style="list-style-type: none"> • Share key findings with SACRE and in annual report 		3 days			
Provide CPD Programme for schools	<ul style="list-style-type: none"> • Plan programme, prepare materials etc, lead and evaluate sessions • Follow up CPD as appropriate 		10 days			

2. Collective Worship

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	Achieved
Monitoring provision and practice of Collective Worship	<ul style="list-style-type: none"> Termly contact with sample of schools 					
Addressing issues of non-compliance	<ul style="list-style-type: none"> 		1 day			
To manage any "Determination" applications	<ul style="list-style-type: none"> 					

3. Management of SACRE and relationship with LA

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	Achieved
To ensure that SACRE meets its duties and responsibilities	<ul style="list-style-type: none"> SACRE provides appropriate advice on RE and CW to LA To maintain the representative nature of SACRE membership Annual Report written 		3 days			
SACRE meetings	<ul style="list-style-type: none"> Full SACRE meeting held 3 times per year Chairman's briefing meeting held in advance of full SACRE meeting Record patterns of attendance of SACRE members 		6 days			
Professional and financial support	<ul style="list-style-type: none"> SACRE kept up to date on local and national developments SACRE able to fulfil its duties and responsibilities All members able to 		2 days			

	access necessary Training <ul style="list-style-type: none"> Maintain agreement with LA to continue funding SACRE and Consultant support at current levels 					
To increase awareness of and the work of SACRE	<ul style="list-style-type: none"> Regular updated information provided on websites and via E-Bulletin circulation. 		1 day			
SACRE has a strong partnership with the LA	<ul style="list-style-type: none"> Regular information about matters relating to RE and collective worship is exchanged between LA and SACRE 		1 day			
Develop a Young People's SACRE						
Partnership with other stake holders	<ul style="list-style-type: none"> Continue links with NASACRE, REC, National Conferences, NATRE and AREIAC Feedback and actions from conferences by SACRE members 		1 day			

SACRE Development Plan Agreed 7 March 2013
Kent SACRE Development Plan
 2012 – 2015

1. Monitoring standards, quality and provision of RE

Objective		Responsibility	Resources	Success criteria / outcomes	Completion Date	Achieved
To monitor provision etc of Primary RE	•	RE Consultant	15 days RE Consultant time	Surveys sent to all Kent Primary Schools Visits to 6 primary schools (variety of types and locations) Written report to SACRE identifying key strengths and areas for development.	February 2013	Fully achieved 2 of 6 schools visited Verbal report given to SACRE

SACRE Development Plan Agreed 7 March 2013

<p>To monitor provision etc of Secondary RE</p>	<ul style="list-style-type: none"> Undertake survey and interviews with selected Secondary schools. 	<p>RE Consultant</p>		<p>Survey sent to all Kent Secondary Schools</p> <p>3 Secondary Schools visited</p> <p>Written report of findings from visits given to SACRE</p>	<p>February 2013</p> <p>March 2013</p> <p>March 2013</p>	<p>Fully achieved</p> <p>1 of 3 visited</p> <p>Verbal report given to SACRE</p>
<p>To monitor provision, standards and achievements across all Key Stages 3-5</p>	<ul style="list-style-type: none"> End of key stage data and examination results collection and analysis 	<p>RE Consultant</p>		<p>All schools are providing RE on the timetable</p> <p>All schools are using Kent Agreed Syllabus</p> <p>Most schools are allocating 5% curriculum time to deliver KAS</p>	<p>September 2013</p> <p>September 2013</p> <p>September 2013</p>	
<p>To review implementation of the Agreed Syllabus</p>	<ul style="list-style-type: none"> Survey to determine the extent that RE provision in schools is compliant with the agreed syllabus requirements, and its recommendations in 	<p>RE Consultant</p>		<p>GCSE and AS/A Level standards are comparable to National standards or better</p>	<p>September 2013</p> <p>September 2014</p> <p>September 2015</p>	

SACRE Development Plan Agreed 7 March 2013

	terms of time allocation					
Analysis of GCSE and A level results in RE/RS, sharing key findings with SACRE and in annual report	<ul style="list-style-type: none"> Analysis of results data, as supplied by KCC Management Information Services, & comparison with national results 	RE Consultant	1 day RE Consultant time	GCSE and AS/A Level standards are comparable to National standards or better	November 2013 November 2014 November 2015	
Analysis of key inspection judgements from Kent schools on SMSC annually and share findings with SACRE.	<ul style="list-style-type: none"> Termly Review of Ofsted Inspection reports 	RE Consultant	1 day RE Consultant time	SACRE presented with written analysis of SMSC in Ofsted reports	April 2013 July 2013 December 2013 There-after termly	Discussed with Sue Rogers, not presented

2. Collective Worship

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	ACHIEVED		
Practice and provision of collective worship	<ul style="list-style-type: none"> • Provide Governor Briefing on their responsibilities for CW • Promote the use of “Gathering Together: Policy and Practice for Collective Worship” • RE Consultant to scan “Gathering Together” document and put on web site 	RE Consultant	Within 15 days RE Consultant time for Monitoring RE	<ul style="list-style-type: none"> • Governing bodies have received briefing on their responsibilities for CW <p>Document scanned and on web site</p>	<ul style="list-style-type: none"> • December 2013 <p>September 2013</p>	•	•	•
Monitoring provision and addressing noncompliance	<ul style="list-style-type: none"> • Follow up to schools that do not comply according to survey responses • Develop a way to secure knowledge about CW in schools 	RE Consultant		<ul style="list-style-type: none"> • Schools indicating non-compliance in survey have all been contacted by RE Consultant • Consultant provides SACRE with report of non-compliant primary and secondary schools and the impact his 	<ul style="list-style-type: none"> • March 2013 <p>August 2015</p>	Not achieved	•	•

SACRE Development Plan Agreed 7 March 2013

	<ul style="list-style-type: none"> Respond to any Ofsted comments about CW 			intervention has made				
To manage any "Determination" applications	<ul style="list-style-type: none"> Monitor the number of "determination" applications 	Clerk to SACRE		<ul style="list-style-type: none"> Statement in Annual Report 	Annual Report 2013	•	•	•

3. Management of SACRE and relationship with LA

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	Achieved
<p>SACRE Meetings: To ensure that SACRE meets its duties and responsibilities</p> <p>To meet 3 times a year</p>	<ul style="list-style-type: none"> • SACRE provides appropriate advice on RE and CW to LA • • • Annual Report written • Record patterns of attendance of SACRE members in groups 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum. • To correct any shortfalls in the representative nature of SACRE membership 	Clerk to SACRE with Chairman and Consultant	4 days RE Consultant time	<ul style="list-style-type: none"> • SACRE is provided with a copy of advice and support given to the LA on their behalf annually • SACRE Agenda item for each meeting on patterns of attendance by members and actions taken with regard to non attendance • All groups fully represented and attend SACRE meetings 	<ul style="list-style-type: none"> • Annually In December • 12 • 13 • 14 <p>June 2013</p>	Achieved 2012
Develop a Young People's SACRE	<ul style="list-style-type: none"> • Secure funding to enable meetings to be hosted to develop Young People's group 	Chairman and members of Working Group		<ul style="list-style-type: none"> • Young People's SACRE first meeting • Established 	<ul style="list-style-type: none"> • October 2013 • December 2014 	•
Professional and financial support	SACRE kept up to	SACRE		<ul style="list-style-type: none"> • SACRE agenda item 	<ul style="list-style-type: none"> • On-going 	•

SACRE Development Plan Agreed 7 March 2013

	<p>date of local and national developments</p> <ul style="list-style-type: none"> • SACRE able to fulfil its duties and responsibilities • All members able to access necessary Training • Maintain agreement with LA to continue funding SACRE and Consultant support at current levels 	Chairman with RE Consultant	4 days RE Consultant time	<p>led by chairman and RE consultant at each meeting</p> <p>Maintain funding for meetings, training and supply cover for members attending meetings, sub committees etc</p>	<ul style="list-style-type: none"> • Annual review • March 2013 • March 2014 • March 2015 	
<p>To increase awareness of and the work of SACRE</p> <p>To increase the publicity of SACRE in the community</p>	<ul style="list-style-type: none"> • Regular updated information provided on Kenttrustweb and via E-Bulletin circulation. • Create stronger links with local faith communities 	Clerk to SACRE with Chairman and Consultant		<ul style="list-style-type: none"> • SACRE provided with appropriate web links • SACRE Road-show offered to HT Annual Conference • Teachers and faith communities will know where to get information about SACRE. 	<ul style="list-style-type: none"> • On-going • July 2013 • July 2013 	<ul style="list-style-type: none"> • Not achieved Not achieved Not achieved

SACRE Development Plan Agreed 7 March 2013

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	
	•			•	•	•
SACRE has a strong partnership with the LA	<ul style="list-style-type: none"> Regular information about anything related to RE and collective worship is exchanged between LA and SACRE 	Clerk to SACRE with Chairman and Consultant		<ul style="list-style-type: none"> SACRE provides the LA through the RE Consultant. Written evidence of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools) using outcomes of the questionnaire LA advertises local training courses for RE and CW on its web site 	To be initiated by September 2013 and then on-going	Awaiting report May 2013
Partnership with other stake holders	<ul style="list-style-type: none"> Continue links with NASACRE, REC, National Conferences, NATRE and AREIAC Feedback and actions from conferences by SACRE members 	SACRE Chairman	Funded within budget	<ul style="list-style-type: none"> Ensure a representative is present at national events Representatives provide feedback to SACRE 	<ul style="list-style-type: none"> Ongoing 2013 2014 2015 Ongoing 2013 2014 2015 	<p>Not achieved</p> <p>Not achieved</p>

SACRE Development Plan Agreed 7 March 2013
2012 -2013 Budget forecast / SACRE Business Plan

Cash limit £5000 (October 2012)

Activity	Details	Cost * (£)		
3 x SACRE Meetings / year	Meeting venues Refreshments Members expenses Supply costs Printing	700 180 300 1500 360		
3 x Steering group meetings / year	Meeting venues Refreshments Members expenses Supply costs Printing	270 180 180 270		
2 x delegates to NASACRE AGM	Delegate costs Members expenses	150 100		
Annual Subscription to NASACRE		95		
Youth SACRE activities	Meeting venue Refreshments Member expenses Materials	500		
Contingency		215		
Total		5000		

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The role and responsibility of a SACRE (taken from **Religious education in English schools: Non-statutory guidance 20 10**)

A SACRE must:

- Advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit
- Publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA
- Send a copy to the QCDA NB this has been superseded and reports now are sent to NASACRE
- Meet in public unless confidential information is to be disclosed
- Make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.

A SACRE should:

- Monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- Provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training
- In partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality of teaching and learning of RE
- Offer advice to the LA, and through the LA to schools, concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad and balanced curriculum

NB There is a useful Toolkit for SACREs to use to assess their effectiveness. It can be found at <https://cmis.derby.gov.uk/CMIS5/Document.ashx?czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=2rRe97fiFAkWdMcSaXsGV8pMRv%2BffZgsyFOOX0QbHXAtUK5Lb%2FSqjg%3D%3D&mCTIbCubSFfXsDGW9IXnl g%3D%3D=hFflUdN3100%3D&kCx1AnS9%2FpWZQ40DXFvdEw%3D%3D=hFflUdN3100%3D&uJovDx wdjMPoYv%2BAJvYtyA%3D%3D=ctNJff55vVA%3D&FgPIIEJYlotS%2BYGoBi5oIA%3D%3D=NHdURQbu rHA%3D&d9QjjOag1Pd993jsyOJqFvmyB7X0CSQK=ctNJff55vVA%3D&WGewmoAfeNR9xqBuxOr1Q8Za 60lavYmz=ctNJff55vVA%3D&WGewmoAfeNQ16B2MHuCPMRKZMwaG1PaO=ctNJff55vVA%3D>

I have included the above as useful background information to focus the thinking of SACRE members. You may or may not wish to include this but I suggest that it is useful for the lead members of each house and the person who updates the development plan.

Kent SACRE development Plan

Section 1 – Monitoring standards, quality and provision of RE

- Survey of all primary schools - **achieved**
- Survey of all secondary schools - **achieved**
- Visits to 6 primary schools - 5 primary schools have been visited
- Visits to 3 secondary schools – 2 secondary schools have been visited (some have been telephoned but with little success)
- We are unable to say whether or not all schools are providing RE on the timetable, using the agreed syllabus or allocating 5% of curriculum time to RE
- GCSE and AS/A Level standards are reported on in the SACRE annual report
- Analysis of key inspection judgements from Kent schools on SMSC annually and share findings with termly

Collective Worship

- Practice and provision of CW - **a briefing for governors has been published in the Autumn Tern 2013 issue of The Governor**
- Promote the use of “Gathering Together: Policy and Practice for Collective Worship – **This document is on the web site but there are issues regarding its access (out of our control)**
- Schools indicating non-compliance in survey have all been contacted by RE Consultant - **not achieved**
- Manage any “Determination” applications – **No such applications have been made and this is reported in the Annual Report**

Management of SACRE and relationship with LA

- To ensure that SACRE meets its duties and responsibilities **SACRE provides appropriate advice on RE and CW to LA - This is presented in the form of the SACRE Annual Report**
- SACRE meets 3 times a year - **achieved**
- Develop a Young People’s SACRE – **The Young People’s SACRE met for the first time on 16 October 2013**
- Professional and Financial Report – **agenda items at each meeting**
- Increase awareness of the work of SACRE - ?
- To increase the publicity of SACRE in the community - ?
- SACRE has a strong partnership with the LA – **through meetings with Sue Rogers**
- SACRE provides the LA via the RE Consultant with written evidence of any significant teaching quality issues relating to RE within the range of statutory provision – **SACRE were provided with the results of the survey sent to schools at their meeting on 26 June but this report presents the data collated but does not identify “significant teaching quality issues”.**

- Partnership with other stakeholders – SACRE was not represented at the NASACRE Conference in 2013. The Chair is to report back at the November 2013 meeting using information from the NASACRE AGM

2013 – 2014

SACRE needs to identify:

- **Priorities which need to be carried forward from the plan above**
- **New priorities for the present academic year**

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Patterns of Attendance

MEMBER				
GROUP 1	7/3/2013	26/6/2013	19/11/ 2013	
Miss J Webb	NO	YES		
Mrs V Thornewell	NO	YES		
Vacancy-URC	-	-		
Mrs J Wigg	YES	YES		
Mrs A Donnelly	YES	NO		
Mrs M McDowall	NO	NO		
Miss S Malone	YES	YES		
Mrs C Elapatha	YES	NO		
Mr M Papadopoulos	YES	YES		
Rabbi C Cohen	NO	NO		
Vacancy-Hinduism	-	-		
Mrs N Younosi	YES	NO		
Mrs J Grant-co-opted	YES	YES		
GROUP 2				
Miss K Anderson	-	NO		
Mrs V Corbyn	YES	YES		
Mr R Tyson	NO	YES		
Mrs T Martin	NO	YES		
Miss R Walters	YES	NO		
Miss S Shaw	YES	NO		
GROUP 3				
Mr S Platnauer	YES	NO		
Ms K Burke	YES	YES		
Mrs P Fairchild	YES	NO		

Headteacher-vacancy x 2	-	-		
Miss S Lacon	NO	NO (hosp)		
Miss T Kelvie Co -opted	SUBS	NO		
Miss E Pope Co-opted	NO	YES		
GROUP 4				
Mr S Manion	YES	YES		
Mr M Northey	YES	YES		
Mr T Maddison	-	YES		
Mr J Elenor	-	YES		