

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 on Monday, 23rd November, 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

To note the resignation of Miss K Anderson and Mr R Tyson -Rochester Diocese, Group 2 and Mr J Elenor, Group 4.

To note the appointment of Mr A Crowther - UKIP, Group 4

To note the appointment of Miss N Brownfield – Rochester Diocese, Group 2

To note the Following renewed appointments for a further 4 year term:-

Mrs J Wigg - Salvation Army

Mr M Papadopoulos - Greek Orthodox

Miss R Walters - Canterbury Diocese

2. Apologies for Absence/Substitutes

3. Declarations of Interests

4. Minutes 17 June 2015 (Pages 3 - 18)

5. Budget (Pages 19 - 20)

6. A New settlement for Religion and Belief in Schools-Charles Clark paper and the NASACRE Briefing paper (<http://www.nasacre.org.uk/file/a-new-settlement-for-religion-and-belief-in-schools.pdf>) (Pages 21 - 24)

7. Annual Report (Pages 25 - 46)

8. Shaping the Spirit-Working Group Update

9. Secondary Youth SACRE Event - 4 November 2015 (Pages 47 - 52)

10. Development Plan (Pages 53 - 54)

11. Overview of National and Local Developments (Pages 55 - 56)

(i) REQM-Oakwood Park Grammar School, Gold Award

(ii) RE Hub

12. Dates

SACRE and Agreed Syllabus Conference
Mon 7 March 2016- County Hall, Maidstone
Wed.15 June 2016-Outside venue
Tues.29 Nov.2016-County Hall, Maidstone

Briefings at Oakwood House, Maidstone.
Mon 8 Feb 2016
Mon 9 May 2016
Mon 17 Oct 2016

All meetings start at 9.30am

13. Any other items which the Chairman decides are urgent

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

Friday, 13 November 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 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 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 had applied to join a teacher working Group at the RE Council, attended a Subject Booster Course (SBK) 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 November 2015 – 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 20th 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 20th 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.

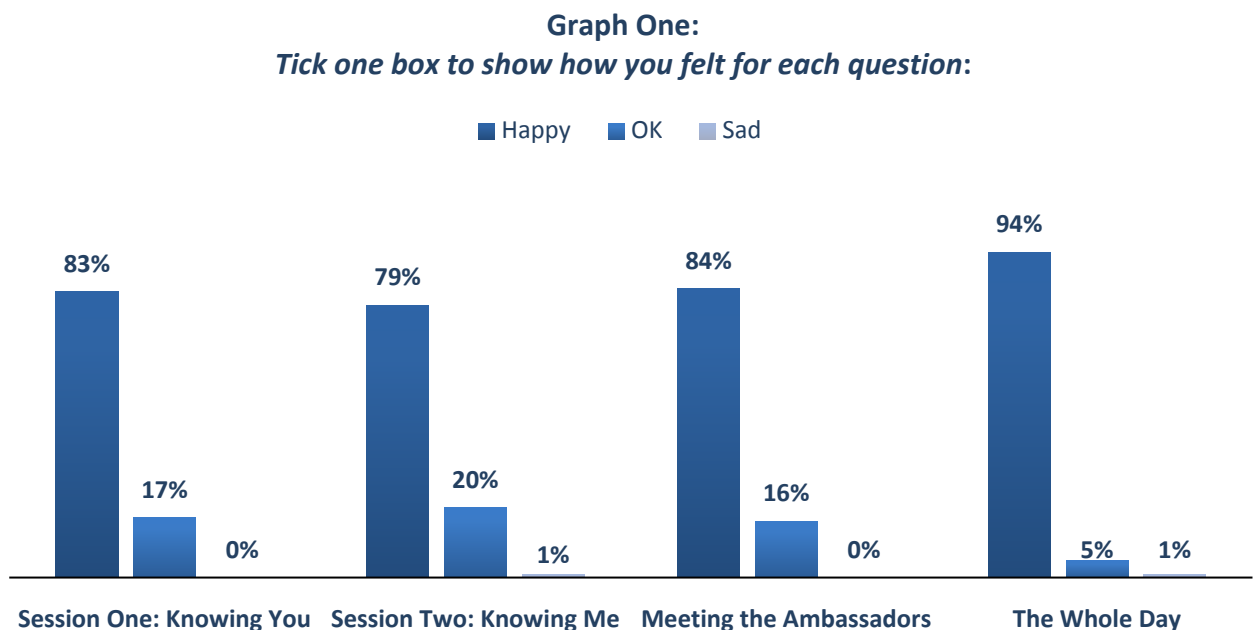
- Bapchild and Tonge C of E Primary School,
- Bridge and Patricxbourne C of E Primary School,
- Burham C of E Primary School,
- Cliftonville Primary School,
- Deal Parochial C of E Primary School,
- East Peckham Primary School,
- Fawkham C of E Primary School,
- Furley Park Primary Academy,
- Guston 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

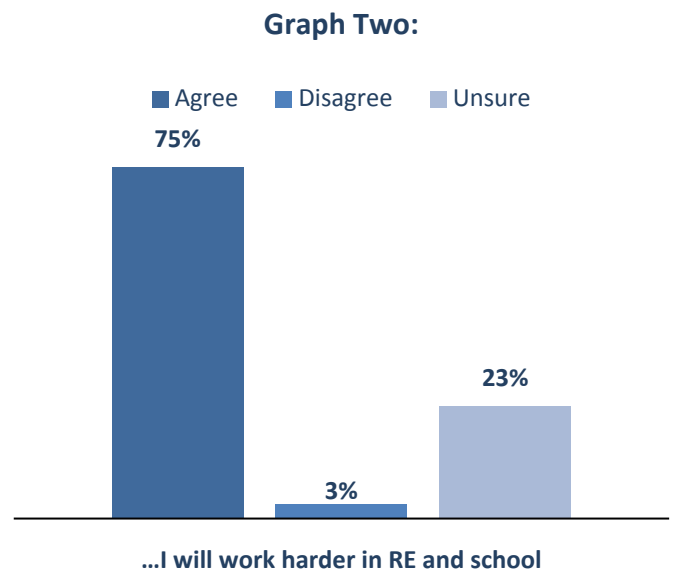
To conclude this section, it is clear that whilst the day as a whole was successful, it may have been improved through the implementation of longer sessions, a range of more interactive lessons, and a representation of a wider range of religions. Despite this, the evaluations undoubtedly reflected a 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

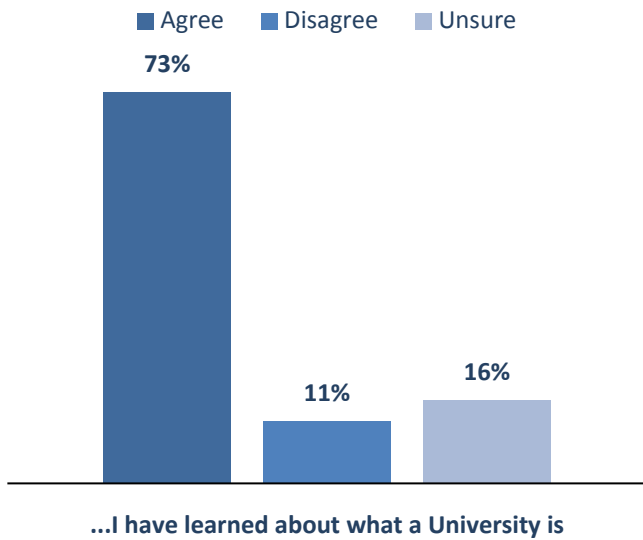
After determining the pupil's enjoyment of the event, the evaluation form sought to assess the long term impact that the 'Knowing Me Knowing You' Day may have had on the children's future.

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:



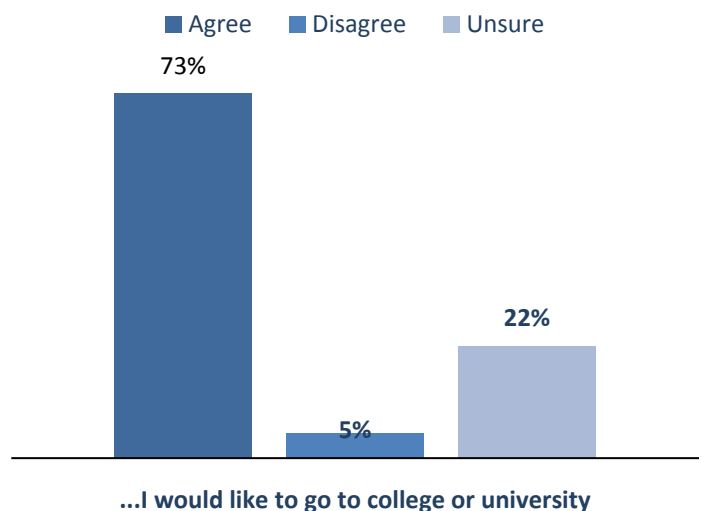
Graph three shows the proportion of students that throughout their day on Canterbury Christ Church University's campus, learned about what a university is.

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.

...I would like to go to college or university

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

COST CENTRE SUMMARY / MONITORING RETURN 2015/16

E 1RN 19069 SACRE

Month Reconciled:

Oct-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	0	0	0%
122000	Internal - Room Hire	90.00	0.00	90.00	180.00	0	-180	0%
TOTAL PREMISES		90.00	0.00	90.00	180.00	0	-180	0%
230000	Public Transport (Officers & Members)	0.00	0.00	0.00	0.00	0	0	0%
242000	Casual User	400.00	0.00	148.40	548.40	1,200	652	46%
TOTAL TRANSPORT		400.00	0.00	148.40	548.40	1,200	652	46%
310000	Postage	40.00	0.00	33.66	73.66	200	126	37%
340000	Catering Provisions & Catering Equip	200.00	0.00	700.00	900.00	500	-400	180%
342000	Refreshments	0.00	0.00	0.00	0.00	0	0	0%
350000	Printing	128.08	0.00	103.40	231.48	100	-131	231%
401000	Specialists Fees	0.00	550.00	0.00	550.00	1,000	450	55%
440000	Conference Expenses	0.00	0.00	180.00	180.00	1,000	820	18%
441000	Subsistence Expenses	0.00	0.00	0.00	0.00	0	0	0%
451000	Subscriptions	0.00	0.00	95.00	95.00	500	405	19%
TOTAL SUPPLIES & SERVICES		368.08	550.00	1,112.06	2,030.14	3,300.00	1,269.86	62%
646000	Corporate Property, Kent Estate Mngmt	86.00	0.00	14.40	100.40	500	400	20%
671000	Reallocation of overheads and internal charge	0.00	0.00	0.00	0.00	0	0	0%
680000	Payments to Schools	170.00	0.00	85.00	255.00	0	-255	0%
521000	Other Public Bodies	0.00	0.00	100.00	100.00	0	-100	0%
TOTAL OTHER		256.00	0.00	199.40	455.40	500	45	91%
GROSS EXPENDITURE		1,114.08	550.00	1,549.86	3,213.94	5,000	1,786	64%
NET EXPENDITURE		1,114.08	550.00	1,549.86	3,213.94	5,000	1,786	64%

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CONCLUSION AND RECOMMENDATIONS

We began this pamphlet by suggesting that, seven decades after 1944, the time is overdue for a new settlement in the relationship between religion and schools. The old settlement no longer works as well as it needs to for the benefit of schools, religion and wider society.

The simple fact is that schools have changed enormously over the last 70 years, and so has religious and non-religious practice and its place in our society.

We have discussed, in some detail, the various aspects of the existing settlement as they operate today, and we have come to a judgment about areas where changes are needed, and areas where they are not, or the situation can be kept under review.

We have not addressed in any detail a number of important practical questions, such as improving teacher supply and quality, developing better course material and ensuring that all teachers are religiously literate. These are exceptionally important, but we think it will be easier to make progress once the overall legal framework is in the right place.

Our recommendations represent our personal views, formed on the basis of relevant recent research, and our respective expertise in politics and religion. We hope that they may be useful in informing a new settlement, and we conclude by listing the recommendations made in the course of the investigation above.

We recommend that:-

Act of Collective Worship

- (1) The current requirement in statute for an Act of Collective Worship should be abolished, and the decision about the form and character of school assemblies should be left to the governors of individual schools. Schools should be required to set out their statement and strategy for promoting Spiritual, Moral, Social and Cultural*

Education, with school community assemblies as an important part of that strategy, upon which they would be inspected by OFSTED. The government should provide non-statutory guidance to help achieve this.

Curriculum

- (2) *Consideration be given to using the phrase ‘Religious and Moral Education’ rather than ‘Religious Education’ in describing this part of the statutory curriculum.*
- (3) *The Religious Education syllabus in county and voluntary controlled schools should no longer be set by a system of agreed local syllabuses, but by an agreed national syllabus which would have a similar legal status to the requirements of other subjects in the National Curriculum.*
- (4) *The nationally-agreed syllabus would be determined by the Secretary of State in agreement with a newly created ‘National Standing Advisory Council on Religious Education (NASACRE)’ comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems. This nationally-agreed syllabus should be reviewed every 5/7 years.*
- (5) *The government discusses with the faith school providers, including academies and free schools, the merits of voluntary-aided and foundation faith schools adopting this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all maintained schools to adopt this syllabus.*
- (6) *The government also discusses with faith school providers including academies and free schools, the importance of making a distinction within schools between religious instruction, formation and education, including agreement that religious instruction (even of a kind which does not include coercion, or distortion of other religions or beliefs) does not take place within the school day.*
- (7) *In addition, the government discusses with independent schools whether they should adopt this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all schools to adopt this syllabus.*

- (8) *If these changes are agreed, the right of parents to withdraw their children from the Religious Education part of the curriculum should be abolished.*
- (9) *The legal requirement for Religious Education at Key Stage 5, after the age of 16, should be removed and that, within the context of a general reform of the curriculum at Key Stage 4, consideration should be given to modifying the legal requirement for Religious Education to a wider study of religious, spiritual, moral, ethical, social, and cultural values.*
- (10) *All faith schools, and possibly all schools in receipt of state funding, clearly advertise and explain the kind of religious (or non-religious) ethos and formation which they offer, so that prospective parents and pupils can make informed choices.*
- (11) *The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction.*
- (12) *An important, though not the only, way to promote community cohesion and to counter radicalization across the school system is to make the kinds of curriculum change which we are proposing. OFSTED should re-establish a strong inspection system to ensure that all schools, faith or not, properly fulfil their duty to promote community cohesion*

Faith Schools

- (13) *Children of families of faith should where possible be able to attend schools of that faith, and that their current right to be given priority in the admissions process should not be removed.*
- (14) *The churches need to make strong and continued progress in addressing the very real concerns about fairness, and that changes to the current legal position should be considered as an urgent matter if faith bodies fail to make progress in the directions which they have set for themselves. We believe that there are legitimate concerns about using regular attendance at worship as a selection criterion and we recommend that this criterion be kept under review.*

- (15) Further effort be given to developing alternative proposals for fairer admissions procedures to faith schools, procedures which balance the rights of families of faith to have their children educated in that faith with other considerations of fairness to others and serving the whole local community.*
- (16) The ability of faith schools to retain their own inspection process for the content of collective worship and religious formation should be reconsidered within the context of the overall changes we propose.*
- (17) The inspection regime for independent schools continue to be steadily tightened in the context of the curricular changes we propose.*
- (18) The current arrangements which enable faith schools to discriminate in their employment are kept under review, given legitimate concerns about their necessity and their effects*

To: All SACRE Members

Members, Kent County Council

Corporate Director, Education and Young People Services

Head Teacher / Chair of Governors all schools in Kent

NASACRE



**KENT STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION**

ANNUAL REPORT

2014 – 2015

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Opening remarks from the Chair of SACRE

Welcome to the 2014-15 Annual Report of the Kent SACRE. The SACRE has met three times during the academic year. We have continued our commitment to hold at least one meeting each year in a venue away from County Hall. This year's June meeting was hosted by Highworth Girls' Grammar School, an Academy in Ashford. This reflected SACRE's ongoing desire to engage with all schools (including Academies) in Kent.

The SACRE has had a full year working towards the priorities outlined in the Development Plan. One focus has been on developing a Youth SACRE. During this year, our colleagues at Canterbury Christ Church University, hosted a very successful inaugural event for Primary schools: "Knowing you; Knowing me". SACRE also hosted a Secondary event that was expertly facilitated by Lat Blaylock from RE Today. The focus for this event was the subject of Evil, a provocative topic that provided for positive exchanges between students

SACRE has continued to make efforts to engage with all schools to ensure their compliance with requirements to provide high quality Religious Education and opportunities for Collective Worship. SACRE has worked with the Kent Association of Head teachers in order to seek membership of representatives of Primary and Secondary head teachers. Through communications with national appointing bodies, SACRE has tried to quickly fill vacancies that arise in Group 1. We believe it is important that we have a membership drawn from the Faith Groups and the range of schools found locally as they help to ensure that the SACRE is reflective of the diversity found in Kent. 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 former 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.

SACRE would like to remind schools that Kent does not currently offer many opportunities for professional development in Religious Education. This, combined with the impact of the absence of RE from the English Baccalaureate in secondary schools, causes the SACRE great concern that Religious Education may not be apportioned the same importance as other subjects in the school curriculum. If, as a part of their monitoring cycle, schools identify RE or Collective Worship as an area that needs development, they need to look for their own bespoke training. The SACRE is grateful to Allan Foster, Consultant Adviser, who was funded by the Local Authority to support SACRE for the period covered by this report, for driving our work forward and keeping us abreast of developments in Religious Education nationally.

As Chairman, I would like to thank all those who serve on Kent SACRE, teachers, faith group representatives. 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 achieve our aims despite challenges in a time of ongoing austerity. We are grateful for the ongoing support and interest of the Local Authority and for the active involvement of senior officers and Members in our activities. 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

INTRODUCTION

The 1988 Education Reform Act established the statutory requirement for all Local Authorities (LA) to establish a permanent body called a Standing Advisory Council for Religious Education (SACRE). The Kent SACRE is an independent body which advises the LA on matters concerned with the provision of Religious Education (RE) and Collective Worship.

The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

"To advise the Local Education Authority upon such matters connected with religious worship in County schools and the Religious Education to be given in accordance with the Agreed Syllabus as the Authority may refer to the SACRE or as the SACRE may see fit". (s.391 (1) (a))

Such matters include:-

"Methods of teaching, the choice of materials and the provision of training for teachers".

A SACRE also:

- Can require the LA to review its current Agreed Syllabus (s.391(3))
- Must consider applications made by a head teacher that the requirement for Collective Worship in County schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of the pupils in a particular school - "determinations". (s.394(1))

It is a legal requirement that the SACRE publish an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;
- Asking the LA to review its Agreed Syllabus.

This report covers the work of the Kent SACRE during the academic year from September 2014 to August 2015.

Three full SACRE meetings were held during the period covered by this report. Details of SACRE Membership and attendance at meetings can be found in Appendix 3 and agendas and minutes of meetings can be found on the KCC website - www.Kent.gov.uk/SACRE.

The report is sent to the Head teachers/Chair of Governors of all schools in the county, The National Association of SACREs (NASACRE), and the Local Authority. The report is also available on the SACRE pages of the Kent website.

THE SACRE'S MISSION STATEMENT

Kent SACRE seeks to ensure that all pupils in our schools develop spiritually, academically, emotionally and morally, as well as socially, culturally and physically, so that they are able to understand themselves and others and cope with the opportunities, challenges and responsibilities of living in a rapidly changing world.

Kent SACRE aspires to:

- Enhance the quality of religious education and collective worship in Kent schools, and
- Celebrate the religious and cultural diversity found in Kent

Our vision is:

For schools to be able to:

- provide challenging learning through the RE Curriculum;
- promote an inspirational and aspirational ethos through meaningful and engaging Collective Worship; and
- contribute to community cohesion by engaging the whole school community in an exploration of identity and community in the local, national and global context.

For the Local Authority to:

- place a high priority on the role of RE and Collective Worship in schools;
- aim to provide sufficient resource to support schools in the above;
- work in partnership with SACRE to build links between schools and local faith communities.

For SACRE members to:

- represent their constituents in the spirit of promoting educational RE and Collective Worship within statutory regulations;
- represent fairly the views of their constituents as far as this is possible;
- work with other members of SACRE to model and promote respect for and understanding of different beliefs and lifestyles and a universal search for what it means to be human.

Our Aims:

To work with the Local Authority to:

- place a high priority on the role of RE and Collective Worship in schools;
- aim to provide sufficient resources
- work in partnership with SACRE to build links between schools and local faith communities.

To support schools in:

- raising standards of pupil attainment in RE to equate to national expectations of performance levels in other core subjects
- developing the spiritual dimension of the school
- improving the quality of collective worship
- making appropriate provision to meet the needs of all pupils represented within their school community.

EXECUTIVE SUMMARY

Advice to the Local Authority (LA)

The SACRE advises the LA to bring this report to the attention of schools and governing bodies and, in particular, to highlight the following points:

- Following the introduction of the new National Curriculum in September 2014, schools will need to be aware that the existing statutory requirements of the Kent Agreed Syllabus (2012) are still valid. **Schools should use this syllabus as the basis of their R.E. curriculum planning.** The statutory requirements and the non-statutory guidance of this syllabus are available for download from the KELSIs website.
<http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>
- In all maintained schools other than Voluntary Aided schools or schools of a religious character, but including Voluntary Controlled Schools, **Religious Education has to be taught according to the Kent Agreed Syllabus. However, the Dioceses of Canterbury continues to recommend that all Church of England schools also follow the Agreed Syllabus and the Diocese of Rochester recommends that its Voluntary Controlled schools use the Agreed Syllabus;**
- **Academies are reminded of their statutory requirement to teach Religious Education in accordance with their Funding Agreement.** Academies in Kent are recommended to use the Kent Agreed Syllabus to ensure that they fulfil their statutory requirements;
- Following the presentation of the SACRE Annual Report to the County Council's Education and Young People's Services (EYPS) Cabinet Committee, Members had asked that a letter be sent to Sir Michael Wilshire (HMCI Schools) requesting that RE provision be considered as part of school inspection regime.
- In accordance with the expectations of the Kent Agreed Syllabus, schools are reminded of the **requirement to assess pupils' progress in Religious Education using the two Attainment Targets, and the eight point level descriptors.** The Agreed Syllabus Non-Statutory Guidance (Section 3) provides guidance on assessment and how to use the Level Descriptions for RE;
- **Secondary schools are reminded that Religious Education is a statutory subject and that all KS4 students should follow an accredited course as required in the Agreed Syllabus.**
- **All schools are reminded of their responsibilities to provide opportunities for daily Collective Worship.** The place of collective worship in schools is upheld by statute and has been so since 1944. The basic requirement is that all registered pupils shall take part in an act of collective worship every day. There are only two exceptions to this: parents have the right to withdraw their child from collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not. The Education Reform Act (ERA) 1988 stipulates collective worship must be 'wholly or mainly of a broadly Christian character'; it is deemed to be fulfilling this description if it 'reflects the broad traditions of Christian belief, without being distinctive of any Christian denomination'.

- **SACRE guidance on Collective Worship** “Gathering Together – Policy & Practice for Collective Worship” is currently being updated and will be linked to the KELSIs web page for RE.
- Schools need to be aware that only a limited **CPD programme for RE is currently being initiated by the LA**; instead schools are expected to identify and access their own training needs through local and national organisations;
- Senior Leaders and Governing Bodies are urged to ensure that **RE Subject Leaders/RE Co-ordinators are adequately supported** in terms of professional development, opportunities to monitor and evaluate the subject, opportunities to train and support colleagues and in having an adequate budget in order to help raise standards in Religious Education;
- Schools are reminded that the Teachers’ Standards (Part One:3) require all **teachers to demonstrate a good subject and curriculum knowledge** and this is crucial within RE in order that pupils develop clear and accurate understanding of different faith communities and world views. Schools are urged to access appropriate CPD to meet the needs of the staff teaching RE;
- Schools are recommended to **subscribe to “RE Today”** in order to access regular publications which provide teaching and learning resources, subject knowledge, access to CPD opportunities, and access to the RE Today web based resources.
- Schools are encouraged to **apply for the RE Quality Mark (REQM)**. Three levels – Bronze, Silver and Gold can be achieved and schools will be able to demonstrate their good practice in RE and have hard work recognised and rewarded (www.reqm.org);
- All teachers are urged to ensure that **tasks set for all pupils are appropriately challenging** and meet the needs of the learners. Again, this is a requirement of the Teachers’ Standards (Part One:1, 2 & 5);
- Schools are also urged to look at the range of activities provided for pupils. At all Key Stages there continues to be a difference in boys’ and girls’ attainment. **Teachers are asked to use strategies that are known to be more effective with boys** to try to narrow this gap;
- The SACRE encourages secondary teachers to look at **ways in which they might challenge pupils earlier on in Key Stage 3, especially in the development of reasoning and evaluative skills and in developing extended writing skills**. Evidence shows that where schools do this it impacts significantly on performance in GCSE examinations. (The Agreed Syllabus has guidance on skill development and on Personal, Learning and Thinking Skills as well as other advice on Teaching and Learning processes);
- Kent SACRE continues to work with KCC to ensure that essential and appropriate supporting materials and resources are made available on the Kent Education Learning and Skills Information (KELSIs) web pages. Currently the Agreed Syllabus and Non-Statutory Guidance can be accessed here:
<http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>

AN OVERVIEW OF THE SACRE'S WORK:

Meetings

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

(1) 25 November 2014 – County Hall, Maidstone

Mr R Gough, Cabinet member for Education and Health reform attended the meeting to take a question and answer session and discuss the relationship of the local Authority with RE in schools.

He had previously met a small group of SACRE members, which had resulted in a letter being sent to Mr Gove. He agreed to contact his successor, Nicky Morgan and highlight Kent's concerns about RE's place within the school curriculum and the difficulty of attracting quality specialist teachers to the subject.

Mr Foster presented the final draft of the 2013/14 Annual Report. Members noted the style had been made more reflective of the way Kent worked, having researched other Counties reports and noted greater emphasis had been given to Kent's mission statement.

The second secondary Youth SACRE event had taken place and been attended by thirteen schools. Lat Blaylock (edit of RE Today) was facilitator for the day. His theme was the presence of evil, which was explored by various creative methods, such as board games, drawing, story board, post-it notes to answer questions posted around the Council Chamber, stories and philosophies such as Nihilism. The teachers attended a very useful breakaway session facilitated by a couple of SACRE members.

Members agreed that they wished to build on the success of the day and organise another event the following year with an additional separate event for primary aged children in school years 5 and 6.

The usual standing items including an update of the Budget position, Development Plan and Overview of national and local developments were considered.

A working group to rewrite the Shaping the Spirit publication was appointed and the meeting concluded with an invitation to SACRE members to attend the forthcoming Kent and Medway HUB. Meeting.

(2) 10 March 2015 - County Hall, Maidstone

The first item for discussion was the Budget which was reported to be in a healthy position.

Members next debated the proposed Youth events to be held in 2015. Ideas to publicise and promote engagement with older students were considered, it was acknowledged that secondary schools often found it difficult to release students and teachers due to timetabling pressures.

The primary event 'Knowing You, Knowing Me' to be held on 20 May 2015 would be at Canterbury Christ Church University to give Year 5 pupils an experience of university campus. After registration and refreshment the day would begin with the opportunity to meet and greet other schools and then split into two groups; half would take part in a reflection workshop led by CCCU students and half would meet representatives of a faith different to their own. After lunch the two groups swap.

It was noted the event had proved to be hugely popular with 210 applications for 150 places.

The Shaping the Spirit working group had met and developed a briefing paper taking account of the publication of new guidance from the Dept. of Education on SMSC and British values. Eventually the revised document would be distributed via a link to all schools and added to the County Council's website.

The Development Plan had been revised to take account of the latest objectives:- establish the Conference to Review the Agreed Syllabus, REAct and timetabling of additional meetings required: development of SMSC Guidance for schools; and briefing meetings for Youth SACRE events.

Members were updated on current events, including the proposed NASACRE Trojan Horse aftermath conference, AGM and Executive elections, the Kent SACRE survey summary 2014 Report and that Mr Foster had responded on behalf of SACRE to the Dept. of Education's consultation on the new examinations. Finally it was noted that the Annual report had been presented to the County Council's Education and Young People's Services (EYPS) Cabinet Committee. Members suggested the KCC write to Sir Michael Wilshaw regarding the issue of RE being part of the Ofsted inspection.

The meeting concluded with a thought provoking interactive presentation from Miss Walters, a member of the Church of England group, about 'Preparing teachers to develop SMSC'.

(3) 17 June 2015 – Highworth Girls Grammar School (Academy), Ashford.

After the usual items on membership changes, matters arising from the previous minutes and a budget update members moved on to consider the RE Curriculum Review. Liz Pope, the Highworth teacher hosting the meeting gave her lively presentation "Insights from the Top; being part of the NATRE Executive."

The members debated how SACRE could best 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 worldwide
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

The free Youth Primary SACRE event had taken place at CCCU, attended by 31 primary schools each with up to 4 pupils. Members received the positive evaluation report prepared by the CCCU faculty of Education Outreach team and were delighted with the events overwhelming success.

Mr Manion (SACRE Chairman) had written to the Cabinet member to request permission to start the review of the locally Agreed Syllabus with the aim of introducing a revised syllabus for implementation in schools by September 2017. Members volunteered to form a working party from each of the four constituent groups. Clarification of funding would be sought before the Conference could progress.

Following the NASACRE AGM it was noted NASACRE was promoting the idea of regional networking and collaboration. Two members, Mr Foster and Miss Walters had attended the "Trojan Horse" event and heard Alan Brine speak about Ofsted's review of schools in the Birmingham area and the issues in Tower Hamlets concerning possible undue influence by Muslim groups on Governing Bodies. Other speakers included Joyce Miller, Joy Schmack and Lesley Prior led a workshop concerning Collective Worship.

Mrs Paterson (Canterbury Diocesan Board Rep) had attended the last HUB meeting, where amongst other topics the REQM had been discussed, it was noted that Kent SACRE had

been pleased to support local schools with this. The Hub had been operating for a year and its format was being reviewed. After a reminder about the start of the month of Ramadan members agreed 2016 SACRE dates and the meeting concluded with the agreement to make a donation to the Academy in appreciation for hosting the meeting.

Kent Secondary Youth SACRE, November 18th 2014

Lat Blaylock (Editor of RE Today magazine) was facilitator for the day looking at the issue of Evil. “What does evil mean?” “What do we think is evil?” “What are the 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 provided a range of examples and used a variety of 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, to encourage responses from students. This was a very active and thought provoking session.

The session concluded 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 shared statistics of various religious charities helping people throughout the world. This event was very well received by students and teachers in attendance. As a result, SACRE considered the value of hosting a similar event in the future, but referring to it as a ‘Secondary Conference for Young People.’

Kent Primary Youth SACRE, May 20th 2015 “Knowing me; Knowing you.” Hosted by Canterbury Christ Church University

This event had proved to be hugely popular with 210 applications for 150 places. After registration and refreshments the day began with the opportunity to meet and greet other schools and then split into two groups; half took part in a reflection workshop led by CCCU students and half met representatives of a faith different to their own. After lunch the two groups swapped around. Feedback from pupils and teachers indicated that this was a very successful and beneficial event that ought to become a regular event on SACRE’s calendar.

SACRE Development Plan

In 2014 and early 2015, SACRE reviewed its development plan to set out some areas of achievable activities over the coming years. Updates included initial thinking about the next review of the Kent Agreed Syllabus, in the light of recent national developments, and the future of Youth SACRE activities following the successful events that had been held previously. The focus for this plan is to ensure that statutory requirements are met. The 2014 – 2015 Development Plan can be found as Appendix 2, attached to this report.

Professional Administrative Support

The Local Authority provides support in the following ways:

- a dedicated clerk to support the Committee
- funding for a dedicated Consultant Adviser to support and advise SACRE
- an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions
- space on KELSI web pages for RE and Collective Worship resources

ADDITIONAL SACRE ACTIVITIES

National Links

Kent SACRE is a member of NASACRE (National Association of SACREs) and representatives attend national meetings. A representative also attends the regional meetings for SACRE.

NASACRE AGM. 21st. May 2015. A very successful NASACRE annual conference was held. The Rt Hon Charles Clarke gave a great deal to consider in his keynote address and the seminar addresses from Prof Denise Cush and Mary Myatt provided thought provoking starting points for regional round table discussions.

NASACRE 'Trojan Horse' Conference. 20th May 2015

Alan Brine (former HMI with responsibility for RE at Ofsted) spoke 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.

Local and National Developments

During the period of this report, five Freedom of Information requests have been received. One of these concerned the serving of halal meat in school meals, and the teaching of "Islamic studies" and "British values" in schools, the other four were requests for information regarding the number of Collective Worship determinations that SACRE had approved.

SACRE, on behalf of KCC Education and Young People's Service, responded to the DfE consultation on the new GCSE and A Level examinations for Religious Education.

Lord Nash, the Parliamentary Under-Secretary of State for Schools, had written to all SACRES to encourage them to consider ways the locally agreed syllabus could help pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

A working group met in early February to revise the Shaping the Spirit document following the publication of new guidance from the Department of Education on SMSC and British Values. It was noted that the previous document was out of date and contained expired links but in light of the latest Ofsted Framework for School Inspections guidance to schools on SMSC was essential. This new guidance would be made available to schools as soon as it is completed.

SACRE, in partnership with the Local Authority, continues to work behind the scenes to support schools as they fight to keep an exciting and stimulating, broad and balanced curriculum at the heart of what they offer to pupils of all ages. RE should be a significant part of that curriculum, because it creates opportunities for pupils to grapple with those deep and challenging questions about who they are, and what their place is in the rapidly-changing world around them. Kent pupils deserve the best RE that we can give them, because they are our future

RELIGIOUS EDUCATION

The Locally Agreed Syllabus 2012

Section 390 of the Education Act 1996 requires Local Authorities to institute a review of the locally Agreed Syllabus five years after the completion of its last review. The last review process took place in 2011. The current syllabus, 'REact 2012', was required to be implemented in county schools from September 2012 and is being used successfully in many county schools. Feedback about the syllabus has been extremely positive. Academies, Independent and Free Schools in the County are invited to use the locally Agreed Syllabus. SACRE is now considering its approach to the next review of the locally Agreed Syllabus, and the extent to which it will utilise the recent Religious Education Council's Review of RE.

Continuing Professional Development (CPD)

During this year, with the support of KCC, a limited number of CPD opportunities were offered to schools. Additional local networking meetings have been held, and the emerging RE Teacher's Hub has held a number of meetings in collaboration with Canterbury Christ Church University and Teacher Associations.

SACRE does have concerns that schools do not seem willing to support CPD opportunities that involve costs. If schools are expected to support their staff with CPD opportunities provided by national bodies, e.g. NATRE, RE Today etc. then additional costs will be incurred.

MONITORING STANDARDS IN RELIGIOUS EDUCATION

Ofsted Reports

SACRE has been considering, and analysing, OFSTED reports for Kent schools over the past year where there are references to RE and SMSC. This has helped in monitoring standards of RE. There have been very few issues raised for Kent school with regard to RE or SMSC.

School Self-Evaluation

The SACRE recommends that all subject leaders for RE in all schools should regularly evaluate the quality of provision in the subject to identify strengths and areas for development.

EXAMINATION RESULTS

TO DATE, LOCAL EXAM RESULTS AND ANALYSIS ARE AWAITED FROM KCC

GCSE

Full course GCSE Religious Studies entries rise, but number of schools with no RS students at all is increasing

The number of pupils in England and Wales taking GCSE Religious Studies full course has risen again this year, up 5.3% against 2014 to 283,756. This echoes the increase in A Level entries, which are up 6.5% this year compared with 2014.

However the removal of short courses from Department for Education (DfE) performance tables is having a serious and negative impact on the number of pupils choosing to take RS at GCSE level, with an increasing number of schools having no pupils at all taking the subject.

DfE performance tables do not take account of results in short courses. The GCSE short course RS, which had been very popular in the past and provided a reward for schools who provided RE for all, has suffered as a result. The short course is delivered at GCSE standard

but covers half the content of a full course and is therefore worth half a GCSE. Changes in entries for short courses have a disproportionately significant impact on RS: almost two thirds of all short course GCSEs taken in England and Wales are in RS.

The damage to take-up of the RS GCSE short course comes at a time when RS is otherwise a subject growing in popularity and when the government is rightly emphasising the importance for young people to have knowledge and understanding of religions and non-religious beliefs. In addition, reforms to GCSE RS make it an increasingly attractive and rigorous subject, while increasing numbers of pupils are carrying RS on to A-level.

The key outcomes for Religious Education in England and Wales at KS4 in 2015 are as follows:

- There were 283,756 entries for the full course in GCSE RS, a rise of 5.3% from 2014 (269,494)
- There were 86,679 entries for the short course in GCSE RS, a decline of 26.8% from 2014 (118,481)
- There were 370,435 entries for GCSE RS (combined short and full courses), a decline of 4.5% from 2014 (387,915)
- In 2014 there were 1,197 schools making no entries for any RS qualification; a rise from 268 in 2010.
- 29.6% of entries for the full course in GCSE RS were awarded an A or an A*
- 11.8% of entries for the short course in GCSE RS were awarded an A or an A*

When RS GCSE entries in England over the past four years are compared to those in Wales (where the EBacc and the average point score at GCSE have not been adopted as school performance measures), the following patterns emerge:

England

Take up of the GCSE RS short course has fallen from 211,269 in 2012 to 68,890 in 2015 (-67.3%)

GCSE RS full course entries in England have increased from 216,182 in 2012 to 271,917 in 2015 (25.7%)

Wales

Short course GCSE RS entries have declined slightly from 19,182 in 2012 to 17,789 in 2015 (-7.3%)

RS GCSE full course entries have increased from 10,409 in 2012 to 11,839 in 2015 (13.7%)

Overall this means that compared with 2012 over 85,000 fewer pupils in England will complete key stage 4 this year having not gaining a qualification in Religious Studies (a drop of 20.3%).

This echoes research by the National Association of Teachers of RE (published in November 2013) that found that a third of community schools and over a third of academies without a religious character are still failing to meet their legal or contractual agreements to provide religious education for this key age group.

GCE 'A' LEVEL

The key outcomes of the 2015 A level results in England and Wales for Religious Education are as follows:

- 23,372 RS A level entries were recorded, an increase of 6.5% on 2014 and more than double the number in 2003 (11,132 entries were recorded in 2003)
- The number of entries for RS A level has increased by 110% since 2003, more than for any arts, humanity or social science subject (the nearest subject is Political Studies with an increase of 62%). Among all subjects, only Further Maths has seen more rapid growth than RS
- 23.9% of entries for RS A level were awarded an A or an A*
- There were 37,365 entries for RS at AS level, an increase of 3.5% on 2014 and more than double the number in 2003 (15,482 entries were recorded in 2003)

The contextual evidence shows the growing status of RS as a subject for Higher Education entry:

- The Russell Group of top universities has made it clear that RS A level provides 'suitable preparation for University generally'
- Both Oxford and Cambridge University include Religious Studies in the top level list of 'generally suitable Arts A levels'
- Applicants with Religious Studies A level were more likely to gain admission to study History at Oxford University in 2012 than those with A levels in many 'facilitating' subjects
- 20% of students admitted to Oxford University to study mathematics in 2012 had an RS A level (more than those with Economics, Physics and Business Studies A levels)
- Research from the Centre for Evaluation and Monitoring at Durham University on the comparative difficulty of different subjects at A level showed that RS was 'in the middle difficulty range, similar to Geography and more demanding than English'.

KENT results at GCE AS and A level 2015

SACRE would like to acknowledge the successes of Kent students and recognise the continued dedication of RE teachers across the county whose skill and hard work have supported students in their achievements.

A summary of the GCSE full and short course and of the GCE AS and A level results for 2015 (with comparisons with previous years) is in Appendix 1 (page 16).

Complaints about Religious Education

No formal complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Kent schools.

COLLECTIVE WORSHIP

Schools are reminded that the publication, "Gathering Together – Policy and Practice for Collective Worship" produced by the Kent SACRE in 2008, gives support as well as guidance on Collective Worship for Kent Schools. This is currently being updated, and will be linked to the KELSI web page for RE in the near future.

Determinations

The 1996 Education Act (section 394 – 1) empowers a SACRE to grant the request of a head teacher for alternative Collective Worship, where it is considered that the nature of a pupil population makes it inappropriate to be wholly or mainly Christian.

In the year of this report, the SACRE has not received any requests from schools for a determination.

Complaints Concerning Collective Worship

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Kent schools.

Kent SACRE Annual Report 2014 - 2015
DRAFT November 2015

Appendix 1

Examination Results 2015

Year	Exam type	Boys entries	Girls entries	Total entries	Kent % A*-G	Nat % A*-G	Kent % A*-C	Nat % A*-C
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
2014	GCSE Full Course	2656	2991	5647	98.1	97.9	72.2	70.1
2015								
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
2014	GCSE Short Course ****	N/A	N/A	N/A	N/A	95.8	N/A	56.7
2015								
					Kent % A*-E	Nat % A*-E	Kent % A*-B	Nat % A*-B
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
2014	GCE AS	80	118	198	78.1	86.4	23.4	27.1
2015								
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
2014	GCE A	184	329	513	99.8	99.8	49.3	53.4
2015								

***** Please note that GCSE Short Course data for 2015 results was not collected for Kent schools.**

Appendix 2

SACRE Development Plan 2013 - 2015

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

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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 KELSI web page	Consultant Working Group SACRE budget

Appendix 3

KENT SACRE Membership and Attendance at meetings 2014 – 2015

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

MEMBERSHIP	25/11/2014	10/3/2015	17/6/2015
Free Church (4)			
Miss J Webb – (Baptist)	YES	YES	NO
Mrs E Talbot - (Methodist)	-	-	YES
Mrs E May – (United Reformed Church)	-	YES	NO
Mrs J Wigg -(Salvation Army)	NO	NO	YES
Roman Catholic (3)			
Mrs A Donnelly	NO	YES	NO
Mrs F Hawkes	-	YES	SICK
Miss S Malone	YES	YES	NO
Buddhism (1)			
Mrs C Elapatha	NO	NO	YES
The Greek Orthodox Church (1)			
Mr M Papadopoulos	NO	YES	YES
Hinduism (1)			
Mr R Chakkedath	NO	SICK	SUB
Islam (1)			
Mrs N Younosi (<i>Group Convenor/SACRE Vice-Chair</i>)	YES	YES	YES
Judaism (1)			
Rabbi C Cohen	NO	YES	NO
Sikhism (1)			
Mrs Deepinder Kaur Gill	NO	NO	NO
Co-opted Members			
Mrs J Grant (Baha'i)	YES	YES	YES

GROUP 2: CHURCH OF ENGLAND (6)

MEMBERSHIP	25/11/2014	10/3/2015	17/6/2015
Rochester Diocesan Board of Education (3)			
Mrs V Corbyn (<i>Group Convenor</i>)	YES	YES	NO
Mr R Tyson	YES	YES	NO
Miss K Anderson	NO	maternity	-
Canterbury Diocesan Board of Education (3)			
Mrs B Naden	YES	YES	YES
Mrs N Paterson	-	YES	YES
Miss R Walters	YES	YES	YES

GROUP 3: TEACHER ASSOCIATIONS (6) <i>(Having regard to local circumstances)</i> MEMBERSHIP	25/11/2014	10/3/2015	17/6/2015
National Union of Teachers Mr W Chambers	-	YES	YES
National Association of Schoolmasters/Union of Women Teachers Ms K Burke (<i>Group Convenor</i>)	YES	YES	YES
Association of Teachers and Lecturers Vacancy 1.4.2014			
Kent Association of Head Teachers Primary Mrs N Caisley	YES	YES	NO
Kent Association of Head Teachers Secondary Vacancy			
National Association of Head Teachers Kent Branch Vacancy			
Co-opted Members Miss T Kelvie Miss E Pope	NO NO	NO NO	NO YES

GROUP 4: LOCAL AUTHORITY (4)

MEMBERSHIP	19/11/2013	5/3/2014	26/6/2014
Nominees of Conservative Group (2)			
Mr S Manion (<i>SACRE Chairman and Group Convenor</i>)	YES	YES	NO
Mr M J Northey	YES	YES	YES
Nominee of the Labour Group (1)			
Mr T Maddison	YES	YES	YES
Nominee of UKIP Group (1)			
Mr J Elenor	YES	YES	YES

**KENT YOUTH SACRE EVENT
4 NOVEMBER 2015
SESSIONS HOUSE, KENT COUNTY COUNCIL, MAIDSTONE, KENT**

This was the third annual Youth SACRE event. The facilitators were June Ben Rabah and Jaymie Pauvaday of Numinous Education. Their topic was ***Conflict & Resolution***. Their method of teaching was Critical Realism and sessions provided were for students and teachers. Please see attached timetable for topics covered.

Everyone was welcomed by the Vice Chair of SACRE, Nicky Younosi. Jackie Grant introduced the facilitators.

The icebreaker involved the students having to arrange themselves in order according to date of birth but without speaking to each other! The line formed was then divided into groups of 6 students. Their presentation showed pictures of conflicts in the world – e.g. Israeli/Palestine; Northern Ireland; Sri Lanka; Cambodia.

The question posed was how to know the “truth” from one perspective – (religious; political; historical) and the example of slavery was used. The groups had handouts with questions to help them discuss and a student facilitator was chosen to speak for the group.

Resolution was discussed from a religious perspective (Christianity) and liberation theology; Romero. Packs on resolution were given to the students where they had to read and summarise information; they then had to re visit the question and complete their own rational judgement.

June and Jaymie moved around the groups to help the students with any questions and help them think through the problems presented.

Feedback forms were given to students and teachers – please see results on next page.

June & Jaymie were not only enthusiastic but knowledgeable and their excellent teaching skills were highly evident in the manner and confidence in which they conducted the afternoon. Some background information on June and Jaymie are as follows:

<p>June Ben Rabah 35 years teaching experience Leading CPD and staff INSET Facilitator for NPQML Consultancy in school improvement Member of SACRE</p>	<p>Jaymie Pauvaday Extensive teaching experience in UK and abroad PGCE mentoring Subject support sessions KCL MA Mysticism and Religious Experience Currently studying for MA at IOE</p>
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STATISTICS

86 Secondary schools invited:-

14 responded/accepted

9 attended representing:-

Dartford Grammar

Mayfield Grammar, Gravesend

Oakwood Park Grammar, Maidstone

Maidstone Grammar Girls

Borden Grammar, Sittingbourne

Wrotham

Tunbridge Wells Boys Grammar

Wilmington Girls Grammar

Invicta Girls Grammar, Maidstone

39 Evaluation forms completed:-

12 Excellent

21 Good

6 satisfactory

Total attendance 51 :-

June Ben Rabah and Jaymie Pauvaday-Event facilitators from

Numinous Education

36 Students

10 teachers

1 member

2 SACRE Event organisers

2 Clerk

A special thank you must go to Carol and Alex whose behind the scenes efforts made sure the afternoon went smoothly and the students and facilitators were looked after.

Jackie Grant
5 November 2015

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Wednesday 4th November Youth SACRE Maidstone

Critical Realism in the Classroom

1.30-2.00	Registration
2.00-2.15	Introduction Icebreaker (Age) sit down in groups What causes conflict? PPT pictures to consider
2.15-2.40	Give out worksheets Complete Own Horizon PPT pictures of conflicts to identify – discuss in groups Video clip – different perspectives
2.40-2.45	Introduce Critical Realism and tools
2.45- 3.20	Give out Conflict packs and Introduce group tasks 20 mins to read tool and summarise 15 mins to share and complete rest of Conflict worksheet
3.20-3.30	After consideration of what they have learnt - complete the re-evaluation of what causes conflict – complete rational judgement
3.30-3.40	BREAK
3.40-4.00	Feedback from session 1 - 1 minute summary from groups emphasise that it doesn't matter if answers are different as long as they have been carefully justified
4.00-4.10	Within a 'tool' there will be many different lenses eg if we take the topic of slavery and look at the History tool – History from whom, the slave owners, slaves themselves, position of women slaves etc Lead into Resolution Answer own horizon question on Resolution Going to look at Resolution from Christian perspective Explain about different Christian perspectives
4.10-4.35	Give out packs on Resolution Reading and summarise information and share 25 mins
4.35-4.40	Re-visit question and complete own rational judgement
4.40-4.50	Complete thermometer Continuum to answer the question if Christian teaching can resolve conflict
4.50-5.00	Thanks and safe journey

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SACRE Development Plan 2015 - 2016

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

What?	and How?	Reporting	Resources	Legal Requirements
Monitor implementation of Agreed Syllabus, and provision of RE	Short Annual questionnaire to Chairs of Governors	Written summary to SACRE annually	Consultant – 2 days Admin. support	Monitor the provision and quality of RE
Monitor provision and compliance for 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
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
Review of Agreed Syllabus for implementation after Sept 2017	Plan for establishing Agreed Syllabus Conference Prepare successful business plan to achieve funding for Review 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

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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 publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate

Agenda Item 10

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	Working group Admin. support Financial support (?)
SACRE Primary Conference	Working group Half-day event May 2016	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
Raise profile and status of Kent SACRE	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 (NATRE) Hub	Financial support from budget as appropriate Evaluation and feedback to SACRE	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 by SACRE published on KELS1 web page	Consultant Working Group

RE Hub

The Kent and Medway RE Hub met for its fourth breakfast meeting on 17th October 2015 at Oakwood Park Grammar School in Maidstone. The network session looked at the GCSE proposals and discussed issues and challenges in preparing the next group of children for these new, more rigorous exams. We also explored the Clarke Woodhead Proposal for a new settlement for religious education, focussing on the proposals for a national curriculum and the right of withdrawal. Finally we looked at hermeneutics and developing confidence around the examination of texts in RE and had a teach meet to share some smart ideas for RE lessons. Thanks to all our sponsors, and extra special thanks to the twenty five RE teachers who gave up their Saturday morning.

Virginia Corbyn

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