

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, 10th March, 2015 at 9.30 am

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

Refreshments will be available from 9.15am

UNRESTRICTED ITEMS

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

1. Membership
 - 1 To note the resignation of Mr S Platnauer-NUT Group 3
 - 2 To note the appointment of Ms Fiona Hawkes, Head of RE,Philosophy and Ethics,Tunbridge Wells Grammar School for Boys to Group 1 (Roman Catholic)
2. Apologies for Absence/Substitutes
3. Declarations of Interests
4. Minutes 25 November 2014 (Pages 3 - 24)
5. SACRE Budget as at Dec 2014 (Pages 25 - 26)
6. 2015 Youth SACRE's- Secondary and Primary
 1. Secondary Youth SACRE Update - Mrs J Grant
 2. Primary Youth SACRE Update - Mrs V Corbyn
7. Shaping the Spirit - Working Group Update
8. Development Plan (Pages 27 - 28)
9. Overview of National and Local Developments (Pages 29 - 34)
 1. NASACRE-The Trojan Horse aftermath Conference,Fri.20 March 2015, London. Keynote Speakers: Joyce Miller and Alan Brine
 2. NASACRE AGM and Executive Elections-11am,Thurs.21May 2015,The Council House, Birmingham, Keynote Speaker: Charles Clarke-Prof Politics at University of East Anglia.
 3. Schools access to SACRE members (Minute 49.3 refers)
 4. Kent SACRE Survey Summary 2014 Report
 5. DfE Consultation
 6. Lord Nash letter 7/1/2015
 7. Annual Report Update-Education and Young People's Services (EYPS) Cabinet Committee - 16 Dec.2014.

10. Patterns of Attendance (Pages 35 - 36)

11. Dates of 2015 Meetings

SACRE

Wed 17 June 2015-Highworth Grammar School, Ashford

Mon 23 November 2015 – County Hall, Maidstone

SACRE Briefings at Oakwood House, Maidstone

Mon 11 May 2015

Mon 19 Oct 2015

All above meetings start at 9.30am

Youth SACRE

Primary – Wed. 20 May 2015 at CCCU

Secondary-

12. Any other items which the Chairman decides are urgent

13. Member Presentation - Miss R Walters. Preparing teachers to Develop SMSC

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
Strategic and Corporate Services
Sessions House
Maidstone
Kent ME14 1XQ

Telephone: 03000 416801
e-mail: carol.wade@kent.gov.uk

Monday, 2 March 2015

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.

KENT COUNTY COUNCIL

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

MINUTES of a meeting of the Standing Advisory Council on Religious Education (SACRE) held in the Darent Room, Sessions House, County Hall, Maidstone on Tuesday, 25 November 2014.

PRESENT: Mr S C Manion (Chairman), Mrs N Younosi (Vice-Chairman), Ms K Burke, Mrs V Corbyn, Mr J Elenor, Mrs J Grant, Mr T A Maddison, Miss S Malone, Mr M J Northey, Mrs V Thornewell, Mr R Tyson, Miss R Walters, Miss J Webb, Mr A Gillespie, Mrs N Caisley and Mrs E May, Mrs B Naden, Mr S Platnauer & Mrs N Paterson

ALSO PRESENT: Mr R Gough Cabinet Member for Education & Health Reform and Prof R Norman

IN ATTENDANCE: Mr A Foster (Consultant Advisor) and Mrs C Wade (Democratic Services Officer)

UNRESTRICTED ITEMS

43. Membership (Item 1)

43.1 To note the resignation of Mrs V Thornewell, Methodist Group 1, Mrs P Martin, Canterbury Diocese Group 2, Mrs P Fairchild, ATL and Miss S Lacon NAHT, Group 3.

43.2 To note the appointment of Mrs E May, United Reformed Church Group 1, Mrs B Naden and Mrs N Paterson Canterbury Diocesan Board of Education, Group 2, Mrs N Caisley, KAH Primary and Mr A Gillespie (co-opted) Group 3

43.3 To note the renewed appointments of Ms K Burke NASUWT, Miss J Webb, Baptist, Mrs C Elapatha, Buddhism, Rabbi C Cohen, Judaism, Miss S Malone, RC, and Mr S Platnauer NUT

43.4 Mr S Platnauer NUT, Group 3, reported he had been retired from teaching for a number of years and would be resigning his appointment when the Union could find a suitable replacement.

43.5 Mrs V Thornewell read a letter of resignation recounting some of her experiences on SACRE during her 20 years service. The Chairman thanked her for her loyal commitment and commented she would be missed.

44. Minutes 25 June 2014 (Item 4)

44.1 The Minutes of the meeting held on 25 June 2014 were approved as a true record and signed by the Chairman subject to the addition of Mr S Platnauer to the membership present.

45. The Local Authority and Religious Education in Schools-Overview / Q and A Session -Mr R Gough (Cabinet Member for Education and Health Reform)
(Item 5)

45.1 Mr Gough was welcomed to SACRE and thanked for his continued support.

45.2 He advised members that he wished to listen and learn and had been pleased to meet a small group earlier in the year, which had resulted in a letter being sent to Mr Gove (the then secretary of State for Education) He had received no reply, neither had he heard from his replacement, Nicky Morgan. He felt it would be timely to send her a revised version of the letter highlighting Kent's concerns. He firmly believed the direction of the world was not secular and religion must be given due significance.

45.3 Mr Gough conceded the world of education was changing, the impact of Academies as single converters, National chains and multi Academy trusts/Free schools all contributed to the reduced but still significant role of the Local Authority.

45.4 Mr Gough expressed the view that the focus should be on three main topics:-

- a) incentives for schools- overcome feeling RE is an optional extra with little significance, having regard to tackling issue over E-Bacc and Ofsted
- b) Funding-bursaries for early learning training be revived?
- c) Ofsted-must acknowledge a more diverse schools system, accepting changes bring challenges, but continue to work on good and positive relationships and work on the importance of good and lasting dialogue.

45.5 Mr Gough invited questions from members:-

Mr Elenor -how does the Authority obtain information from Academies/Free schools?

45.6 Ans-it varied, work was ongoing to maintain a steady improvement in relationships. SACRE carried out a very valuable training role, survey work and maintaining contact with schools.

45.7 Mr Maddison- the LA no longer had the influence it previously enjoyed when schools took Academy status, how could incentives be best used?

45.8 Ans-

Headteachers were under increasing pressure, sometimes with their careers at stake and L.A and SACRE must explore best methods to influence through dialogue and incentives.

45.9 Mr Tyson was encouraged by the announcement of Government bursaries-(school direct scheme) and RE graduate assistance. Teaching schools had a remit to work in collaboration with other schools-what opportunities did SACRE and KCC have to develop expertise in Kent? RE link with SMSC, Ofsted comments on British

values, considered RE was the ideal way through meaningful and rigorous academic content.

45.10 Ans-

Bursaries were good, needed to be expanded. British Values agreed in principal, unsure how to take forward. Teaching schools needed to be identified, strengths recognised and work mapped out to take forward.

45.11 Mrs Younosi expressed concern that many schools do not know about SACRE, members of the multi-faith group wished to support schools and share expertise, but did not know a mechanism to do this?

45.12 Ans-

KELSI and L.A communications to schools, E-bulletin/ newsletters. Most effective way was to identify specific initiatives and publicise accordingly.

45.13 Miss Walters reported CCCU had very strong training links and suggested Mr Gough contact their teacher education.

45.14 Ans-

Will do, thank you

45.15 Mr Manion thanked Mr Gough for his attendance at the meeting and confirmed he looked forward to seeing the redrafted letter to the Sec. of State.

46. Budget *(Item 6)*

46.1 Mr Foster reported the Budget was in a healthy position, showing a two thirds spend to date. After taking account of Expenses for the current meeting and March 2015 meeting, plus the proposed working party to produce new guidance on spirituality, there might be a small surplus.

46.2 The summer ebulletin had given schools the opportunity to apply on a first come first served basis, for subsidised membership of RE Today and/or part-funding towards the RE Quality Mark-there had been no applications.

46.3 Mr Foster reported that Miss Pope would advertise again at the RE Teachmeet on 29 November 2014 at the Bishop of Rochester Academy.

46.4 Mrs Corbyn suggested a plan should be in place to ensure the Budget was fully spent, but Mr Foster advised it looked to be accounted for.

46.5 There was debate about electronic circulation of papers to save postage, but members agreed they required a paper copy.

47. Annual Report *(Item 7)*

47.1 Mr Foster had presented the incomplete draft Kent SACRE Annual Report 2013-14 which was minus the Kent school's exam results, available on 8 December 2014. Final version now available on the link below:
<http://kent590w3:9070/documents/s50723/Annual%20Report%202013-14.pdf>

47.2 He had changed the style to make the report more reflective of the way Kent SACRE worked, having researched other Counties reports on the NASACRE Website, added a photograph on the cover and given greater emphasis to Kent's Mission statement-page 6. For the first time he had included a membership record of attendance and Committee representation at Appendix 3.

47.3 Page 12-Members debated the difficulty of poorly supported or cancelled CPD events. The report was a vehicle to inform and remind schools of the requirement through the Agreed Syllabus to follow an accredited course and for Academies to meet their legal obligations regarding the provision of RE and CW.

47.4 Page 15-It was noted that there had been no determinations to grant alternative CW in any Kent schools and no complaints had been received under Section 23 of the Education reform Act 1988.

47.5 Page 12-Miss Walters requested SACRE develop a strategy for the revision of the Agreed Syllabus, which was previously reviewed in 2011.-REact 2012. Mr Foster envisaged revisiting the contents of the REC review before commencing the process to review the Kent Agreed syllabus. It was noted that the review of the national Curriculum for secondary pupils was still not complete and this could influence the review.

47.6 Ms Burke commented the GCSE and A level syllabus needed to be agreed in advance of the review, which should not be rushed.

47.7 Mrs Naden suggested guidance was needed in regard to RE levels which were not applied to any other subjects.

47.8 Mr Foster reported he was currently undertaking a sample survey of 60 schools, having received responses from 20 to date-all appeared to identify assessment as a concern.

47.9 Mr Northey advised there had been unparalleled challenges to marking the exam scripts in an unprecedented year of change, which had included debate about which results counted towards verified information. He advised caution in starting the review to the Agreed Syllabus.

47.10 Mrs Caisley added Headteachers were deluged with information and cautioned it was necessary to allow sufficient time to make the review thorough with a very satisfactory conclusion.

47.11 Members agreed, that subject to the addition of points raised in debate or notified to Mr Foster, plus exam data, the report be finalised and circulated to all SACRE Members, Members of the County Council(via the Members information Bulletin MIB), Education and Young Peoples Services Cabinet Committee-16

December 2014, Corporate Director- Education and Young people Services, Headteacher/Chair of Governors all Kent Schools and NASACRE.

48. Youth SACRE 18 November 2014
(Item 8)

48.1 Mr Manion reported the event had been announced at the County Council meeting on 23 October 2014.

48.2 A brief summary report, attendance statistics, participant responses from students and staff are appended to these minutes. Members viewed the results of the entire artwork exercise on display boards at the meeting. It was agreed all schools who had registered for the event would receive a pack of the information through the post accompanied by a letter signed by the Chairman.

48.3 Mrs Corbyn and Ms Burke had facilitated the final break away session for teachers and reported it was a useful exercise.

48.4 Mr Foster agreed to thank participants and publicise the success of the event in the E-bulletin.

48.5 Mrs Younosi echoed the general opinion that it had been a successful and productive afternoon and thanked all participants who had contributed to the event. She suggested that SACRE run two conferences in 2015. It was unanimously agreed that Lat Blaylock be invited to facilitate the 2015 Secondary Conference, autumn 2015 -Mrs Grant volunteered to lead, and give consideration to the number of students invited from each school.

48.6 After debate it was agreed the second conference be held at the end of the summer term, open to Year 5/6 students, possibly in a venue such as the Gravesend Gurdwara. Ms Burke would also enquire if her school-Mayfield Grammar, Gravesend could be made available.

48.7 Mrs Corbyn agreed to take the lead with assistance from Mr Gillespie, Mrs Naden, Mrs Paterson, Mrs Younosi and Mrs Caisley.

48.8 The Chairman asked if there would be sufficient funds in the budget and Mr Foster replied he would make a case for additional funding if it became necessary.

49. Development Plan
(Item 9)

49.1 Mr Foster presented the Development Plan suggesting that in the light of earlier discussions the additional Primary Youth Conference be added as a priority objective.

49.2 Mr Tyson requested the development of SMSC, linked to RE needed to be reflected. Mr Foster agreed that was an activity SACRE would undertake and the revision of the Shaping the Spirit Document be added as Priority 4.

49.3 Members debated how schools could access SACRE Members to arrange speaker visits and it was suggested this be an Item on the next Agenda.

49.4 Mrs Paterson questioned the timescale for the individual developments, what, when and how the success of the Plan was evaluated? Mr Foster explained that as a result of previous member debate the detail had been removed, and it was hoped that all targets would be achieved by the completion of the current Plans target of March 2015.

49.5 Mr Foster reported that he had received 20 out of 60 possible responses to the sample schools survey-closing date 14 December 2014. Mr Maddison suggested all County members be requested to contact any schools in their Division where they maybe Governors or Trustees and it was agreed Mr Foster would forward information to Mr Manion for dissemination to members.

49.6 Miss Walters requested the results be presented to SACRE in written form and after discussion it was agreed Mr Foster would anonymise the data before presentation, the final summary would be recorded in the next Annual report. Despite some members concerns about obtaining accurate and honest answers, Mr Foster was adamant he needed the name of the person completing the survey to make the exercise worthwhile.

49.7 Mrs Caisley was concerned such a small sample had little value and was willing to be proactive in promoting completion of the surveys in the school quadrants, chasing at partnership level e.g. West Kent 28 sub-levels.

49.8 The next Plan would include setting up the structure for the review of the Agreed Syllabus and a timeframe. Ms Burke commented Mr Foster had included under the resources column the allocation of his SACRE time and if additional work was required, it would need to be done by other members.

49.9 Members agreed the Plan subject to the addition of the points raised, plus SMSC and the provision and compliance of Collective Worship.

50. Overview of National and Local Developments *(Item 10)*

50.1 NASACRE Conference-27 November 2014, Birmingham
Mr Manion reported that the conference was fully booked and he had been unable to secure a place.

50.2 Ofsted Framework

Mr Foster made reference to the most recent RE subject report from Ofsted-Realising the Potential (2013) highlighting SACRE's areas of concern.

50.3 Mr Foster agreed to include the link to the Ofsted Inspection Framework for members information:- <https://www.gov.uk/government/publications/the-framework-for-school-inspection>. He would issue the usual reminder in the January 2015 E-bulletin to all schools stating that RE is still a statutory subject and assessment still exists, regardless of Ofsted.

50.4 Shaping the Spirit-Working group

The following members agreed to attend the Working party on 2 February 2015 at Oakwood House from 12 noon following the Chairman's briefing:-

Mr Manion, Ms Burke, Mr Gillespie, Mrs Naden, Mrs Caisley, Miss Walters and Mrs Younosi.

50.5 Mr Foster would email the previous Shaping the Spirit publication to the working group prior to the meeting.

50.6 HUB Meetings

Mr Gillespie reported a further RE teachmeet had been arranged for 29 November 2014 at the Bishop of Rochester Academy. He would advise teachers of SACRE's offer to part fund the RE Quality Mark (REQM) and other financial initiatives.

50.7 The first 2015 meeting would be held on Saturday 21 March 2015 at the Robert Napier school. SACRE members welcome. Details of Kent and Medway Hub could be found on their FB page and holding website page:-

www.facebook.com/gropus/308789999318113

kentandmedwayhub.wordpress.com

51. Patterns of Attendance

(Item 11)

51.1 Mrs Younosi expressed concern at some of her group members continual lack of attendance. Mr Foster suggested poor attendance could be referred back to the appointing body if applicable.

51.2 It was explained co-opted members were not recorded, as their attendance did not count towards the group being quorate in the event of a vote.

52. Dates of 2015 meetings

(Item 12)

52.1 SACRE

Tuesday 10 March 2015-County Hall, Maidstone

Wednesday 17 June 2015-Highworth Academy, Ashford

Monday 23 November 2015 – County Hall, Maidstone

52.2 Briefings at Oakwood House, Maidstone

Monday 2 February 2015

Monday 11 May 2015

Monday 19 October 2015

52.3 All meeting start at 9.30am

This page is intentionally left blank

LAT BLAYLOCK was facilitator for the day. He is the editor of REtoday magazine and runs study days throughout the country. His theme was the presence of EVIL.

What does it mean? What do we think is evil? What do we consider evils in the world today? Is religion evil and how does it fit into society today?

These were some of the questions posed by Lat. He made us consider answers with various examples and by various creative methods; such as a board game; drawing; using Story Board (post it notes to answer questions which were posted around the Council Chamber); stories; and philosophies such as Nihilism.

He finished with a true story from Maputo, Mozambique. Bishop Dinis asked Christian Aid for a donation to swap bicycles and tools for guns to start a gun amnesty. This was enormously successful where weapons were handed in, but what to do with them? They were turned into works of art/sculptures by some local people. Lat asked the students to do the same with pictures of weapons and prizes were given for the most imaginative artwork.

Lat ended by stating that the "Golden Rule" exists in all faiths and gave us statistics of various religious charities helping people throughout the world.

The teachers also had their own session which was led by Virginia and Karen. They might like to give SACRE feedback they received.

The day was very successful, thought provoking and enjoyed by all who attended.

Jackie Grant

This page is intentionally left blank

YOUTH SACRE

18 NOVEMBER 2014 @ SESSIONS HOUSE, MAIDSTONE, KENT

STATS:

13 schools attended (21 had registered)

Community College Whitstable

Wrotham Academy

Oakwood Park Grammar Maidstone

Maidstone Girls Grammar

Dover Christ Church Academy

Maidstone Boys Grammar

St Georges C of E Broadstairs

Invicta Grammar Maidstone

Mayfield Grammar Gravesend

Dover Grammar

Harvey Grammar Folkestone

Wilmington Grammar Dartford

Highworth Grammar School, Ashford

18 staff-Teachers/PGCE/NQT

29 students

7 SACRE members + Allan , (RE Advisor) + Clerk + Apprentice

I curate

Lat Blaylock (Facilitator)

TOTAL = 59

This page is intentionally left blank

SACRE YOUTH CONFERENCE
Sessions House
18.11.2014

Session 1: Participant responses to activity - **EVIL**

1. **The worst evil in the world is , , , ,**
 - the suffering of innocent children'
 - stealing- when you lie you steal from someone's right to truth, when you kill someone you steal their right to live.
 - human beings killing other human beings.
 - knowing that what you are doing is evil/ recognising your actions are - evil and still doing them, behaving in a certain way just to be evil.
 - murder.
 - child killing/abuse.
 - animal cruelty.
 - not doing anything to stop evil.
 - open to interpretation.
 - those who do not fight the evil in their hearts.
 - genocide.
 - people
 - torture.
 - taking another person's life.
 - unloyalty.
 - life. Creates the false hope and punishment to humans.
 - humans.
 - greed.
 - coffee.
 - lack of empathy or pride.
 - pride - it has the power to abuse, devalue and suck out goodness from people/nations and hardens your ability to recognise there needs to be change.
 - money.
 - murder as it ends life and any greatness that may come from that life.
 - ignorance and lack of understanding or willingness to understand because people do not like things they do not understand. This leads to generalisation and hate (racism). People need to try and understand.
 - war.

2. **One evil thing that can be stopped is ...** - no evil can be stopped. It is up to the individual person.
- abuse in schools.
 - I don't believe they can be stopped as much as the world would like them to be e.g. our world would have thought the holocaust would have eradicated the occurrence of people having more genders, races, religions etc. but it has not.
 - hunger - there is enough food for all.
 - murder - the individuals should know that its wrong.
 - poverty- if Western rich countries work with those in need and cancel out world debt to enable poor countries to grow.
 - starvation. X2
 - being a passenger.
 - poverty/hunger, People commit crimes to get rid of these.
 - war. I think that if war was stopped then there would be a lot less spite in this world and less people would be killed.
 - environmental damage.
 - poverty, We could stop so much suffering by overcoming our greed.
 - No evil think can be stopped no matter how many laws are imposed, evil is innate and there will always be something evil.
 - lying. Lying is taught ability by society that can be irradiated.
3. **There is no devil or Satan because ...**
- devil/Satan is a concept not a real entity which can be used to explain good and bad e.g. black and white.
 - evil is just a test from God so that He can understand our faith in Him.
 - it is the Ying and Yang in each object, person, animal. Strive for good to dominate.
 - because God created all things and therefore would not create something with all powerful evil.
 - because we all interpret evil into being different things. Why is there a leader for that?
 - we should not blame evil on a being such as thee devil. Evil is a fault of humans.
 - there is no devil or Satan, simply all your negative thoughts that manifest into something overwhelming.
 - it exists in our world.
4. **I believe Satan is real - you can tell because ...**
- there is evil in the world,.- Satan is the evil half of people's hearts.- if there is an absolute good, or you believe in such a thing, there must be an equal yet opposite evil (be it Satan or another name).

- I believe Satan is real, you can tell because Satan has been reincarnated in evil people such as Hitler and David Cameron.
- of the evil in the world.
- there is evil in the world. Satan may not be the way he is described and may be the driving force of evil.
- I believe Satan is real as if no good then we would know no good as we would have no comparative there fore Satan is good.
- I believe Satan is real - you can tell this as people are inspired by something to commit evil.
- the devil is a human construe used to justify evil acts, as well as deter act as a deterrent against evil acts.

5. Evil is stronger than good - just look at ...

- deep inside every human being slumbers a dichotomy of good and evil. Life is a playground of these two dualities.
- evil stronger as tend to get away with it. A murderer takes a life but may only get prison. Not equal.
- there are still millions of people starving everyday, yet we have millionaire across the globe.
- we always remember the evil things and forget the good - evil
- just look at the news. The main things that we see is the bad things going on in the world, we hardly ever see the good.
- Life. Only the strong and evil rule, like dictators (Hitler).

6. You can get good from evil, for example ...

- we can get good from evil because in the just environment great evil threatens a great good has often risen to defeat it, and lights shine bright in the darkest darkness.
- the ability to appreciate when good things happen to you or others, people seek the warmth and comfort of good when bad things happen.
- charities to help people affected by evil.
- wars that bring peace.
- doctrine of double effect x2
- going to jail allows you to reflect on where you have gone wrong and how you can improve.
- forgiveness and reconciliation after dreadful crimes of cruelty in concentration camps, forgiving.
- you can get a lot of sharing in war.
- when Makaka Yousafzai continued her campaign for girls education after she was shot by the Taliban.

- child abusers - the child may get fostered/adopted by another family/ live a happier life.
- the "silver lining" analogy - evil can spur on good deeds.
- Corrymeela Project of how Ireland has reconciled after their troubles.
- the work that Stephen Lawrence's mum does.
- the genocide by Hitler will never be forgotten and will never happen again.
- e.g. if you lie just to keep a surprise up e.g. lying that you have not bought someone something for their birthday when you really have.
- it can make people stronger.
- there are examples from the holocaust of people showing great kindness and love to those persecuted.
- The Second World War shows that people of many cultural differences can together to stop someone declared to be the "devil" and stop the suffering of others.

7. Evil lies in every heart - you can tell because

- no one is perfect.
- as there is good in every heart there is also evil. But do you choose to act upon it.
- the "rubber necking" on the M25.
- we can all be selfish at times which can cause pain and suffering to others on occasions.
- no one is inheritably good, there is jealousy, greed in humans.
- every person at some point in their lives has chance something bad and even if they don't they still want to.
- nobody is perfect and we live with regrets and normally this is from evil.
- no one lives a sin free life.
- nobody is ever perfect.
- everyone lies.
- no one can be perfect, there is both evil and good inside everyone, it is just which side we act on.
- every one has the capability to do something evil - it's part of our human nature.
- human beings have an instinctive behaviour to think the worst of others, have to keep anger in check, etc.
- there is not one person that can say they've never done anything bad.
- good will turn into evil.
- it is still evident in the world today despite human's knowledge of its existence on earth.

8. One evil we should leave behind is ... because ...

- self-confidence
- prejudice - we should be more open minded and accepting of other people.
- greed
- poverty - we all deserve to live in equality and peace.
- One evil we should leave behind is anger. If people were a lot less angry there wouldn't be as much evil in them.
- slavery.
- One evil we should leave behind is intolerance of others' beliefs and life styles.
- capitalism
- We should leave behind ignorance so it is always there to be corrected but as long there is difference there will be ignorance so it will stay behind.
- apathy.

9. The older generation is typical evil or vice is ...

- apathy and resignation/ acceptance that change won't happen.
- older people believing younger generation are worse than they are !!
- teenagers.
- technology; it removes old fashioned values of face to face contact and can make the work place more confusing.
- having stereotypical ideas about younger generation - are rude about it.
- Their evil is stigma over issues which are now considered normal - leading to prejudice.
- the authority they feel they have and the dated views they have on the world.
- that they don't listen to young people. Change is good, not detrimental to society. Values and morals are malleable, free will shouldn't be stopped.
- ignorance.

10. The future is evil, and will get worse because ...

- human beings are extremely selfish by nature as they are governed by a sense of survival.
- of the poverty and ill in the world.
- people are not educated /open minded enough to understand the views and beliefs of other religious groups.
- too many people think that they can change the world through killing innocent people.
- humans will never unite under one religion
- of environmental issues; everything is dying and no one is helping.

- one evil leads to another and they will keep growing.
- we don't accept and acknowledge our own individual and societies faults e.g. when did learn in histories about the travesty of the crusades.
- we should educate and put preventions in place. Punishing is an option but does it equate to any form of goodness?
- our society is trying to get rid of evil but our society will never have every one as a good person and more and more people are born every day so we will just get worse.
- people are greedy. The longer that people want more and take more then the more we will go without in the future.
- we make sure that will happen.

11. When it comes to child abuse, rapists and the worst evil doers, we should ...

- with a conscious comes an awareness of good and evil and the ability to choose your actions accordingly.
- treat them as they treated those they hurt.
- Try and show that they are the worst evil by making them suffer.
- castrate or severe punishment like hard labour.
- try to make them understand the consequences of their actions and hope to change their perceptions.
- make them suffer, like they have made others suffer.
- be looked after with compassion.
- humble and realise we may be just as flawed in God's eyes.
- Attempt to make them see how their actions can impact a person's whole life.
- Try and change evil to good because we have the ability to make great change for the better.

12. Evil is (or seems) fun because ..

- we all like to be bad sometimes. Breaking rules is fun.
- Sin can be fun - not evil; However.
- There no sense or thought needed I sin - you can drink alcohol and have no awareness of other, instead of being sober and understanding people.
- It wouldn't be tempting if it wasn't and absolute joyride.
- You can push boundaries and there are no rules.
- You can get adrenaline rush from doing what you shouldn't and because villains are always laughing.
- Some people may find evil fun because the act goes against conventions of society and so they find an exciting sense within it.
- It usually involves the "forbidden" which some people get enjoyment from doing.

- There are no inhibitions or boundaries.
- As you are breaking the norm and the constraints of life you feel free rather than locked in what humanity expects from you,

13. Men are more evil than women because ...

- they have more power to misuse
- the world's greatest criminals are men and in films men are usually the evil character.
- they are governed by rage and impulse.
- women talk about their feelings are more.
- more men in prison. More men are prevail ant to child abuse.
- lack of emotional intelligence.
- NO.
- men are more reactionary evil, they killed in cavemen times to get food where as the women were the mothering nurturing figure and are more carling and less evil,
- less self control.

14. Humans are more evil than animals because ...

- they don't know any better.
- they have free will and a mind to make ethical decisions.
- they have the ability to deny their instincts for the sake of others or purpose.
- they have a moral capacity and make conscious moral choices.
- humans kill for fun and not for survival.
- they are the only species that start wars and purposely with no reason ends life.
- humans have more control over the environment.
- they are rational creatures with choice.
- humans have the power and the ability to control what is out of animal's "hands".
- of the acts they commit to others around them.
- humans kill for fun.
- we know what we are doing is right or wrong where as animals do not know that. We have a conscience and they don't.
- humans can use reason to decide whether something . Animal behaviour is usually influenced by the treatment received by the humans.
- humans have a conscience and can choose to do evil or not.
- animals only do things by necessity not choice.
- animals act according to instinct and therefore can not intently do something evil - where as humans have a motive and drive behind evil.

- humans are able to control their actions, animals behave according to their natural instinct.
- they have a more thorough understanding of the consequences of what they will do. Humans have more choice and animals are governed by instinct.
- animals never do anything out of malice (unless they are cats).
- humans are conscious moral beings who are aware of what is right and what is wrong.
- they harm and kill for the sake of it. Animals usually kill to survive.
- They kill more of their own species.
- No. If it was then there wouldn't be good people at all, because evil would have got rid of them.
- HUMANS SHOULD KNOW BETTER.

15. "Evil" is a weird idea because ...

- it makes us question whether an act is evil, or the person doing it.
- what is evil to one person is acceptable to another.
- evil is a concept - it is the absence of good.
- every thing can be perceived as evil in one way or another.
- IT IS NOT OBJECTIVE (a choice)

16. What I do to reduce evil is ...

- attempt to cultivate empathy and understanding.
- try and be the best person I can.
- accepting evil reduces it because it is no longer evil.
- try and be the best person I possibly can.
- start with my own life and aim to promote human rights.
- be nice.
- manage what enters the heart. People such as Hitler were influenced by life experience to do what they did.
- I am going to learn more about RE at uni and hopefully become a RE teacher.

17. What conquers evil is ...

- LOVE !!! Those who do evil acts do not feel a part of common humanity - they need to feel the love.
- kindness.
- self less love.
- courage to stand up against the majority even at personal risk.
- our behaviour; we can change the way we live our lives.
- Love
- Good,

- working together to do good in the world
- recognition of the power of good and love.
- evil, you would start a war to stop a dictator.
- peace of heart and mind.
- knowing evil exists and striving for good and better starting with self and letting it flow to others.
- a positive mind about any situations.
- Evil will never be conquered but that doesn't mean we shouldn't try to conquer it with joy and kindness.
- is more evil because you cannot conquer evil without committing evil.
- kindness.

18. Are politicians able to stop evil? I think ...

- politicians would stop evil if their hearts were pure and willing to truly serve the people,
- that they make sure evil happens , instead of preventing it.
- it takes everyone to stop evil.
- no. Politicians come and go but little changes, It takes way too long to change anything.
- politicians do only what suits them. If stopping evil if of benefit to them then they will.
- no, it is down to the individual person . Laws, or even people, can not change a person's characteristics.
- yes - they chose not to (often for votes)
- no. but promoting evil through dirty politics won't help.
- no, because it will always be present.
- yes, if they would try instead of becoming part of the problem.
- no, no one can ever stop evil, they can try though! If they could they would've done it by now.
- That it depends on if what is evil is better for the greater good is it evil?
- Politicians are only humans who are chosen to represent others; so if any individual can defeat evil then they may be able to as well.
- No, evil is always going to be part of humanity - all they can do is minimise it.
- yes, in some cases.
- policies and legislation can encourage good.
- not everyone will conform to one politician - cannot contro everyone or stop evil.

19. Can prayer reduce evil? I think ...

- it depends of the views of the individual and their beliefs.

- no, but your response to the answer can.
- prayer can even though it is not real. To pray is to make better, through personal strength you can do it.
- no, but it could help to relieve someone's pain.
- prayer does not reduce evil as it is not an action to stop evil, just a way of telling some one thoughts.
- no, but it can give people hope and belief in changing.
- prayer alone can't reduce evil, actions upon prayers can.
- it's possible. There may not be a God but prayer might cause people to pause/reflect/ act for change etc.
- yes, if by prayer we mean acknowledging our failing and reflecting a desire to change and a willingness to accept guidance.
- if many people pray at a similar time for torture to stop, the perpetrator may cease from evil ways.
- so many people would have good thoughts and deeds when praying.

20.I also want to say ...

- we are all good at our core! If we don't look for that in others or believe it about ourselves then we must resign ourselves to a hopeless existence.
- as far as the problem of evil, when people complain/question why God hasn't stopped Hitler (for example), we don't know if there's been a bigger evils than he has prevented.

(I have not altered/changed any spelling or grammar. This is a true record of what was shared by the participants. Nicky Younosi,)

COST CENTRE SUMMARY / MONITORING RETURN 2014/15

E 1RN 19069 SACRE

Month Reconciled:

Jan-15

Oracle Code	Description	Ordered	Invoiced	Reconciled (should agree to Oracle)	Total	Cash limit	Left to spend	% spent
TOTAL EMPLOYEES		0.00	0.00	0.00	0.00	50	50	0%
122000	Internal - Room Hire	149.00	0.00	280.00	429.00	1,000	571	43%
TOTAL PREMISES		149.00	0.00	280.00	429.00	1,000	571	43%
230000	Public Transport (Officers & Members)	20.00	0.00	0.00	20.00	600	580	3%
242000	Casual User	160.00	0.00	351.70	511.70	600	88	85%
TOTAL TRANSPORT		180.00	0.00	351.70	531.70	1,200	668	44%
342000	Refreshments	0.00	0.00	0.00	0.00	100	100	0%
350000	Printing	48.24	0.00	0.00	48.24	550	502	9%
440000	Conference Expenses	0.00	0.00	150.00	150.00	1,200	1,050	13%
451000	Subscriptions	0.00	0.00	95.00	95.00	200	105	48%
310000	Postage	20.00	4.61	129.32	153.93	200	46	77%
340000	Catering Provisions & Catering Equip	1,029.80	0.00	0.00	1,029.80	0	-1,030	0%
401000	Specialists Fees	0.00	0.00	506.40	506.40	0	-506	0%
TOTAL SUPPLIES & SERVICES		1,098.04	4.61	880.72	1,983.37	2,250.00	266.63	88%
646000	Corporate Property, Kent Estate Mngmt	114.40	0.00	33.60	148.00	500	352	30%
671000	Reallocation of overheads and internal charge	894.70	144.70	0.00	1,039.40	0	-1,039	0%
TOTAL OTHER		1,009.10	144.70	33.60	1,187.40	500	-687	237%
GROSS EXPENDITURE		2,436.14	149.31	1,546.02	4,131.47	5,000	869	83%
NET EXPENDITURE		2,436.14	149.31	1,546.02	4,131.47	5,000	869	83%

This page is intentionally left blank

SACRE Development Plan March 2015

PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus

What?	and How?	Reporting	Resources	Legal Requirements
Implementation of the Agreed Syllabus for RE	Contacting a sample of 5% of schools encompassing a) primary b) secondary) across 4 geographical areas	Written report to SACRE which may or may not be included in the Annual Report	Consultant - 6 days	Advise the LA on RE given in accordance with the Agreed Syllabus, and CW
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report to NASACRE Annual Report to LA Education Cabinet Committee	Consultant – 2 days SACRE Chairman	Publish an Annual Report which is sent to NASACRE
Quality and provision of RE	Short Annual questionnaire to Chairs of Governors	Written summary to SACRE annually	Consultant – 4 days Admin. support	Monitor the provision and quality of RE
Provision and Compliance of Collective Worship	Short Annual questionnaire to Chairs of Governors	Written annual summary to SACRE	Consultant – included above Admin. support	Reporting to LA on CW in schools
Review of Agreed Syllabus for implementation Sept 2017	Plan for establishing Agreed Syllabus Conference Set out Timeframe for Review process	ASC and timeframe agreed by SACRE Principles for new KAS agreed by SACRE	SACRE members ASC members Consultant Budget for meetings and resources	To review locally Agreed Syllabus

OBJECTIVE: Management of SACRE

What?	and How?	Reporting	Resources	Legal Requirements
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	Booked in County Hall and Oakwood House Calendars	Agendas and Minutes Financial Budget Annual Report	Consultant – 6 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/written reports/briefings	Annual Report Verbal/written reports/briefings	Consultant – 4 days Admin. support SACRE Chairman	Produce and Annual Report to advise LA

SACRE PRIORITIES

What	and How	Reporting	Resources
SACRE Key Stage 4 Conference	Working group Half-day conference Link to KYCC?	Evaluation and Feedback to SACRE	Consultant – 1 day Working group Admin. support Financial support
SACRE Primary Conference	Working group Half-day event May 2015 CCCU staff & students	Evaluation and Feedback to SACRE	Consultant – 1 day Working group Admin. support Financial support
Raise profile and status of RE and CW in Kent	Youth SACRE events Communications with LA and schools Attendance at local and national events SACRE members visits to schools Relationship with LA	Evaluation and feedback to SACRE SACRE Annual report	SACRE members SACRE Chairman Consultant Admin. support
Deliver high quality CPD	LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU and Regional Hub	Evaluation and feedback to SACRE	Consultant SACRE members SACRE Budget
Development of SMSC Guidance for schools	Working Group to review 'Shaping the Spirit' to reflect recent DfE and Ofsted guidance	Reviewed guidance to SACRE Published to schools on KELS1 web page	Consultant Working Group SACRE budget

Kent SACRE survey 2014

A sample of 55 schools, across each of the geographic Areas of the county were selected. The selection was based on the notion of a proportional representation of the number of schools in each phase, (Infant / Primary / Secondary), and of each type (Community / Academy / Controlled / Foundation etc) in each area. The questionnaire was sent by e-mail to each school in early November, addressed to the Head Teacher and Chair of Governors, with a request to be returned by e-mail by the end of December 2014. At the November SACRE meeting it was decided that the Chairman should share the questionnaire with County Members, who would be requested to complete this with schools where they are members of Governing bodies.

To date, a total of 17 replies have been received. Of these there are 4 from Secondary, 11 from Primary, 1 Junior and 1 Infant school. These responses came from 11 Community schools, 4 Academies, 1 Foundation school, and 1 Controlled school.

Q1. Is RE taught to all pupils in all year groups? Only 1 school replied 'NO' with the explanation that this was being changed for the next academic year.

Q2. Curriculum time at each Key Stage? All schools in the Primary phase indicated that RE was given typically 30 minutes per week in the Foundation Stage, 45 - 60 minutes for Key Stage 1, 45 - 75 minutes for Key Stage 2. Of the secondary schools, all indicated providing a minimum of 50 minutes per week at Key Stage 3, at Key Stage 4 three schools provided core RE for at least 60 minutes per week, with additional time for Option GCSE. One school provided for GCSE option only, with most pupils not receiving any RE at Key Stage 4. Post 16 provision appears to be limited to 'A' and 'AS' courses, plus occasional focus day (s).

Q3. Is RE taught discretely or in combination with other subjects? Only one school reported that they teach RE in combination with other subjects (as part of a Values Education programme that combined RE, PSHE and Citizenship Education). A number of Primary schools indicated that in addition to discrete RE lessons, they planned opportunities to link their RE to other topics and themes across other subject areas.

Q4. Number of RE subject specialist teachers? 4 Primary schools reported that they have NO RE subject specialist teacher. All other schools have at least one subject specialist.

Q5. Does your school teach RE using the Kent Agreed Syllabus (2012)? All respondents indicated that they plan their RE teaching using the Kent Agreed Syllabus 2012.

Q6. How is RE assessed and recorded as evidence of pupil achievement? 5 schools reported that they use the levels from the KAS to assess and record achievement, 5 have a school devised system in use, 1 use 'skill descriptors', 1 uses QCA levels, others did not answer this question.

Q7. For Primary schools – Is RE part of timetabled curriculum or PPA time? Is RE taught by Class teacher or TA / HLTA? One school reported using PPA time, all others teach as part of timetabled curriculum. In all schools, teachers (Class Teachers in the main) teach RE. 2 schools reported using HLTAs to deliver RE (in each case lessons being planned and monitored by the class teacher).

Q8. For Secondary schools – Are all Key Stage 4 students entered for an accredited qualification? 3 schools reported that all Key Stage 4 students are entered for an accredited qualification, 1 school indicated that only those students following the RE Option course are entered for GCSE.

Q9. Is RE included as part of regular curriculum review process?

All respondents reported that RE is included in curriculum review process.

Q10. Does RE Coordinator regularly report on the subject to Governors / SLT?

3 schools reported that they did NOT regularly report on RE to Governors / SLT. All other did report.

Q11. Do RE / Collective Worship matters appear regularly on staff meeting agendas or CPD calendar?

8 out of the respondent schools indicated that RE / CAW does not regularly appear on Staff meeting agendas or CPD calendars.

Q12. Do you feel RE is adequately resourced?

All schools reported that RE was adequately resourced. 3 schools reported that they would like some particular resources – up to date video materials, access to places to visit and access to a list of suitable visitors

Q13. What further support for RE in terms of CPD would you like?

The following requests were noted:

CPD for non-specialist teachers (primary)

Assessment CPD

Subject knowledge CPD

Visits and visitors

Network meetings

Sharing good practice opportunities

More support from exam boards (secondary)

Canterbury Diocesan Assessment

Q14. 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?

All school replied that they do comply with legal requirements, but one school's description of what they do clearly indicated that they are not compliant with requirements.

Allan Foster

18th January 2015

This page is intentionally left blank



Lord Nash

Parliamentary Under Secretary of State for Schools

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

7 January, 2015

Dear colleague

I am writing to you as Minister responsible for faith schools. I have recently had many conversations about the important role SACREs and local authorities have in supporting this area, which have encouraged me to write.

I would like to emphasise the importance of good teaching of religious education and the central role of SACREs and local authorities. All pupils benefit from good quality religious education teaching. RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are vitally important in our diverse society. The recent events in some schools in Birmingham have highlighted the importance of promoting the crucial values of respect and tolerance in our schools.

The role of a SACRE is to support the religious education curriculum and collective worship within schools. Local authorities have a duty to enable SACREs to fulfil their statutory responsibilities in these areas. They should assure themselves that the SACRE is functioning well and holding regular meetings. It may also be appropriate for the local authority to support the SACRE's work to provide teacher training in RE and collective worship training.

It is vital to continue to improve the academic rigour of RE in schools so that pupils develop their knowledge and understanding of this subject. The last Ofsted review of the subject found that the potential of RE was not being realised in many schools. The introduction of the new and more demanding national curriculum makes the importance of improving religious education even clearer.

The recent events in Birmingham schools have also highlighted the importance of all schools promoting the fundamental British values of the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In some schools in Birmingham, inappropriate religious education teaching and a distorted school ethos served to undermine those fundamental British values. We have recently publishing guidance for all schools to make clear their responsibilities in this area, and have introduced new legislation for independent schools, academies and free schools to actively promote fundamental British values. The guidance is available at <https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>.

Good progress has been made recently to improve religious education. All students studying a GCSE in religious studies will now be expected to study two religions along

with textual analysis, or philosophy and ethics, which will broaden their knowledge and understanding. We have also taken measures to ensure we have sufficient high-quality religious education teachers, who have detailed subject knowledge and expertise. We have introduced a new bursary scheme for the recruitment of high-quality RE teachers in 2015/16. Trainees who hold a 1st class degree qualify for a £9,000 bursary, and those with a 2:1 £4,000.

SACREs are well placed to contribute to this important work through their development of appropriate and demanding RE syllabuses, and their support to schools on the effective teaching of RE, including continuing professional development for RE teachers.

It is inappropriate for any school, whether they are a faith school or not, to offer their pupils a narrow interpretation of religious education. All schools should ensure their pupils are aware of the tenets of all the major faiths represented in Great Britain. SACREs can support this through their development of locally agreed RE syllabuses, and their advice to schools on collective worship and on effective RE teaching. I would encourage SACREs to consider the ways in which their locally agreed syllabus helps pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

As part of their responsibilities, SACREs must provide an agreed syllabus to support the religious education curriculum in schools, which must be reviewed every five years. A report must also be produced annually outlining the activities of the SACRE. All SACREs are encouraged to submit their annual reports to NASACRE for inclusion on their website to enable members to showcase the important work that is going on around the country, share knowledge and learn from best practice. The Department intends to commission a review of SACRE annual reports to identify good practice, and ensure that all SACREs are fulfilling their statutory duties.

SACREs would not be able to exist without the advice, help and support of the many dedicated individuals and communities, who work together to fulfil their many and varied roles. I understand that many members offer their time and expertise voluntarily, and they continue to offer professional and personal support to schools and communities in an increasingly complex and demanding environment. I would like to offer my sincere thanks to everyone who serves the pupils in their area in such a way.

Yours sincerely



JOHN NASH

Patterns of Attendance

GROUP 1	5/3/2014	25/6/2014	25/11/2014
Miss J Webb	YES	YES	YES
Mrs V Thornewell	YES	NO	YES/Resigned
Mrs E May	N/A	N/A	YES
Mrs J Wigg	NO	SICK	SEN Course
Mrs A Donnelly	NO	NO	NO
Miss S Malone	YES	NO	YES
Vacancy-RC			
Mrs C Elapatha	NO	NO	Child Unwell
Mr M Papadopoulos	YES	YES	St.Catherine Celebration
Rabbi C Cohen	YES	NO	NO
Mr R Chakkedath	N/A	YES	NO
Mrs N Younosi	YES	YES	YES
Mrs D Kaur Gill	NO	NO	NO
GROUP 2			
Miss K Anderson	NO	NO	NO
Mrs V Corbyn	YES	YES	YES
Mr R Tyson	NO	NO	YES
Miss R Walters	YES	YES	YES
Mrs B Naden	N/A	N/A	YES
Mrs N Paterson	N/A	N/A	YES
GROUP 3			
Mr S Platnauer -NUT	YES	YES	YES
Ms K Burke -NASUWT	YES	YES	YES
Vacancy -Assoc.of Teachers & Lectures			

Vacancy KAH-Secondary			
Mrs N Caisley-KAH,Primary	N/A	N/A	YES
Vacancy-NAHT			
GROUP 4			
Mr S Manion	YES	YES	YES
Mr M Northey	YES	YES	YES
Mr T Maddison	YES	SICK	YES
Mr J Elenor	YES	YES	YES