

A G E N D A

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

Notice is hereby given that a meeting of the Kent Standing Advisory Council on Religious Education will be held in the Darent Room, Sessions House, County Hall, Maidstone on Monday, 7th March, 2016 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. Apologies for Absence/Substitutes
2. Declarations of Interests
3. Minutes - SACRE and SACRE Conference 23 November 2015 (Pages 3 - 6)
4. Budget (Pages 7 - 8)
5. Annual Report (Pages 9 - 30)
6. Primary Youth SACRE event 2016
7. Secondary Youth SACRE event 2016
8. Development Plan (Pages 31 - 32)
9. Overview of National and Local Developments (Pages 33 - 42)
 - (i) NASACRE Conference and AGM 2016 Tuesday 17th May 2016, Central Hall Westminster, London
 - (ii) Conference to Review Agreed Syllabus – update
 - (iii) RE Hub
 - (iv) NATRE letter and NASACRE briefing.
10. Patterns of Attendance (Pages 43 - 44)
11. Dates

SACRE and Agreed Syllabus Conference
Wed.15 June 2016- West Malling Baptist Church
Tues.29 Nov.2016- County Hall, Maidstone

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

All meetings start at 9.30am

12. 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)

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Friday, 26 February 2016

Please note that any background documents referred to in the accompanying papers may be 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 on Monday, 23 November 2015.

PRESENT: Mr S C Manion (Chairman), Mrs N Younosi (Vice-Chairman), Brownfield, Ms K Burke, Mrs C Elapatha, Mr T A Maddison, Miss S Malone, Mr M J Northey, Mr M Papadopoulos, Miss J Webb, Mrs B Naden, Ms F Hawkes, Mr W Chambers and Mr A D Crowther

IN ATTENDANCE: Mr A Foster (Consultant Advisor) and Mr Alexander Saul (Democratic Services Officer)

UNRESTRICTED ITEMS

77. Membership
(Item 1)

1) The Chairman welcomed Mr Crowther (Group 4 – UKIP,) who has replaced Mr Elenor, and Ms Brownfield (Group 2 – Rochester Diocese) to SACRE.

2) Two new Head Teachers were confirmed to have been appointed to SACRE in Group 3; Mrs Rosemary Joyce representing Grammar Schools and Mr Adrian Fowler representing Academies. Neither was available to attend this meeting following their very recent appointments.

3) The Chairman also welcomed Christine Bostock who was present to observe the meeting and was considering joining SACRE as a representative of Group 2 - Church of England.

78. Minutes 17 June 2015
(Item 4)

1) The Minutes of the previous meeting were agreed.

79. Declarations of Interest
(Item)

1) There were no declarations of interest.

80. Budget
(Item 5)

1) Mr Foster introduced the budget and explained it was looking healthy. He also advised that SACRE should try to ensure a full spend to maintain the current budget.. Confirmation was given that there were no outstanding payments.

2) In regards to the Religious Education Quality Mark (REQM) Mr Foster confirmed schools had been submitting applications for the Silver and Gold awards. He explained the assessors are Liz Pope and Virginia Corbyn. All the award winners could be found on at www.reqm.org.

3) Ms Louise Trumper, teacher at Oakwood Park Grammar School, had emailed the Clerk of SACRE with the announcement for the meeting that they had been awarded the Gold award for REQM.

81. "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>)

(Item 6)

1) Mr Foster introduced the item in regards to this paper and briefing from NASACRE, which was seeking local SACRE's views on the suggestion that a new settlement for Religious Education and changes to Collective Worship were being suggested. He also brought Members attention to some research that was indicating collective worship should be scrapped.

2) A view was expressed that it would be disappointing were collective worship to be scrapped.

3) Agreed to note the NASACRE article and that any comments would be sent to Mr Foster. These comments would be used to create a draft response to NASACRE and circulated to SACRE. It was anticipated that this would be a future item for the NASACRE AGM, and that SACRE would watch developments with close interest.

82. Annual Report

(Item 7)

1) Allan Foster confirmed that he had not yet received all the local Kent examination data to include in the annual report.

2) Mr Maddison stated he felt the report covered everything well.

3) Mr Northey expressed a view that in regards to the information on page 15 of the Annual Report the positive achievements in this subject by institutions was a powerful argument in favour of formal and correct Religious Education. He explained these impressive results should be used to hammer home the value of Religious Education.

4) In regards to how effectively the message of using Flexible Worship in schools had been shared Mr Foster explained awareness was being raised regularly with Head Teachers and Chairs of Governors.

- 5) Members agreed the Annual Report and Mr Foster confirmed when the data is received it would be circulated to;
 - a. Members of SACRE
 - b. County Members via the Members Information Bulletin
 - c. The Education and Young People's Services Cabinet Committee
 - d. The Corporate Director of Education and Young People's Services
 - e. Head Teachers and Chair via ebulletin
 - f. NASACRE General Secretary
 - g. Ministry of Education.

83. Shaping the Spirit-Working Group Update
(Item 8)

- 1) Allan Foster explained that he had been reviewing the out of date guidance on Shaping the Spirit.
- 2) Mr Foster explained his time supporting SACRE has been cut. There is no longer time available for him to continue supporting this Working Group.
- 3) As an alternative, Mr Foster also asked that if there were any amendments anyone wanted to suggest to the review, which shall be on the Kent County Council website, they contact him directly. This resolution was agreed.

84. Secondary Youth SACRE Event - 4 November 2015
(Item 9)

- 1) Nicky Younosi thanked Democratic Services Officers Carol Wade and Alexander Saul for their assistance in arranging the Secondary Youth SACRE event. She expressed a view that this event was very interactive and good for the children and that going to see County Hall was a great opportunity for them. She also said that it would be a real pity were this event to stop due to funding.
- 2) Mrs Younosi asked SACREs approval that this event continues. She also advised in future we need more information on the food allergies of children attending and that awareness of this is raised.
- 3) Karen Burke agreed with Mrs Younosi that it was a very good event enjoyed by the students who gave very positive feedback. She also stated that the number of students the knowledge shared in this event will reach is far higher as it will be shared amongst classes at the attendees respective schools.
- 4) Mr Manion referenced an email he had received from Virginia Corbyn confirming she was glad of the events success but the there was still a small amount of schools and students attending.
- 5) Mr Maddison motioned that this event be included in the budget next year. This was seconded by Mrs Younosi and agreed.

85. Development Plan

(Item 10)

- 1) Mr Foster introduced the SACRE Development Plan, explaining that despite allocated time for SACRE being cut back it was not dissimilar to last year's plan. Mr Foster confirmed the days allocated to him for working on SACRE had been cut down from 34 days to 20 days.
- 2) Members attention was brought to the events listed in the Development Plan that were being calendared in for the year.
- 3) In response to questions on the change to allocated time Mr Foster explained no justification was given.
- 4) Agreed that the Development Plan is noted.

86. Overview of National and Local Developments

(Item 11)

- 1) SACRE noted the update from Virginia Corbyn in the agenda in regards to the Kent and Medway RE Hub fourth breakfast meeting on 17th October at Oakwood Park Grammar School, Maidstone.
- 2) With regards to the new GCSE and GCE examination specifications, Ms Karen Burke expressed a view that the opportunity to develop good courses was being missed. She had wanted to see a Religious Education syllabus that branches out from its current choice to offer students something different and exciting.
- 3) Ms Burke explained feedback on this had previously been given to the Teacher Association.

87. Dates

(Item 12)

- 1) It was agreed that West Malling Baptist Church be pursued as the outside venue for the SACRE meeting on Wednesday 15 June.

88. Any other items which the Chairman decides are urgent

(Item 13)

- 1) There were no items the Chairman decided to be urgent.

COST CENTRE SUMMARY / MONITORING RETURN 2015/16

E 1RN 19069 SACRE

Month Reconciled:

Jan-16

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	0.00	0.00	180.00	180.00	0	-180	0%
TOTAL PREMISES		0.00	0.00	180.00	180.00	0	-180	0%
230000	Public Transport (Officers & Members)	0.00	0.00	0.00	0.00	0	0	0%
242000	Casual User	160.00	0.00	282.59	442.59	1,200	757	37%
TOTAL TRANSPORT		160.00	0.00	282.59	442.59	1,200	757	37%
310000	Postage	0.00	0.00	70.08	70.08	200	130	35%
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	100.00	140.18	243.58	483.76	100	-384	484%
401000	Specialists Fees	0.00	0.00	550.00	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		300.00	140.18	1,838.66	2,278.84	3,300.00	1,021.16	69%
646000	Corporate Property, Kent Estate Mngmt	0.00	0.00	99.60	99.60	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	0.00	175.00	366.43	541.43	0	-541	0%
521000	Other Public Bodies	0.00	0.00	100.00	100.00	0	-100	0%
TOTAL OTHER		0.00	175.00	566.03	741.03	500	-241	148%
GROSS EXPENDITURE		460.00	315.18	2,867.28	3,642.46	5,000	1,358	73%
NET EXPENDITURE		460.00	315.18	2,867.28	3,642.46	5,000	1,358	73%

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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.

Steve 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 KELSI 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 Diocese 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 Wilshaw (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 KELSI 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 (KELSI) 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 (editor 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 KELS 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

GCSE – The National Picture

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.

KENT results at GCSE 2015

Once again, this year there has been no data collected from Kent schools for RS GCSE Short Course. This due to the fact that this course is no longer recognised by DfE for School Performance data.

In line with national trends the number of entries for RS GCSE Full Course from Kent schools continues to rise (+4.3% in 2015). In 2015 the number of entries was 5902 (5647 in 2014). This is only a very small proportion of the number of students on roll – 16,141. This means that almost 30% of Kent students are not being entered for an accredited course for their study of RS in Key Stage 4. The Kent Agreed Syllabus (2012) states that: **“Religious Education must be taught to all students in this key stage. This syllabus requires that it should be taught through a course leading to an accredited qualification.”**

The provisional results for 2015 show that the number of students achieving A*-C grades has fallen from 72.2% of entries in 2014, to 68.5%. (The National A*-C rate in 2015 being 70.6%). A similar decline in the A*-G rates is also noted (95.6% in 2015 compared with 98.1% in 2014). Kent schools have now fallen below the National rate of 97.8% on 2015. **These are worrying declines that SACRE would hope are reversed in future years.**

GCE 'A' LEVEL – The National Picture

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

In line with National data, there has been an increase in the number of RS 'AS' and 'A' Level entries for students in Kent. The summary data on page 17 shows dramatic increases in entries compared to previous years. These may be accounted for by changes to the data gathering process used by Kent.

Kent students' success rates at both 'AS' and 'A' levels remain very much in line with national data, with the exception of the percentage achieving grades A* - B at 'A' Level. For this measure, 58.7% of Kent students achieved the higher grades compared with the national figure of 54.5%. This is an outstanding performance.

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 at all levels.

A summary of the RS GCSE full course and of the GCE AS and A level results for 2015 (with comparisons with previous years) is in Appendix 1 (page 17).

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.

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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	GCSE Full Course	2776	3126	5902	95.6	97.8	68.5	70.6
2011	GCSE Short Course	2907	3018	5925	94.8	94.9	50.9	51.8
2012	GCSE Short Course	2688	2876	5564	94.2	95.6	51.2	52.8
2013	GCSE Short Course	1796	2661	4457	95.5	95.0	59.2	53.9
2014	GCSE Short Course	N/A	N/A	N/A	N/A	95.8	N/A	56.7
2015	GCSE Short Course *	N/A	N/A	N/A	N/A	N/A	N/A	N/A
					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	GCE AS**	366	563	929	92.1	92.7	44.0	43.1
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	GCE A***	275	440	715	98.6	98.9	58.7	54.5

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

** GCE AS results for 2015 show a dramatic increase in number of entries for 2015 over 2014, this is probably a result of changes to data gathering from Kent schools.

*** GCE A level results for 2015 show a dramatic increase in number of entries for 2015 over 2014, this is probably a result of changes to data gathering from 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

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<u>GROUP 3: TEACHER ASSOCIATIONS (6)</u> <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

SACRE Development Plan 2016 - 2017

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 – 4 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 – 4 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 to 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 8

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 July 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 Encourage SACRE members visits to schools Relationship with LA	Evaluation and feedback to SACRE Consultant – 2 days SACRE Annual report	SACRE members SACRE Chairman Consultant Admin. support
Support 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 Feedback to SACRE	SACRE members SACRE Budget

Proposals for the future of SACREs, ASCs, RE and collective worship

2015 saw the publication of a number of significant reports for religious education, collective worship, SACREs and ASCs.

This detailed paper written by Chair of NASACRE, David Hampshire, brings together proposals from three reports and the judgement of Mr Justice Warby in relation to the Secretary of State's position regarding non-religious worldviews as part of GCSE Religious Studies.

The reports do not cover the same themes, but there is significant overlap between them.

The table below sets out the areas covered by the reports and the High Court judgement.

	SACREs	ASCs	RE	Collective worship
A New Settlement: Religion and Belief in schools	SACREs would remain to support RE locally	Abolished	Nationally determined	To remove the requirement for collective worship but to have inclusive assemblies
LIVING WITH DIFFERENCE community, diversity and the common good	No comment is made on SACREs	Not mentioned in the report but to be abolished in light of national determination	Nationally determined	To remove the requirement for collective worship but to have inclusive assemblies
REforREal	The need to review their purpose and remit	Abolished in light of the recommendation for a national curriculum framework for RE	Nationally determined	Mentioned in relation to learning in RE
Mr Justice Warby	Not a concern for this report	Religious education is different from religious studies and should include non-religious belief systems	Not a concern for this report	Not a concern for this report

A New Settlement: Religion and Belief in Schools

This report was the subject of **SACRE Briefing 8** and that briefing should be consulted for a fuller treatment. Since that briefing, the RE Council has decided to put in motion a process of consultation by setting up an independent commission to discuss the proposals with a view to putting the recommendations to government. It is clear that the RE Council believes that there is a clear political

window of opportunity to move things forward in terms of the Clarke-Woodhead proposals. SACREs are represented on the RE Council by NASACRE and, therefore, it is important that NASACREs representatives on the RE Council know and understand the 'mind' of SACREs as this process unfolds.

LIVING WITH DIFFERENCE: community, diversity and the common good

The REPORT OF THE COMMISSION ON RELIGION AND BELIEF IN BRITISH PUBLIC LIFE, chaired by The Rt. Hon. Baroness Elizabeth Butler-Sloss GBE covers much ground, not simply religious education and collective worship. The commission was first convened by The Woolf Institute in September 2013 and **the report** comes after two years of research and reflection, although it's not without challenge (see The Tablet 12th December, 2015 *Keep the faith in schools* by Mike Craven). The relevant sections of the full report are reproduced below.

Religious Education

Syllabuses, teaching and worship

4.13 A range of problems and challenges were put to us in relation to schools beyond the question of segregation in admissions policies and four of these are considered below. Some of them are pressing in all four of the UK's nations, whereas others are primarily an issue in just one nation. Not all the matters referred to below are equally serious everywhere. With particular regard to issues in England, most of the problems mentioned have been highlighted and documented by Ofsted and a range of major reviews.

4.14 First, the relevant curricula throughout the UK are extremely diverse. There are in theory 174 different agreed syllabuses in local authorities in England and Wales, a range of different syllabuses in different Anglican and Roman Catholic dioceses and several thousand different syllabuses in academy schools, which are now a majority of secondary schools in England. The diversity arguably reflects remarkable trust in, and respect for, local decision making. But also it implies a lack of diligence and concern, for it seems anomalous to have so many different syllabuses in different localities across the country. No other curriculum subject is treated in this way. On the contrary, the approach to religion and belief education in England is in distinct contrast to the way other subjects are regulated. In these, only one programme of study is set for each subject, and although academies are free not to teach it, most do because of pressures applied by Ofsted inspections.

4.15 Second, the content of many syllabuses is inadequate. They fail to reflect the reality of religion and belief, having a rather sanitised or idealised form of religion as their content. They tend to portray religions only in a good light, focusing for example on the role of religions in encouraging peace, harmony and caring for the poor or the environment and tend to omit the role of religions in reinforcing stereotypes and prejudice around issues such as gender, sexuality, ethnicity and race, and the attempts to use religion as a justification for terrorism. Further, a great many fail to include non-religious worldviews, for example humanism, and do not deal with competing truth claims. They do not deal with the full spectrum of religion and belief issues covered in this report. Experienced and knowledgeable teachers of education about religion and belief can usually overcome such weaknesses in written documents and achieve better teaching than the syllabus might suggest. Good teaching, where it exists, undoubtedly helps children and young people to learn both about religion and from it, and makes a powerful contribution to mutual understanding and cohesion.

4.16 Third, the shortage of well-trained teachers of education about religion and belief in England and Wales (in contrast to Scotland) means that shortcomings in official syllabuses are compounded in practice. Many primary school teachers are so poorly trained in relation to teaching about religion and belief that, whatever the curricula provided, the handling of the issues contained in them is extremely variable. Of the teachers who were questioned in a survey of over 300 primary schools, only 19 per cent reported receiving more than 11 hours of initial training devoted to religious education. In secondary schools, there are fewer specialist teachers of religion and belief education than for any other academic subject. A massive recruitment and retraining for teachers of education about religion and belief is required if these matters are to be treated seriously and deeply in these unprecedented times of religious confusion and tension.

Collective worship

4.17 Fourth, there are still requirements on most schools across the UK to provide religious worship and for this to be Christian. The arguments in favour of retaining compulsory Christian worship in UK schools are however, no longer convincing. There are arguments for total repeal but there is also widespread support for an alternative provision, as distinct from abolition. In this connection we applaud the joint initiative in Scotland between the Humanist Society Scotland and the Church of Scotland to work together for an inclusive 'time for reflection'. The commission endorses this approach as an example for the rest of the UK and notes that it would build on the good practice of holding inclusive assemblies that already exists in many schools but remains technically unlawful.

The commission makes a number of recommendations on the basis of the report's findings:

6. Statutory entitlement

Governments across the UK should introduce a statutory entitlement for all schools within the state system for a subject dealing with religious and non-religious worldviews. They should establish content and learning objectives that can be flexibly applied by teachers, allowing the minimum requirements to be built on differently by different schools. The content should be broad and inclusive in a way that reflects the diversity of religion and belief in the UK, and the subject should have the same status as other humanities subjects. (Paragraphs 4.22–4.24 and 4.27)

7. Collective worship

Governments should repeal requirements for schools to hold acts of collective worship or religious observance and issue new guidelines building on current best practice for inclusive assemblies and times for reflection that draw upon a range of sources, that are appropriate for pupils and staff of all religions and beliefs, and that will contribute to their spiritual, moral, social and cultural development. (Paragraphs 4.17 and 4.28)

The claim in 4.15 that the content of many syllabuses is inadequate may be a useful starting point for Agreed Syllabuses Conferences, although it is not clear how the commission came to this judgement. Similarly, the claim that there are potentially 174 different agreed syllabuses does read as rather absurd, and it is indeed misleading (see the Letter of the Chair of NASACRE to the Church Times, 11th December, 2015 in response to Lord Harries).

The RE Council's commission may look at the recommendations from the Butler-Sloss report but may confine itself to the Clarke-Woodhead report. When this becomes clear NASACRE will inform SACREs of the consultation process.

RE for REal

The **REforREal project** has been developing at Goldsmith's, University of London, under the supervision of Professor Adam Dinham and Martha Shaw. It surveyed students, teachers, parents and employers in light of current literature. SACREs

may find it useful to discuss the findings from these four groups as a way of reflecting on the impact that RE is having within their local authority area and as a way of informing ASC discussions. The ten recommendations from this report are:

1. A statutory National Framework for Religion and Belief Learning should be developed, and be applicable to all schools, balancing shared national approaches with school level determination.
2. Since SACREs currently play a leading part in religion and belief learning, there is an urgent need for review of their role, and the role of others, such as professional bodies, local education authorities, schools themselves, and other experts, in the forming of learning. This should inform and result in the appointment of a national panel to develop the framework.
3. The National Framework panel should be mandated to consider and make recommendations about i) the purpose, ii) content and iii) the structures of teaching and learning, It should also consider and make recommendations about the relationship between learning inside RE, outside in other subjects, and in the wider life of schools, especially in relation to the Act of Worship, and the right to withdraw.
4. Religion and belief learning should be a compulsory part of the curriculum to age 16, and consideration should be given to what, if anything, happens in post-16 learning. The panel should consider the related question of appropriate progression pathways and connections between education in primary, secondary, FE, HE and in to CPD.
5. Content should reflect the real religious landscape, as revealed by cutting edge theory and data in the study of contemporary religion and belief.
6. The process of producing a National Framework for Religion and Belief Learning should determine the mix, content and location of religion and belief learning specific to RE, and that which takes place in a distributed way in learning outside of RE.
7. GCSE Religious Studies should remain as an optional subject for schools, and consideration should be given to clearly demarcating the boundary between academic study of the real religious landscape, and other religion and belief learning associated with citizenship and SMSC (spiritual, moral, social and cultural development) outside of the GCSE.
8. There should be continued investment in Initial Teacher Training for subject-specialist RE teachers.
9. There should be increased investment in continuing professional development for non-specialist teachers of religion and belief.
10. The process of producing a National Framework should include a review and

decision on the name or names of religion and belief learning in schools.

Common themes: Uncommon solutions

There are a number of themes that SACREs may wish to discuss.

- **Nationally determined RE.** Clarke-Woodhead writes about a National Syllabus for RE, Butler-Sloss appears to indicate a National Curriculum Order (aligned with Humanities subjects) and Dinham-Shaw, a National Framework (aligned with Citizenship and SMSC). What is not clear is whether they are talking about the same thing or not. It is not clear where RE would be in relation to the National Curriculum. Dinham-Shaw however, does consider learning about religion and belief outside of RE and its contribution to pupils' religious education.
- All agree that RE does not currently cover the **diversity** that it should, or that it reflects the nature of religion and belief as it exists in current British society. What is not clear is what this means in practice. There seems to be little attention given to the amount of time that RE has within the curriculum, the need for depth as well as breadth or to how teachers might make sense of the diversity on the ground whilst teaching about traditions as a whole. There has been much support for these proposals from across a wide variety of groups but it is not clear which groups, beliefs and practices would or would not be included. The reality is there is not enough time within the curriculum for every group to have 'its fair share of attention'. None of reports actually have any clear indication of how these proposals would be worked out in practice.
- All three reports focus on the need for more **high quality training**. This is both at initial teacher training and as part of teachers' continuing professional development. Given the government's current policy on ITE and CPD, these proposals would seem difficult to achieve. SACREs may wish to look seriously at the training that is being provided by ITE providers and those providing CPD to the schools and academies in their local authority's area. The key question would have to be about the quality of training. How would an ITE or CPD provider, or school/academy know whether the training provided was of quality? What would the impact of effective training be in contrast to mediocre or poor training?
- **Withdrawal from RE.** Clarke-Woodhead takes this challenge up in a way that Butler-Sloss and Dinham-Shaw do not. Clarke-Woodhead proposes that

parents would lose the right to withdraw from RE if the school/academy adopted the National Syllabus for RE, but would retain the right in schools/academies that didn't. If the Butler-Sloss proposals went forward and there was a National Curriculum Order for RE then the right to withdraw would be taken away in schools that had to follow it, but not Academies and Free Schools as they do not have to follow the National Curriculum at all – although they do currently have to provide religious education.

- **Collective worship.** Clarke-Woodhead proposes national guidance on assemblies but leaves the detail up to the governors of the school in question. Butler-Sloss proposes national guidance but does not indicate who would make decisions about what this would mean in specific schools. It would appear that Butler-Sloss would like to see a *national* settlement for this and Clarke-Woodhead a *local* settlement. The report *Collective Worship and Religious Observance in Schools: An Evaluation of Law and Policy in the UK* (2015) by Cumper and Mawhinney calls on the government to undertake a thorough review of the current legislation and guidance for England produced by the DfE. What Cumper-Mawhinney does not allude to is the guidance on collective worship given by local SACREs, this is also true for Clarke-Woodhead and Butler-Sloss. Indeed, all of the debates appear to neglect the local in terms of collective worship.

The way forward

SACREs are encouraged to discuss the reports.

At present the only proposal for a consultation is from the RE Council and the timetable for that takes us to mid-2018.

2 December 2015 to 25 January 2016 Steering group works on draft terms of reference for the Commission.

26 January 2016 RE Council Board meeting. Board discusses first draft of the terms of reference.

27 January to 11 April 2016 Member organisations and other stakeholders consulted over the draft terms of reference. Consultation via an online survey and by follow-up meetings. Steering group edit and change the draft terms of reference in the light of member and stakeholder input.

12 April 2016	RE Council Board meeting. Board discusses and signs off final version of terms of reference.
13 April to 15 June 2016	Steering group works on the appointment of commissioners and a Chair.
12 May 2016	RE Council AGM. Update on progress and discussion with authorised representatives.
16 June 2016	RE Council Board meeting. Board discusses and signs off the appointment of commissioners and Chair.
17 June 2016 onwards	Commission begins its work, overseen by the Commission Chair. RE Council to act as secretariat to the Commission.
Mid 2017	Interim report
Mid 2018	Final report

NASACRE's concern is that the window for consultation about the terms of reference might exclude some SACREs and this will be taken up by NASACRE's representatives at the next full meeting of the RE Council. What is also unclear is how this commission is going to be funded and how that will limit its scope and impact.

Will GCSE Religious Studies as proposed by the government, meet the requirements to religiously educate pupils at KS4? The judicial review of Mr Justice Warby

The Claimants' case is that the state has a duty to ensure that any educational provision it makes for religious education ("RE") treats religious and non-religious views on an equal footing, and in a non-partisan way; and that it has failed to discharge that obligation. (Paragraph 5)

Furthermore... the Claimants contend that delivery of that content (as set out by the DfE) will not exhaust the state's obligation to provide RE (Paragraph 6).

This was made in relation to the DfE's statement that:

"By setting out the range of subject content and areas of study for GCSE specifications in religious studies, the subject content is consistent with the requirements for the statutory provision of religious education in current legislation

as it applies to different types of school.”

This appears to be at odds with the definition of RE given in the 1996 Education Act 375 (3) that:

Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Given that the judgement from Mr Justice Warby applies to the State, it may have an impact on the current definition of RE contained within the 1996 Education Act but it does not apply to Agreed Syllabus Conferences. The DfE has responded to the judgement on its [website](#) in light of claims made for the judgement by the British Humanist Association. The judgement does not say that RE must include non-religious worldviews rather the judgement states:

It is undoubtedly true that the ultimate decisions about syllabus content are made at the local level, by the ASCs and individual schools. (Paragraph 56).

There is no need for a SACRE to request the Authority to appoint an Agreed Syllabus Conference on the basis of this judicial review but may wish to consider the place of non-religious world view in its next review of the Agreed Syllabus.

Conclusion

As can be seen these are exciting times for RE, collective worship, SACREs and ASCs. There is no indication, at the moment, that the government is interested in legislative change and all of the proposals put forward may come to nothing. Nevertheless, NASACRE will continue to update member SACREs on the RE Council consultation and inform them how they might become involved.

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Patterns of Attendance

	10/3/2015	17/6/2015	23/11/2015
MISS K ANDERSON	NO	N/A	N/A
MRS C BOSTOCK	N/A	N/A	YES
MS N BROWNFIELD	N/A	N/A	YES
MS K BURKE	YES	YES	YES
MR R CHAKKEDATH	NO	NO	NO
Mr W CHAMBERS	YES	YES	YES
RABBI C COHEN	YES	NO	NO
MRS V CORBYN	YES	NO	NO
MRS N CAISLEY	YES	NO	NO
MR A CROWTHER- County member	N/A	N/A	YES
MRS A DONNELLY	YES	NO	NO
MRS C ELAPATHA	NO	YES	YES
MR J ELENOR	YES	YES	N/A
Mr A GILLESPIE	NO	YES	NO
MRS J GRANT	YES	YES	NO
MS F HAWKES	YES	SICK	YES
DEEPINDER KAUR GILL	NO	NO	NO
MISS T KELVIE	NO	NO	NO
MR T MADDISON – County member	YES	YES	YES
MISS S MALONE	YES	NO	YES
MR S MANION – County member	YES	NO	YES
MRS E MAY	YES	NO	YES
MRS B NADEN	YES	YES	YES

MR M J NORTHEY – County member	YES	YES	YES
MR M PAPADOPOULLOS	YES	YES	YES
MS N PATERSON	YES	YES	NO
MISS E POPE	NO	YES	NO
MRS E TALBOT	N/A	YES	NO
MR R TYSON	YES	NO	N/A
MISS R WALTERS	YES	YES	NO
MRS J WIGG	NO	YES	YES
MISS J WEBB	YES	NO	YES
MRS N YOUNOSI	YES	YES	YES