

## KENT COUNTY COUNCIL

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

MINUTES of a meeting of the Standing Advisory Council on Religious Education (SACRE) held in the Highworth Grammar School Quantock Drive Ashford TN24 8UD on Wednesday, 17 June 2015.

PRESENT: Mrs N Younosi (Vice-Chairman in the Chair), Ms K Burke, Mrs C Elapatha, Mr J Elenor, Mrs J Grant, Mr T A Maddison, Mr M J Northey, Mr M Papadopoulos, Miss E Pope, Miss R Walters, Mrs J Wigg, Mr A Gillespie, Mrs B Naden, Mrs N Paterson, Mr W Chambers, Mrs E Talbot and Mr Madhusoodan (Substitute) (Substitute for Mr R Chakkedath)

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

#### **66. Membership** *(Item 1)*

- (1) Members noted the appointment of Elizabeth Talbot (Methodist) - Group 1 who was welcomed to the meeting.

#### **67. Minutes - 10 March 2015** *(Item 4)*

- (1) Attendance - Mrs N Caisley requested that the Minutes be amended to show that she was present at the previous meeting on 10 March 2015.
- (2) Annual Report Update - Mr Foster reported that he was unsure whether the letter suggested by the EYPS Cabinet Committee had been sent to Sir Michael Wilshaw regarding the issue of RE being part of the Ofsted inspection. Mr Northey suggested Mr Manion be requested to write to Mr Gough and cc him in.
- (3) Members agreed that subject to the above amendments the Minutes be approved as a true record and signed by the Chairman

#### **68. Budget** *(Item 5)*

- (1) Mr Foster confirmed that the final tally for the 2014/15 budget had been 74%.
- (2) The 2015/16 budget forecast the predicted costs for SACRE throughout the following financial year, currently at 78%. Mrs Younosi wished to record the Committee's gratitude to the KCC for its continuing support.
- (3) It was noted there was no provision for the cost of the review of the Agreed Syllabus in the Budget and Mr Foster and Mr Manion would be making a separate business case to the Authority for additional funding.

## **69. Shaping the Spirit - Working Group Update**

*(Item 6)*

- (1) Mr Foster reported he had previously circulated the draft document produced by the Working Group asking for feedback. None had been received. There had been no further progress made, as Mr Foster did not have any time available and was in negotiations with the KCC regarding his future contract. He hoped to resolve the matter shortly and would then arrange another Group meeting from September onwards.
- (2) Members requested the clerk email the document again.

## **70. RE Curriculum Review**

*(Item 7)*

- (1) In order to aid debate regarding the curriculum review Liz Pope brought forward her presentation about being part of the NATRE Executive. She thoroughly recommended that all teachers join the national association in order to maximise take up of the many benefits on offer to schools.
- (2) Miss Pope reminded members training bursaries for RE teachers had been reinstated and was anxious publicity need to reach the right audience.
- (3) Miss Pope informed members that she is on the teacher working group for the REC as well as a tutor for the Culham St. Gabriel's Subject Knowledge Booster Course (SKBC) and secured funding for a Government training place-but was unable to find a recruitment to fill it.
- (4) The question "what can SACRE do to promote the RE teaching profession in Kent schools?" was posed. With such a high number of academies in Kent, Highworth Grammar School dealt with up to 70 feeder schools, a situation unique to Kent which meant it was impossible to forge close working relationships.
- (5) It was noted teaching assistants/unqualified teachers often covered qualified teachers PPA time with RE. The schools were meeting their legal obligation and Mr Foster reminded members that academies and free schools could employ unqualified staff.
- (6) Ms Burke reported a crisis in recruitment of RE teachers, and Mr Foster stated this had massive implications on the re-writing of the Agreed Syllabus. He advised that SACRE would need to have great care in deciding what areas to promote and their methods of teaching.
- (7) Ms Burke reported that a worse-case scenario was a third of teaching staff being off work with stress at any one time.
- (8) On a more positive note Mrs Wigg suggested trying to encourage the use of RE texts in other subjects such as literacy, whereby the class teacher would support the TA's work.

- (9) The Committee noted that the local authority now had less influence on some schools and discussed raising awareness of the syllabus. Mr Maddison enquired about the SACRE website; Mr Foster explained that SACRE did not have one.
- (10) Miss Pope referred to the unofficial national curriculum framework document (NCFRE) developed by the RE Council. It recommended that a good syllabus should cover four areas:
- Nature of religion and belief
  - Christianity
  - Other faiths
  - Questions of meaning, purpose and value of human life.
- (11) The above would best constitute towards a Locally Agreed Syllabus. The previous syllabus gave a starting point, it was imperative that questions challenged teachers, giving clear direction and be practical and helpful to users.
- (12) The session concluded with a practical exercise for members and the Chairman thanked Miss Pope for her presentation and for holding the SACRE meeting at her school. SACRE agreed a donation of £100 be paid to Highworth Grammar School for expenses and hosting the meeting.
- (13) Mr Foster continued leading the debate and drew attention to the question of how best to use the three aims of the review:
- Know about and understand a range of religions and worldviews,
  - Express ideas and insights about the nature, significance and impact of religions and worldviews
  - Gain and deploy the skills needed to engage seriously with religions and worldviews.
- (14) Mr Foster noted that he had relooked at the current Kent syllabus-REAct and considered it was still a useful starting point, having been developed from the then national framework. Members agreed it would be necessary to decide how much regard would be given to the previous document in the review and rewrite.

**71. 2015 Youth SACRE Events**  
(Item 8)

Primary Event - 20 May 2015

- (1) Mr Gillespie reported that the event at CCCU had been very successful, fully subscribed and attended by 31 primary schools. He tabled a very supportive email received from Lady Boswell's Primary School and the evaluation report prepared by the CCCU Faculty of Education Outreach team - attached
- (2) He commented that the free event had been achieved on a very small budget, relying heavily on the goodwill of participants. The university had provided a free venue, student ambassadors and the quality of the event completely outstripped the amount of money reimbursed. If the event was to be repeated

at Christ Church he suggested that a more realistic budget should be considered. Mrs Younosi voiced concern that SACRE's involvement seemed secondary to CCCU.

- (3) The Clerk reported that SACRE had agreed the figure to cover the event as invoiced by Mrs Corbyn.
- (4) Mrs Corbyn was compiling the responses from teachers regarding the syllabus and requested that this item be carried forward to a future meeting, which Members' agreed, when future events would also be considered.
- (5) The Chairman extended thanks to all involved.

#### Secondary Event - 4 November 2015

- (1) Mrs Grant reported a very poor response of 11 secondary schools expressing an interest in attending the event. Members debated the pros and cons of cancelling the event if it did not attract more attendees. It was decided the event was needed and necessary and would go ahead regardless of numbers in this instance.
- (2) The Clerk would write to all secondary schools again in September when timetables were known.

## **72. Agreed Syllabus Conference- Appoint Working Group** *(Item 9)*

- (1) The Clerk reported that Mr Manion had written to Mr Gough to request permission to start the review of the locally Agreed Syllabus with a view to introducing a revised syllabus for implementation in schools by September 2017. He stated that KCC was requested to convene an ASC in accordance with Schedule 31(2) Education Act 1996. The ASC would have the same composition, membership and Chairman as the SACRE, to undertake its responsibilities in accordance with non-statutory guidance on Religious Education 2010, published by DCSF.
- (2) Mr Foster reported that REAct, the current Syllabus was published in 2012 and a review must be started within 5 years He hoped to hold the first meeting on the rising of the next SACRE in November 2015.
- (3) Miss Walters suggested a working party needed to be convened to debate content/details/aims and report back to SACRE. Ms Burke was concerned about the legality of convening the Conference at the June meeting and advised that the proposed syllabus for GCSE and A level were not expected from the exam boards until autumn 2015.
- (4) Mr Foster expected there would be a need for 12 day long working party meetings i.e. 2 per term, between SACRE meetings up to 2017.
- (5) Volunteers from each of the 4 constituent groups were requested and the following members agreed to be considered, subject to satisfactory funds

being confirmed due to pressure from budget constraints and cover for loss of earnings where appropriate guaranteed:

Group 1

Mrs Younosi - no charge  
Mrs Wigg

Group 2

Mrs Corbyn  
Ms Paterson

Group 3

Ms Burke - no charge  
Mr Chambers

Group 4

Mr Manion - no charge  
Co-opted as required  
Mr Gillespie  
Miss Pope  
Plus other subject specialists as required, making use of Members' expertise.

- (6) Mr Foster and Mr Manion would write to Mr Gough (cc Mr Northey) making a business case for additional funding and volunteers were requested to furnish Mr Foster with estimates for loss of earnings (Mrs Paterson stated her employer, Canterbury Diocese would claim £400 per day). Mr Foster stated that in previous years the Authority had relied on Members' goodwill.
- (7) It was agreed that clarification of funding was required before the Conference could progress.
- (8) Mr Northey reminded members that SACRE had a budget of £5k per year, which he felt the Authority would expect SACRE to contribute from, towards the review.

**73. Development Plan**  
(Item 10)

- (1) Mr Foster reported that there was no change since the last meeting. In response to a question he stated that he had been unable to support the Youth SACRE events due to lack of clarity regarding his contract and no financial provision had been allowed to him for these events.

**74. Overview of National and Local Developments**  
(Item 11)

- (1) NASACRE AGM - 21 May 2015
  - (a) Mr Foster reported that neither Mr Manion nor Mrs Younosi had been able to attend the AGM in May. He advised Members to view the NASACRE website for an update of the meeting. He noted that NASACRE was promoting the idea of regional networking and collaboration.

(2) Trojan Horse Conference – 20 May 2015

- (a) Mr Foster and Miss Walters explained that they had attended the above conference, on behalf of SACRE, and heard Alan Brine (former HMI with responsibility for RE at Ofsted) speak about Ofsted's review of schools in the Birmingham area and also in Tower Hamlets where concerns about undue influence by Muslim groups on Governing bodies were causing concern. Other speakers included Joyce Miller who spoke about the aftermath of 'The Trojan Horse' and implications for schools; Joy Schmack fed back on her review of Ofsted school reports and the lack of helpful comment about SCSM development; and Lesley Prior led a workshop concerning Collective Worship and what was happening in some LEAs with regard to determinations. Miss Walters stated the lack of subject experts in primary put a huge burden on teachers of RE, especially with the concerns of children forming extremist views. Mrs Wigg noted that the umbrella term of safeguarding had now replaced the term child protection.

(3) RE Hub

- (a) Mrs Paterson noted that she had attended the last meeting where, amongst other topics the REQM had been discussed. Primary and Secondary sectors had been split into groups to maximise productive debate.
- (b) Miss Pope reported that now the Hub had been operating for a year, the format was being reviewed. She commented that the London area ran a very successful model. Saturdays were obviously an issue, as teachers were expected to attend in their own time. No new dates had as yet been identified.

(4) Ramadan

- (a) Mrs Younosi reminded Members it was the start of Ramadan month, and teachers might experience issues of dehydration in students. Mrs Wigg was concerned that it would commence 15 days earlier in 2017 and considered the JQC should issue guidance.

(5) Crayford Mosque Event

- (a) Mr Maddison reported that he would keep Members updated on the progress of the proposed event being organised in collaboration with students from Dartford Grammar School for Boys.

**75. Patterns of Attendance**

*(Item 12)*

- (1) Members noted the Patterns of Attendance report.

**76. Dates**

*(Item 13)*

- (1) Members noted the following dates of meetings in 2015 & 2016:

- (a) SACRE
  - Monday 23 November 2015 – County Hall, Maidstone
  - Monday 7 March 2016 - County Hall, Maidstone
  - Wednesday 15 June 2016 - Outside Venue
  - Tuesday 29 November 2016 - County Hall, Maidstone
  
- (b) SACRE Briefings - Oakwood House, Maidstone
  - Monday 19 October 2015
  - Monday 8 February 2016
  - Monday 9 May 2016
  - Monday 17 October 2016
  
- (c) Secondary Youth SACRE
  - Wednesday 4 May – County Hall, Maidstone
  - 14.00 – 17.00

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# Standing Advisory Council for Religious Education: 'Knowing Me Knowing You'

This report summarises the demographics and impact of the 2015 'Standing Advisory Council for Religious Education' Knowing Me Knowing You day, organised in participation with Canterbury Christ Church universities Faculty of Education, and hosted by the Outreach Team. Furthermore, it analyses data from the evaluations completed by the teachers and children that attended the sessions, and it will offer suggestions for future improvement.

## The Outreach Team



Wednesday 20<sup>th</sup> May 2015

The Standing Advisory Council for Religious Education (SACRE) held a 'Knowing Me Knowing You' event, which took place at Canterbury Christ Church University's Canterbury Campus, on the 20<sup>th</sup> May 2015. The event was organised by SACRE in participation with The Faculty of Education, and was complimented by the university Outreach Team. The data was collected via post-event evaluations that represent the views of 104 9-10 year old pupils (year 5, key stage 2) that attended the day, alongside 30 teacher evaluations that were also collected.

Student Teachers led the sessions, with 'Faith Representatives' leading the 'Knowing You' sessions, and workshop leaders overseeing the 'Knowing Me' sessions. Student Ambassadors that are employed by The Outreach Team also worked with the students all day, guiding them around the campus to their sessions, and facilitating the student teacher led discussions wherever possible.

This report will analyse the data collected from the post-event evaluations, determining the success of the event, and offering suggestions for future improvement.

### **The Demographics of the attendees for the 'Knowing Me Knowing You' event**

The schools that attended the SACRE day were from the Kent and Medway area, and consisted of a majority of Christian based schools, such as The Church of England, Methodist, and several Catholic primary schools. The range of schools also included some Primary Academy's.

Below is a comprehensive list of the schools that were present at the 'Knowing Me, Knowing You' event.

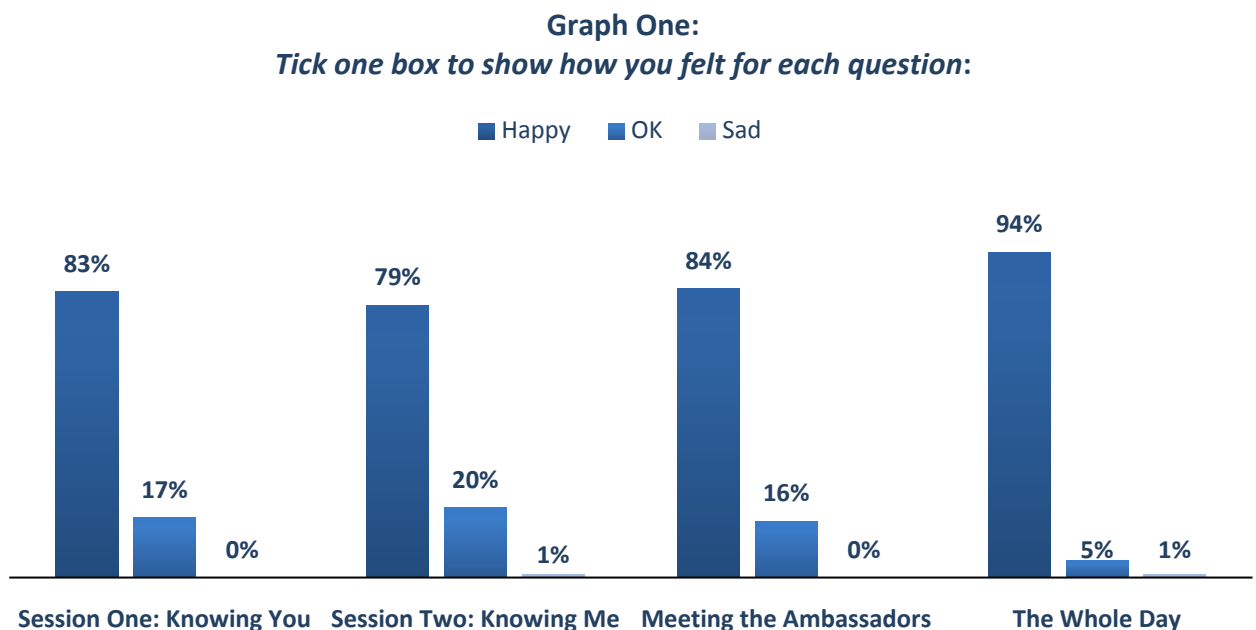
- Bapchild and Tonge C of E Primary School,
- Bridge and Patricxbourne C of E Primary School,
- Burham C of E Primary School,
- Cliftonville Primary School,
- Deal Parochial C of E Primary School,
- East Peckham Primary School,
- Fawkham C of E Primary School,
- Furley Park Primary Academy,
- Guston C of E Primary School,
- Holy Trinity Gravesend C of E Primary School,
- Kingsdown and Ringwould C of E Primary School,
- Kingsnorth C of E Primary School,
- Lady Boswell's C of E Primary School,
- Lyminge Primary School,
- Newington Primary School,
- Otford primary School,
- Our Lady of Hartley Catholic Primary School,
- Ramsgate Holy Trinity C of E Primary School,
- Sandwich Juniors Primary School,,
- St Ethelbert's Catholic Primary school,
- St Laurence's Primary School,
- St Mary's Catholic Primary School (Deal),
- St Mary's Primary School (Dover),
- St Michael's Primary school,

- St Peter's C of E Primary School (Canterbury),
- Sturry C of E Primary School,
- Sundridge & Brasted C of E Primary School.
- Swalecliffe Community Primary School,
- West Minster Primary School,
- Whitstable and Seasalter C of E Primary School,
- Wingham Primary School,

**How effective was The Standing Advisory Council for Religious Education's 'Knowing Me, Knowing You' Day?**

As aforementioned, the impact of the 'Knowing me knowing you' day was measured by the comparison of the post-event evaluations that were completed on-campus on the day of the event. The questions asked on the feedback forms sought to determine: whether the students enjoyed the activities, how they felt after completing the activities, and how they felt about the university as a whole after their visit to the campus.

Graph one shows through the use of percentages, the overall response from the pupil evaluation sheet after compiling all of the data. It analyses the feelings about the actual sessions, the student ambassadors and the day as a whole.



From the above chart, it is clear to see that an overall majority agreed that the Knowing Me Knowing You sessions were fun and made the pupils happy- although the second session was marginally more enjoyable, with a difference of 4%. The student ambassadors were another popular element of the day, with a majority of 84% of the pupils selecting 'happy'. Perhaps most importantly, it is imperative to note that the day as a whole was popular, with a majority of 94% of the respondents indicating their enjoyment by ticking 'happy.' This indicates that the event was very successful in terms of both its content, and its implementation. Subsequently to

this, the students were asked how they felt the day could be improved. Below is a selection of some of the more commonly echoed comments:

*Is there any way you think we could have made the visit better?*

- I would have liked more workshops
- The sessions would have been better if they were longer
- I wouldn't change it, because everyone supported me and I learned lots of new things
- I think it would have been funner if we could have played games to learn
- I would have liked a wide-spread of religions, with the opportunity to see the aspects of religions

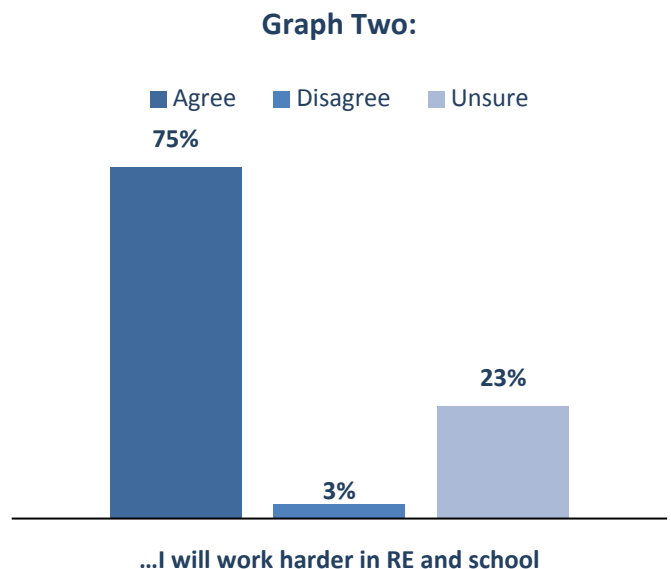
To conclude this section, it is clear that whilst the day as a whole was successful, it may have been improved through the implementation of longer sessions, a range of more interactive lessons, and a representation of a wider range of religions. Despite this, the evaluations undoubtedly reflected a common theme of pupil enjoyment and engagement, and of a prevalent impact on the pupils understanding of a variety of religions, which were two important targets for the day.

### **How the 'Knowing Me, Knowing You' Day influenced the pupils that attended**

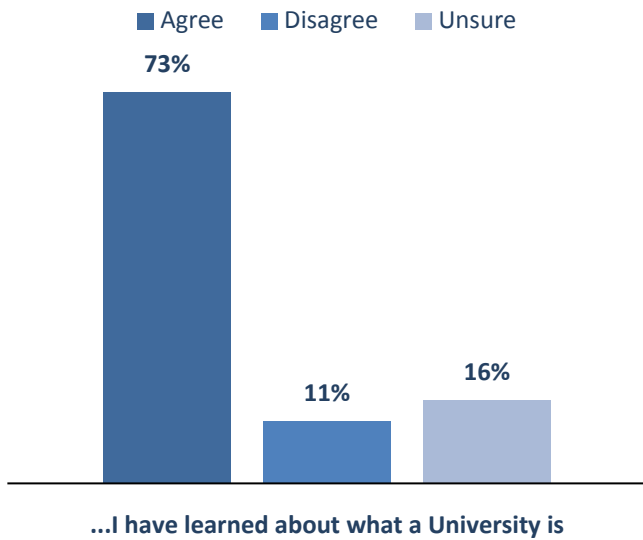
After determining the pupil's enjoyment of the event, the evaluation form sought to assess the long term impact that the 'Knowing Me Knowing You' Day may have had on the children's future.

Firstly, the pupils were asked if after completing the two activities, they would seek to work harder in RE and consequentially, in school as a result of attending the SACRE event.

As graph two shows, a majority of 74% of respondents agreed that the event had helped them resolve to work harder in both RE, and within school as a whole. Only 3% of respondents disagreed with the statement, and 23% were unsure of the impact the sessions had on their future learning.



**Graph Three:**



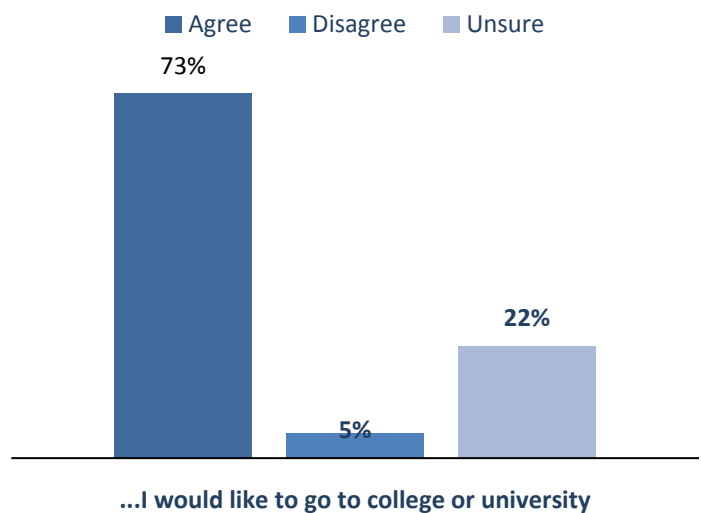
Graph three shows the proportion of students that throughout their day on Canterbury Christ Church University's campus, learned about what a university is.

With 73% of respondents agreeing that they did learn about university, it is important to note that this was successful, and met several Outreach targets, surrounding informing pupils about Higher Education.

However, 11% of students disagreed with the statement, which could be down to the nature of the event looking at religious education as its primary purpose.

As Graph four shows, when asked if, as a result of this day, pupils would like to go on to study in college or university, 73% of respondents agreed that this was the case. Only 5% of the evaluations disagreed, and 22% were unsure, which is understandable when taking into consideration the age of the pupils (9-10).

**Graph Four:**



Overall, upon reflection, this section of the evaluation concludes an overall success for the targets set by both The Outreach Team, and for SACRE. Pupils obviously felt more informed about university and higher education, alongside feeling that their education attainment has been raised.

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**How the pupils individually responded to the day**

Alongside asking the pupils for their opinion on how they could improve the day (as previously noted), the evaluations asked pupils to reflect upon how they feel about university and the student ambassadors after the event. It also asked the respondents to comment about what they feel that they have learned, alongside asking if they would attend a day like the 'Knowing Me Knowing You' event again.

Below is a small selection of the comments made by the pupils.

*Do you think the visit has changed how you feel about university- and why?*

- I didn't know university was as big as this, and the staff aren't as strict as I thought, they are lovely, I hope they are here when I come.
- I used to think that university was really serious and complicated but now I know it's just some friendly students learning in class.
- No, because I have always wanted to go to university
- I thought that all universities were boring but now I have come here, I have changed my mind.

*What did you learn today?*

- That values are a very important thing, plus I learned about a new religion (Sikhism)
- That every person is different
- That God has us questioning
- Normally RE is boring, but now I think it's fun
- That hard work pays off!
- I learned that you should always respect what other people say, and other religions.
- I learned that different religions have similarities

*Would you like more RE days- and why?*

- It was enjoyable so I would tell other people about this event
- Yes because it's good to learn in a fun way
- Yes because it was very exciting and I learned lots
- Yes and I like RE now more than I ever have

Overall, the previously analysed statistics and the range of positive comments made by the pupils indicate a genuine enthusiasm about the day. Upon reflection, from the pupils' point of view, it is clear to see a positive correlation between the educational value of the day, and the enjoyment experienced by a vast majority of the students.

## How the accompanying Teachers and Teaching Assistants responded to the day

Alongside the pupil evaluations, the accompanying adults also took part in a post-event evaluation. Overall, 30 responses were returned from a variety of attendees, comprising of head teachers, teaching assistants, parents and teachers. Below is a selection of comments reflecting upon what the attendants may have considered to be the useful aspects of the event, alongside asking for comments about any improvements.

### *What was the most useful thing about this activity/event?*

- Meeting a local practising Sikh who was a skilled communicator, alongside handling personal artefacts- which was very powerful for the children (Oxford Primary School, Head teacher)
- Talking openly and freely with others about 'faith' (Sittingbourne Primary School, Teacher)
- Sharing knowledge and ideas with students and enthusiastic facilitators encouraged children to participate in discussions. (Anonymous)
- Meeting people from different faiths and going to a university ( St. Mary's, Deal, Teacher)
- It gave the students a clearer understanding of Sikhism which prepared the children for year 6. (Bapchild and Tonge School, Teacher)



### *How could we improve this event?*

- By creating an ice breaker/ method to encourage interaction between different schools. (East Peckham Primary School, Teacher)
- More consideration of different learning styles (St Laurence in Thanet Junior Academy, Higher Level Teaching Assistant)
- Include other religions that aren't studied in the National Curriculum. (Sandwich Junior School, Teacher)

### *Any further comments?*

- Congratulations to the students- you made everybody feel involved and valued. (Sittingbourne Primary School, Teacher)
- I was extremely impressed with the contributions made by the children; I heard some very balanced and thoughtful views. It looks as if RE is alive and well in other schools in Kent. (Fawkham C of E School, Teacher)
- This was a wonderful experience for the pupils and a great opportunity to meet faith members, thank you! (St Peters Methodist Primary School, Head of RE)

Collectively, the feedback was very positive, with the student teachers and ambassadors being a notably prevalent addition to the day. It is clear to see that both parties, the pupils and the teachers, thoroughly enjoyed the day, and believed that it complimented their current and future studies.

### Summary of findings

To conclude, the data suggests that the 'Knowing Me Knowing You' event held by SACRE in participation with Canterbury Christ Church Universities Faculty of Education, and Outreach Team was very successful and beneficial for the participants.

There were very few negative comments made about the event, but constructive criticism from the pupils and accompanying teachers should be taken into account for future events similar to this. For example, a recurring comment made by both groups was around introducing more religions to the day, and making it easier for the schools to interact.



With this in mind, it is also important to note the certain success of the event, with the enjoyment of the day being reflected statistically by the pupils, but also through their positive comments. Alongside this, both the accompanying adults, and the pupils seemed to gain genuine educational value from the day, something that all parties involved should be commended for.

*Bethany-Rose Moore, The Outreach Team*