

**To: All SACRE Members  
Qualifications and Curriculum Development Agency  
Department for Education**

**STANDING ADVISORY COUNCIL  
ON RELIGIOUS EDUCATION**

**ANNUAL REPORT**

**2009 – 2010**



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## **Kent Standing Advisory Council on Religious Education (SACRE)**

### **Opening remarks from the Chair of SACRE**

This has been a year of change for Kent SACRE. We started the year with a revised constitution and tighter control over cooption. Our membership has fluctuated and we still struggle to maintain full representation that reflects the profile of religion and belief in the county. We now have some new Councillor Members who have taken SACRE to their heart and are proving to be lively, involved representatives. Following the departure of our previous RE Adviser, and the ongoing service restructuring process, I am pleased to report that one of our secondary Advanced Skills Teachers (AST), Liz Pope, was seconded for an additional day each week by the local authority, to provide support to schools, lead some CPD activities and to continue to support SACRE. Liz provided effective advice, training and support to colleagues across all school phases. It was also a pleasure to welcome back Allan Foster, as our Local Authority Lead Officer. Allan is the Lead Curriculum Adviser and supports PSHE, RE and Citizenship for the local authority (LA).

A major reorganisation of Kent's Children, Families and Education Directorate has caused major concern to the SACRE. The reorganisation, which was focused on front line delivery of services to children, young people and their families was also required to deliver a 10% saving on its core budget. Our elected member representatives and our Local Authority officers were proactive in ensuring continuity of support by an RE curriculum specialist.

While operating in financially challenged circumstances, SACRE continues to benefit from continued KCC funding and this has enabled us to sustain our development plan. We have continued our commitment to hold at least one meeting each year in a Kent place of worship. This year we had a fascinating visit to St Theresa's Roman Catholic Church in Ashford. We have also continued our commitment to quality speakers. At the 2009/10 AGM our speaker was Dr Trevor Cooling from the Stapleford Centre who spoke on "Religious Education - for whose benefit?" In May we held the second annual Kent SACRE open lecture, this time in Maidstone. Here Professor Andrew Wright from Kings College, London, spoke on "Religious and Spiritual Literacy". We are grateful to The Montgomery Trust for funding both Trevor and Andrew.

This year has seen the arrival of the new National Guidance on RE and Ofsted's second report on teaching and learning in RE. Both have resulted in some interesting discussions in and out of the committee room and SACRE officers have been keen to attend both NASACRE and AREIAC events where some of the detail has been debated. This is the penultimate year of our Locally Agreed Syllabus, 'REact'. Some detailed new supplementary guidance on the secular world view of the Humanists has been provided by Dr Richard Norman, who currently attends SACRE as an observer. In 2010-11 we begin the review and revision of 'REact', although external pressures of curriculum reorganisation and financial restrictions are likely to have an influence on the final outcome.

SACRE operates through a Steering Group, which manages our ongoing Development Plan. The development plan has been in the safe hands of Rabbi Cliff Cohen this year and we are all grateful for keeping it updated and making it accessible – and therefore informative – to all our members.

## **Kent SACRE Annual Report to QCDA and other stakeholders**

**Final 29.11.10**

I am grateful to Kent County Council for their continued support of SACRE, both financially and in the excellent officer support provided by our Clerk, Carol Wade, and Policy Officer, Lynne Miller, both of whom ensure we are both legal and prudent!

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. These partnerships are a strength and ongoing support.

John Viner

Chair, Kent SACRE

October 2010

# Annual Report 2010-10

## 1. Standards and quality of RE provision

### Overview

#### Introduction

- 1.1 Kent is a large local authority, with nearly 100 secondary schools and over 450 primary schools. In the 2001 Census just over 3% of people classified themselves as 'non-white'. 75.13% identified themselves as being Christian. The next largest religious group is Sikh (at 0.6%). 14.9% identified themselves as having no religion. The Kent Agreed Syllabus provides a good balance of opportunities for pupils/students to study Christianity and other faith traditions. The statutory transition unit has an explicit focus on Sikhism as the second largest religion after Christianity. This unit has been received well by our primary schools and from September 2009 secondary schools have begun to work with the transition unit.

#### Key area 1a: Compliance and time allocation for RE

- 1.a.1 'REact: a creative vision for religious education' is the Kent Agreed Syllabus (KAS) for religious education (RE). It is drawn up on the expectation that schools will provide approximately 5% of curriculum time for its delivery and a minimum of 15 hours per year in the sixth form. This is happening in the majority of our schools. Some choose to have RE as a separate subject on the timetable whilst others are incorporating it into programmes like the creative curriculum in primary and project based learning in secondary. Some schools, both primary and secondary, are also holding RE days or half days to enable pupils/students to have their entitlement to an RE programme delivered in line with the KAS.

There are issues arising, particularly in some of our secondary schools, where RE is part of project based learning and the theme or project chosen does not enable either the Sikhism transition unit to be adequately developed or the theme or project chosen has tangential links with KAS. The Curriculum Adviser for RE has liaised with colleagues supporting schools in project based learning and has produced an appendix to some of their material focusing on RE in line with the Kent Agreed Syllabus (see Appendix 1).

SACRE is aware of the need to ensure that RE is adequately taken into account in curriculum developments in line with the new secondary curriculum and the future primary curriculum as it develops. We will continue to provide advice to the Local Authority about this and the Curriculum Adviser for RE will continue to provide support on developing the RE curriculum in the light of other developments.

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

#### Key area 1b: Public examination entries in RE

- 1.b.1 **A summary of the GCSE full and short course and of the AS and A level results for 2010 (with comparisons with previous years) is in Appendix 2.**

##### **A level results:**

For A levels, the national picture is extremely encouraging. 2010 saw the introduction of the A\* grade at A level. This was brought in to address concerns

about grade inflation and to help universities distinguish between the good and the excellent. The grade has been given to students who got an A grade in their A-level overall and an average of 90% or more in the A2 exams at the end of the final year. In this first year 6% of Religious Studies A-level candidates achieved this new grade.

Despite there being a much wider range of courses available to students, the number of candidates taking Religious Studies has only decreased slightly. The clear message is that Religious Studies A level, as a subject, is able to maintain the number of candidates that previous growth has brought it. This is surely a testament to the excellent and enthusiastic teaching students receive.

In Kent schools A level entries are slightly reduced from previous years, but results remain strong with 99.2% achieving a pass grade (A\*-E grade), and 58% gaining an A\*-B grade. This is slightly above the national % for A\*-B grades. Students at three schools: Dartford Grammar School, Folkestone School for Girls and The Judd School, achieved 100% A\*-B grades.

#### **AS Level results:**

The picture painted by the AS Level Religious Studies results is one of consistency. Nationally, the subject has maintained its high levels of success, with 23.4% achieving As and 46.7% achieving Bs with only minor variations on the 2009 figures. Locally, Kent students have maintained a similar level of success by 50% achieving grades A\*-B, compared with the national figure of 46.7%. Although Religious Studies has seen only a slight increase in the number of students taking the subject at AS level, like A level it has maintained its percentage of the total number of subject sat (2.3%). Again this clearly illustrates the ability both of the subject and the quality of teaching to maintain continuing interest in the subject.

#### **GCSE results:**

Nationally, there was another increase in the overall percentage A\*-C grades, with nearly 7 out of 10 entries being awarded a C grade or above. 2010 also sees the pass-rate (entries receiving A\*-G grades) rising again, now standing at 98.7%. These figures and trends inevitably lead to the suggestion that GCSEs are getting easier. This should certainly not detract from the excellent results achieved by GCSE candidates in 2010. Religious Studies students have achieved impressive results, with 12% of entries receiving A\* grades, 32.1% A\* & A grades and 73.1% receiving A\*-C grades.

The Religious Studies Short Course GCSE also sees growth to become the most popular Short Course. Nationally, as in the RS Full GCSE, students achieved impressive results, with 5.9% of entries achieving A\* grades and 54.6% receiving A\*-C grade. This is an excellent result for students and teachers alike, who all deserve congratulations.

In Kent schools, entries for both GCSE Short and Full Courses remain high. Results this year have maintained their comparison with national data, with Full Course A\*-C grades being achieved by 77.4% of students (over 4% above national), and 99.2% achieved A\*-G grades (National 98.6%). All the students entered for GCSE Full Course examinations at five schools in Kent: Dartford Grammar School for Girls, St. Anselm's, St. Simon Stock, Tonbridge Grammar School, and Wrotham school achieved A\*-C grades. Special congratulations to these students and to their teachers for this outstanding success.

**Key area 1c: Standards and achievement**

- 1.c.1 Primary school standards. There have been no Ofsted inspection reports during the year that make reference to primary schools not complying with legal requirements as far as RE is concerned and very few specific examples to RE in terms of standards attained. Through the work of the Curriculum Adviser for RE and the school based ASTs, SACRE has been informed that standards in RE across the primary schools in Kent in the schools they have visited has been at least satisfactory and often good. The implementation of the Kent Agreed Syllabus has led schools to reassess their provision and practice in RE and this has impacted on the quality of what pupils have been receiving as their entitlement to RE.
- 1.c.2 Key Stage 3 standards. There have been no Ofsted inspection reports during the year that make reference to schools not complying in Key Stage Three with legal requirements as far as RE is concerned and no examples of RE being referred to in terms of standards attained. Through the work of the Curriculum Adviser for RE and the school based ASTs, SACRE has been informed that where RE is being taught by specialist teachers or where teachers with other specialisms are being adequately supported then attainment is at least satisfactory and often good. Where RE is being taught as part of project based learning unless the RE learning objectives are clearly laid out (for both staff and students) the quality of learning and standards attained is less rigorous.
- 1.c.3 standards public examinations – link with 1b1

**Key area 1d: Quality of teaching**

- 1.d.1 The continuing professional development courses over this year have focused very much on improving teaching and learning in RE based on the requirements of the KAS. Primary school subject leaders support the KAS and say that its implementation year has enabled them to focus colleagues' attention on raising expectations of what pupils should know, understand and be able to do in RE based on the statutory level descriptors. This has improved the quality of task setting in many of our schools.
- 1.d.2 There is anecdotal evidence that a number of primary schools are using teaching assistants (TAs) and higher level teaching assistants (HLTAs) to cover RE lessons as part of planning preparation and assessment (PPA) time. In some schools this appears to be working well with the teacher directing the work but in other schools, this is a cause for concern.
- 1.d.3 To support the subject knowledge, and to provide additional guidance to teachers in Primary schools on the teaching of Hinduism at Key Stage 1, a new resource, "Learning about ..... Learning from Hinduism" has been published on the Religious Education page of 'Kenttrustweb'. SACRE is indebted to Pamela Draycott for the preparation of this material, which has been completed by Allan Foster during 2010. In addition to a variety of exciting teaching and learning opportunities, this resource also provides guidance on activities that can be successfully utilised for assessment purposes.
- 1.d.4 The quality of teaching in secondary schools is variable. Where there is a specialist teacher or where teachers with other specialisms are being adequately supported in teaching the curriculum in accordance with the KAS the quality of teaching is at least satisfactory and often good.

**Key area 1e: Quality of leadership and management**

- 1.e.1 There were a number of new RE subject leaders in primary schools over the academic year 2009 -10. Many of these had contact with the RE curriculum adviser, either through the course programme or through commissioned support to schools. The main areas for development were to do with understanding the requirements of the KAS and its impact on school planning and schemes of work, assessment issues and subject knowledge, particularly of Hinduism for Key Stage 1 teachers, and Islam and Sikhism in Key Stage 2. Subject leaders were generally more confident in their subject knowledge of Christianity (KS1 and 2) and of Judaism (KS1 and 2).
- 1.e.2 Subject leadership in the secondary school was stable over the academic year 2009 -10. The areas they requested support in were assessment and the implications of project based learning for RE. A number of RE subject leaders in secondary school also needed more help in understanding and applying the requirements of the KAS.

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

- 1.f.1 Primary – there are very few subject leaders with RE as a specialism but many committed RE subject leaders who are working hard to support the delivery of the KAS across their school.
- 1.f.2 Secondary – SACRE does not have current information about the specialist background of RE subject leaders. This is an area that we need to explore further.

**Key area 1g: Resources**

- 1.g.1 SACRE does not have this information.

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

- 2.a.1 The full SACRE has met on three occasion over the academic year:

**3 November 2009 - County Hall, Maidstone**

Members approved their Terms of Reference document, which subsequently received Cabinet member approval. They agreed the draft Annual Report be submitted to QCDA and noted it would be published on the web. Kent had been represented at a number of external meetings, including NASACRE, QCDA and London SACRE's AGM. The highlight of the meeting was a lively and informative lecture from the guest speaker, Dr Trevor Cooling who entertained members with his presentation about Religious Education -For Whose benefit?

**15 March 2010 - County Hall, Maidstone**

The meeting included a presentation by the Lead Curriculum Adviser about the proposed review and restructuring of the Children, Families and Education (CFE) Directorate. In particular there was anxiety about the continued level of support for RE, and members agreed to voice their concerns by responding to the consultation process and lobby their local County Councillor, Cabinet Member and CFE Managing Director.

Members had received a copy of the Non-Statutory Guidance 2010 - RE in English Schools and concluded it was an important document for raising the profile of RE in schools. It was noted that the second Annual Lecture would take place in May and Prof. A Wright would talk about Religious and Spiritual Literacy.

**9 June 2010 - St. Teresa RC Church, Ashford**

Members agreed the theme for the Kent SACRE Awards would be RE and Community Cohesion. It was hoped to award an "Outstanding" logo to the best in primary, secondary and special school entries. There was further debate about the CFE restructuring and the Chairman agreed to write to the Local Authority. Following an interesting PowerPoint presentation from Mr Foster on the "Transforming RE in schools 2006-2009" Ofsted report, members took part in a discussion focussing on the report's recommendations, and the key points within the Non-Statutory Guidance document that was shared at the previous meeting.

At the close of the SACRE meeting, members were invited to view the church building and partake of refreshments.

Group pre-meetings are held from 9:15a.m. with the full meeting beginning at 9:30a.m. Meetings end at 12:30p.m.

- 2.a.2 All meetings have been well attended. Most members have managed to attend at least two of the three meetings, with only a very small number not attending any of the meetings during the year. Apologies have been received for the majority of non-attendances. All meetings were quorate.
- 2.a.3 In addition to the full SACRE meetings a steering group met 3 times during the year to guide developments, there was a SACRE working party dealing with the SACRE award that was offered to schools during the year which met 3 times.

**Key area 2b: Membership and training**

- 2.b.1 SACRE has a wide ranging membership (see Appendix 3) in line with legal requirements.
- 2.b.2 In addition to the membership the Curriculum Adviser for RE and 2 other officers from KCC are also in attendance.
- 2.b.3 Induction – all new members are sent the SACRE handbook which is a free publication from the Free Church Federal Council as well as a copy of the KAS and other SACRE guidance material, e.g. Gathering Together: policy and practice for collective worship.
- 2.b.4 On-going - in at least one meeting during the year a member of SACRE gives a short presentation about their faith or their understanding of Religious Education or a related issue. The Curriculum Adviser updates members of SACRE at each meeting on national and local developments in RE and the wider curriculum as applicable. Usually one meeting is held at a local place of worship during which SACRE members have the opportunity to ask questions and find out more about that particular community in Kent.

**Key area 2c: SACRE development**

- 2.c.1 The SACRE development plan has been the tool used to guide the work of the SACRE during the year. It is focused on and updated by the steering group at each of its meetings and discussed at each SACRE meeting. See Appendix 4. During the next academic year the plan is to refocus the development plan in line with the new suggested reporting outline.
- 2.c.2 SACRE has updated its guidance on spiritual development: Shaping the Spirit: policy and practice for spiritual development.
- 2.c.3 SACRE has close links with Christ Church Canterbury University – the head of primary education is a member of SACRE and also a member of the steering group.

**Key area 2d: Financial support**

- 2.d.1 The Local Authority provides support in the following ways:
  - a dedicated clerk to support the Committee
  - dedicated support and advise from the Curriculum Adviser for RE
  - an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions
  - during the academic year 2009 -10 additional funding to pay for the development of the Shaping the Spirit guidance

**Key area 2e: Information and advice**

- 2.e.1 SACRE receives advice from the Curriculum Adviser for RE at each meeting and in the steering group. SACRE is considering ways in which it can sample schools within the local authority on matters pertaining to RE and worship to gather more statistical information.

**Key area 2f: Partnerships with other key stakeholders**

- 2.f.1 SACRE has an annual lecture for its members to which other local SACREs are invited to send representatives. SACRE usually has one meeting in a local place of worship annually.
- 2.f.2 SACRE ensures its links with the wider RE community through representation at national and regional NASACRE meetings, and other regional events organised by QCDA and South East England Faith Forum (SEEFF)

**3. The effectiveness of the local agreed syllabus**

**Key area 3a: Review of the agreed syllabus**

- 3.a.1 Cycle of Agreed Syllabus implementation:  
**January 2007-July 2007**

Introduction of new KAS – syllabus into schools and series of half day sessions held around the county for headteachers and governors (Introducing the KAS) and for subject leaders (Implementing the KAS)

**Sept 2007-July 2008**

Implementation year of new KAS – over the year: schools to ensure meeting requirements in full; CPD programme to help subject leaders and production of “Learning about... Learning from... Sikhism”, a county resource to support the Sikhism Transition Unit.

**Sept 2008-July 2010**

Embedding phase of KAS – two year programme of CPD, monitoring and evaluation based on KAS requirements. Publication of “Learning about ..... Learning from ... Hinduism”, a county resource to support the teaching of Hinduism at Key Stage 1.

**Sept 2010-July 2012**

Sustaining phase of KAS – monitoring and evaluation based on KAS requirements to ensure continued use of KAS in run up to the review of the syllabus. All curriculum support materials are now freely available as web based resources from:

[http://www.kenttrustweb.org.uk/ask8/ask8\\_primary\\_re.cfm](http://www.kenttrustweb.org.uk/ask8/ask8_primary_re.cfm)

[http://www.kenttrustweb.org.uk/ask8/ask8\\_secondary\\_re.cfm](http://www.kenttrustweb.org.uk/ask8/ask8_secondary_re.cfm)

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

- 3.b.1 The non-statutory national framework was taken into account in the review of the KAS which led to the publication of this syllabus. For example, the levels of the non-statutory framework were adopted into the statutory part of the KAS and much of the wording of the aims and balance of religions owes its origin to the non-statutory national framework. The RE section of the new secondary curriculum has been used by the Curriculum Adviser who has considered how this impacts on the KAS and has made reference to the new section as applicable on secondary training. It is known that one school in Kent was using this instead of the KAS through a misunderstanding of its statutory nature – this has now been rectified.

**Key area 3c: Developing the revised agreed syllabus**

- 3.c.1 The revision of the KAS will begin in Sept 2010 with the aim of having the revised syllabus ready to go into schools in September 2011 in order to begin the cycle again. The review will take into account developments in curriculum design and delivery in the light of the introduction of the new secondary curriculum and also the implications of the review of the National Curriculum currently taking place. It will look at models of development and delivery that will support schools in meeting the academic and personal development of all pupils/students and will consider how it supports their well-being. Consideration will also be given as to how RE, in line with the syllabus, does and can more effectively support schools in their statutory duty to promote community cohesion.

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

**Key area 3d: Consultation/launch/implementation of the agreed syllabus**

- 3.d.1 Programme as outlined in 3.a.1
- 3.d.2 The Curriculum Adviser reports annually to the Policy and Scrutiny Overview Committee of the local authority which includes reference to the implementation of the KAS.

**Key area 3e: Additional guidance, monitoring and evaluation of the agreed syllabus**

- 3.e.1 The Curriculum Adviser has produced some additional materials to help schools deliver the statutory transition unit on Sikhism and to support teaching Hinduism at Key Stage 1. SACRE is aware of the need to gather more detailed information from schools on how they are implementing the Agreed Syllabus.

**4. Collective worship**

**Key area 4a: Practice and provision for collective worship**

- 4.a.1 The main focus for support for the provision of collective worship over the academic year has been the production of the Kent SACRE guidance: Gathering Together: policy and practice for collective worship. This was drawn up by the Curriculum Adviser for RE and Citizenship in collaboration with a working party from SACRE and went free into all Kent schools in April 2008. Since its introduction, which was supported by the Curriculum Adviser for RE and Citizenship attending headteacher briefing sessions to talk about the guidance, two full day courses were run with another two planned for the next academic year.

**Key area 4b: Monitoring the provision of collective worship**

- 4.b.1 Anecdotal evidence from the Curriculum Adviser for RE and Citizenship, the school based ASTs and SACRE members indicates that the pattern of strengths and areas for further development as far as collective worship is concerned tends to mirror national trends. There have been no Ofsted inspections over the academic year indicating that any school in Kent is not meeting statutory requirements. However, it is believed that a small number of secondary schools do not, particularly in relation to the daily requirement – the quality of what they do may be good but they do not have a gathering daily for all students (especially for those in the sixth form). SACRE is aware of the need to ascertain more hard data with regards to collective worship – both provision and quality.
- 4.b.2 There have been no applications for determinations for collective worship over the past year.
- 4.b.3 There have been no formal complaints about collective worship over the past year.

## **5. Contribution of the SACRE to the community cohesion agenda**

### **Key area 5a: representative nature of the SACRE**

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

The majority of Kent SACRE is ethnically White British.

5.a.2 To ensure that SACRE membership reflects the religious and ethnic diversity of Kent, SACRE vigorously pursues vacancies as they arise and tries to ensure that as any member is coming up to the end of their term if they are not going to stand again, then they suggest someone from their community who might be willing to take their place.

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

5.b.1 Many SACRE members (particularly in the Church of England and the Christian and other religious denominations groups) are also members of local interfaith groups and networks around the county. They are proactive in raising awareness of SACRE and in bringing issues to SACRE from the local interfaith groups as necessary. The Vice Chair of SACRE is employed in the Minority Communities Achievement Service (MCAS) of Kent County Council and brings her insights to the meetings. The Curriculum Adviser for RE has worked closely over the years with this service, and other Curriculum Advisers, to produce some guidance for schools in Kent around community cohesions.

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

5.c.1 Currently SACRE is not engaged in monitoring RE's contribution to social, racial and religious harmony and to community cohesion in Kent. We are however engaging with these issues through for example ensuring that the balance between religions focused on in the KAS reflects the religious makeup of Kent whilst also taking into account national trends. The Curriculum Adviser for RE is building further links between the faith groups represented in Kent through for example arranging visits to places of worship for SACRE members and for teachers. SACRE is also invited to attend events for example like those around Black History Month. SACRE has issued guidance about Ramadan and Eid and Muslim pupils in schools which schools are reminded of annually prior to Ramadan beginning when it is made available on the RE pages of the Kent website.

### **Key area 5d: Links to local authority initiatives promoting diversity**

5.d.1 SACRE works closely with the Minority Communities Achievement Service and has also had some conversation about the Local Children's Services Partnerships and been invited to be involved in supporting them through

ensuring that the religious diversity of Kent is taken fully into account in plans etc.

## Summary

### 1 Good practice – distinctive features

- The way our steering group has worked to ensure that the SACRE meetings are focused on the key elements from our development plan has improved the efficiency and effectiveness of the meetings
- Positive working relationship between the Authority and the SACRE – active involvement and support from KCC Members in Group 4, provision of officer time, reporting to the Learning and Development Policy Overview and Scrutiny Committee, links with the Cabinet member for Children, Families and Education

### 2 Sense of community - ethos

- Meetings are well attended and purposeful
- Usually one meeting per year at a place of worship
- Member presentations on their faith – well received by other members
- Annual lecture for SACRE members to which other SACREs in the area are invited to send representatives

### 3. Advice on RE and CW to DCSF/DfE to inform National Policy

- Local determination of RE through the Agreed Syllabus is a major and driving force of the work of SACRE and provides a real focus for enhancing community cohesion as well as providing a relevant and helpful Syllabus which reflects local needs within the national and indeed international context.
- SACRE is a real example of ‘community cohesion in action’ and the DfE should highlight its role and work as such.
- Since the changes to Ofsted inspection processes and the move towards self-evaluation SACREs have faced more of a challenge in monitoring the quality of RE and collective worship in their Local Authority. More support at a national level would be welcomed.
- Collective worship remains an area for development in many schools, particularly secondary schools. It is the daily requirement that is often a cause of concern. Whilst not suggesting that legislation should be changed we are suggesting that DfE should be proactive in supporting collective worship and its importance for schools in promoting the spiritual, moral, social and cultural development, enhancing community cohesion, contributing to personal development and well-being.

### 4. Other

- There is a need for the DfE to be proactive in highlighting to all partners (e.g. Ofsted, QCDA, TDA etc) that relevant consultations include adequate reference to spiritual, moral, social and cultural development.

## Appendix 1

### RE and Project Based Learning

Religious Education (RE) is an entitlement for all pupils/students from Reception through to the end of the Sixth Form. In community and voluntary controlled schools it is delivered in line with the Locally Agreed Syllabus. In voluntary aided schools it is delivered in line with the school's trust deeds (articles of government). Academies are all-ability, state-funded schools managed by independent sponsors, established under Section 482 of the Education Act 1996. Some academies have a religious character. All academies are required, through their funding agreements, to teach RE.

- For academies without a religious character, this will be the locally agreed syllabus
- For denominational academies with a religious character (Church of England or Roman Catholic – but also Muslim and most Jewish academies), this will be in line with the denominational syllabus
- For non-denominational (such as Christian) faith academies this can be either of the above, depending on the wishes of the sponsor and what is agreed by Ministers

### Kent's Locally Agreed Syllabus for Religious Education

*'REact! A creative vision for Religious Education'* is Kent's Agreed Syllabus (KAS). It provides the educational and statutory entitlement for schools to develop their RE curriculum. Each school has been sent a copy (January 2007 for implementation during the academic year 2009 -10) and further copies are available from ASK, Oxford Road, Maidstone, ME15 8AW, 01622 203800. It is drawn up on the expectation that school's will allocate approximately 5% of curriculum time to RE. A school needs to decide how best to meet this expectation. For example RE could always be taught as a discrete lesson or it could be incorporated into project-based learning or some of it could be taught as a discrete lesson and some as part of project-based learning.

The KAS lays out the range of content that needs to be covered but allows schools to decide on how best to do that to meet the needs of their pupils/students.

Key Stage 3: Christianity throughout the key stage and two other principal religions – Sikhism (as part of the transition unit) and Buddhism. In addition to revisit either Islam or Hinduism studied in the primary school. If there is another religious community with a significant presence locally then that also may form part of the scheme of work as may a secular world view, where appropriate.

Key Stage 4: Pupils should follow an externally accredited course focusing on Christianity and at least one other principal religion. For the majority of schools this means following either a GCSE Short or Full course specification.

Post 16: All students have an entitlement to a minimum of 15 hours study or religious, ethical and philosophical topics. Many schools choose to address this through day conferences.

There are essentially three approaches to structuring the RE scheme of work – a systematic approach (religion by religion), a thematic approach (which emphasizes concepts/themes across religions and can be incorporated into cross-curricular approaches) and an issues-based approach (emphasis on fundamental/key questions e.g. Is there a God?). A scheme of work may take just one of these approaches or may incorporate two or all of them in the planning across a key stage.

There are two attainment targets for RE – '*learning about religion*' (knowledge and understanding) and '*learning from religion*' (application and reflection). The RE experiences and opportunities that pupils/students have need to address both dimensions appropriately. The KAS puts emphasis on skill development (e.g. investigation, interpretation, questioning, reflection) throughout the RE curriculum.

### **Sikhism Transition Unit**

The KAS has a statutory transition unit with a focus on Sikhism. Work on the transition unit should begin in Year 6 (the equivalent of two terms) and be completed in Key Stage 3 (the equivalent of three terms). Secondary schools are free to choose when they complete the work on Sikhism but it is recommended that at least some of the work takes place early during Year 7. A copy of '*Sikhism Transition Unit*' produced by the Advisory Service Kent was sent to all Kent schools (September 2007) and is now available to download from: [http://www.kenttrustweb.org.uk/ask8/ask8\\_primary\\_re.cfm](http://www.kenttrustweb.org.uk/ask8/ask8_primary_re.cfm), and [http://www.kenttrustweb.org.uk/ask8/ask8\\_secondary\\_re.cfm](http://www.kenttrustweb.org.uk/ask8/ask8_secondary_re.cfm)

### **Key Issues for RE and project-based learning**

- ◆ If a school decides to incorporate RE into project-based learning it needs to be able to ensure that the requirements of the KAS are met – in terms of both content and concepts as well as through skill development
- ◆ The school needs to ensure that clear RE learning objectives/outcomes are planned for. These need to be at an appropriate level for those involved – to provide sufficient support and challenge. The statutory level descriptors (page 58-9 of the KAS) can help teachers here. Appropriate tasks that enthuse and engage pupils in their learning need to be set in order to allow for the learning objectives/outcomes to be met
- ◆ Progress in RE delivered through project-based learning needs to be assessed, monitored and tracked
- ◆ Some themes used in project-based learning will be more appropriate to develop high quality RE than others. For this reason planning needs to ensure that over the key stage the requirements of the KAS will be met. This may well mean that there are some themes where RE takes a lead, others where RE contributes and others where it is not appropriate to include RE

Allan Foster

Lead Curriculum Adviser

[Allan.foster@kent.gov.uk](mailto:Allan.foster@kent.gov.uk)

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**Kent SACRE Annual Report to QCDA and other stakeholders**

**Final 29.11.10**

**Appendix 2**

<b>Year</b>	<b>Subject name</b>	<b>Exam Type</b>	<b>Boys entries</b>	<b>Girls entries</b>	<b>Total entries</b>	<b>Kent % A*-G</b>	<b>Nat % A*-G</b>	<b>Kent % A*-C</b>	<b>Nat % A*-C</b>
2007	Religious Studies	GCSE Full Course	1392	1991	3383			80.3	71.1
2008	Religious Studies	GCSE Full Course	1355	1863	3218			81.8	76.6
2009	Religious Studies	GCSE Full Course	1632	2023	3655			78.1	73.4
2010	Religious Studies	GCSE Full Course	1653	1960	3613	99.2	98.6	77.4	73.1
2007	Religious Studies	GCSE Short Course	2358	3452	6765			55.6	52.9
2008	Religious Studies	GCSE Short Course	3189	3512	6701			53.5	53.9
2009	Religious Studies	GCSE Short Course	3266	3642	6912			51.2	54.3
2010	Religious Studies	GCSE Short Course	3538	3782	7320	96.2	96.0	53.8	54.6
						<b>Kent % A*-E</b>	<b>Nat % A*-E</b>	<b>Kent % A*-B</b>	<b>Nat % A*-B</b>
2007	Religious Studies	GCE AS	210	367	577			41.4	40.1
2008	Religious Studies	GCE AS	210	471	681			70.2	69.1
2009	Religious Studies	GCE AS	168	280	448			51.8	46.8
2010	Religious Studies	GCE AS	176	290	466	88.5	90.5	50.0	46.7
2007	Religious Studies	GCE A (A2)	156	301	457			53.9	53.4
2008	Religious Studies	GCE A (A2)	195	297	561			81.8	64.4
2009	Religious Studies	GCE A (A2)	206	344	550			57.6	57.4
2010	Religious Studies	GCE A (A2)	196	331	527	99.2	98.3	58.0	56.0

### Appendix 3

#### Membership breakdown of Kent SACRE

##### Group 1 Christian and other religious denominations

Sikh Community	1 place
Buddhist Community	1 place
Muslim Community	1 place
Jewish Community	1 place
Hindu Community	1 place
Greek Orthodox	1 place
Roman Catholic	3 places
Free Churches	4 places

(Baptist, Methodist, United Reformed Church & Salvation Army)

*Plus Co-opted*

Baha'i

##### Group 2 Church of England

3 members from Rochester Diocesan Board of Education

3 members from Canterbury Diocesan Board of Education

Plus Co-opted

1 member

Group 3 Teachers' representatives

Group 4 Council

MEMBERSHIP OF SACRE

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

1.1 Free Church (4)

**Miss J Webb – (Baptist) – serves until 31 August 2014**

**Mr V Thornevell (Methodist) – serves until 31 August 2014**

**Mrs S Clark – (United Reformed Church) – serves until 31 August 2011**

**Major J Williams (Salvation Army) – serves until 31 August 2011**

1.2 Roman Catholic (3)

**Father Gus Kinnane – serves until 31 August 2011**

**Mrs M McDowall - serves until 31 August 2011**

**Miss S Malone - serves until 31 August 2014**

1.3 Buddhism (1)

**Mrs C Elapatha - serves until 31 August 2014**

1.4 The Greek Orthodox Church (1)

**Mr M Papadopoulos - serves until 31 August 2011**

1.5 Hinduism (1)

**Vacancy**

1.6 Islam (1)

**Mrs N Younosi (Group Convenor/SACRE Vice-Chair) - serves until 31 August 2013**

1.7 Judaism (1)

**Rabbi C Cohen - serves until 31 August 2014**

1.8 Sikhism (1)

**Mr G Rajvinder Singh - serves until 31 August 2014**

1.9 Co-opted Members

GROUP 2 : CHURCH OF ENGLAND (6)

2.1 Rochester Diocesan Board of Education (3)

**Mr J Viner (SACRE Chair) - serves until 31 August 2011**

**Miss K Anderson – serves until 31 August 2013**

**Vacancy**

2.2 Canterbury Diocesan Board of Education (3)

**Mrs T Martin - serves until 31 August 2013**

**Ms S Kendall-Seatter (Group Convenor) - serves until 31 August 2011**

**Mrs V Corbyn - serves until 31 August 2013**

2.3 Co-opted Members

**Miss S Shaw**

GROUP 3 : TEACHER ASSOCIATIONS (6)

*(Having regard to local circumstances)*

3.1 National Union of Teachers (1)

**Mr S Platnauer - serves until 31 August 2014**

3.2 National Association of Schoolmasters/Union of Women Teachers (1)

**Ms K Burke (Group Convenor) - serves until 31 August 2014**

3.3 Association of Teachers and Lecturers (1)

**Mrs P Fairchild - serves until 31 August 2014**

3.4 Professional Association of Teachers (1)

**Vacancy**

3.5 Association of School and College Lecturers (1)

**Vacancy**

3.6 National Association of Head Teachers Kent Branch (1)

**Miss S Lacon - serves until 31 August 2013**

3.7 Co-opted Members

**Miss T Kelvie**

**Miss E Pope**

GROUP 4 : LOCAL AUTHORITY (4)

4.1 Nominees of Conservative Group (3)

**Mr S Manion - serves until 31 August 2013**

**Mr G A Horne - serves until 31 August 2013**

**Mr M J Northey - serves until 31 August 2013**

4.2 Nominee of the Liberal Democrat Group (1)

**Mr M J Vye - serves until 31 August 2013**

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

**Appendix 4**

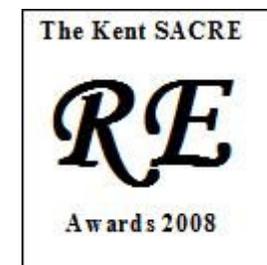
**Kent SACRE Development Plan**

## Kent SACRE Development Plan

**Year: 2009 -10**

**Version: 6.4**

**July 2010**



**1. Standards and Quality of Provision of R.E.**

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>1 Compliance</b>	To provide effective guidance to ensure that all Kent schools meet statutory requirements for RE. ECM3, 4	All Kent schools comply with statutory requirements for RE High quality guidance is available	Identify non compliance through SIP monitoring Write to non compliant schools to offer support Write to Lead Curriculum Adviser Item put in governor briefing note to remind governors of their responsibilities for RE and collective worship	Lead Curriculum Adviser in consultation with SIP Mgr	Ongoing  Jan 2010	Developing (stalled) Adviser has produced questions for SIPs to ask.  ESTABLISHED.
<b>2 Standards and achievement</b>	To ensure that all Kent pupils are achieving appropriately in line with standards expected in LAS. ECM 3,4	Pupils achieving AA levels	Linked to implementation of LAS, providing a support programme focused on standards and achievement	RE Adviser working with Dioceses and CCCU	Ongoing	ESTABLISHED. LAS cycle – introduction (now); implementation (2 years); embedding (2 years); sustaining (1 year linked to review of LAS)

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>3 Quality of teaching / leadership &amp; management</b>	To ensure that quality of teaching, leadership and management of RE Kent schools is high ECM3, 4	RE established as recognised subject, not an add-on; Planning of RE takes into account requirements of LAS and national development	Supported subject leaders in primary and secondary schools through training & development	RE Adviser, working with ASK consultants and ASTs for RE. Diocesan Officers CCCU	Ongoing	ESTABLISHED. Much RE training has taken place including Headteachers, Governors and Coordinators. Additional training now being offered, to cope with demand.
<b>4 Recruitment &amp; retention of teachers</b>	To encourage the appointment and retention of specialist teachers for RE in Kent schools ECM 3,4	Most recently appointed new RE teachers are willing and able to remain within the county  The profile of RE is raised in Kent	Provide CPD programme for new and recently appointed RE teachers in Partnership with CCCU Liaison with CCCU and other providers of RE teachers	Officers RE Adviser	Ongoing	Emerging Dioceses, CCCU and ASK RE Adviser beginning to work in partnership with other providers

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>5 Resources</b>	1 To publish, as appropriate, resource material to enable effective implementation of LAS and spiritual development ECM 1,3, 4	KS1 Hinduism resource completed	KS1 Hinduism resource	RE Adviser	JAN 10	Established. Published on RE web page
	2 The Kent SACRE Biennial Awards 2010-11 – “Outstanding contributions of RE to promoting Community Cohesion” ECM 1, 3, 4	The quality and quantity of nominations are high. Awards made.	Award Brief prepared; Working Group to finalise arrangements. Schools have received information	Chairman RE Adviser SACRE Working Group	Planning Grp meet T 1; Invitation T 1; Deadline T3; Judging T3;	Emerging No resources to provide monetary prize

**2. Management of SACRE & partnership with L.A. & other key stakeholders**

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>1 SACRE Meetings</b>	To clarify & redefine membership of sacre & associated roles	TOR approved by policy overview committee	Review & recommend	Steering group; Officers	Nov 09	Established
<b>2 Membership &amp; training</b>	1. Membership strongly reflects the diversity of Kent's religious and professional communities ECM 4	All groups are fully represented and members attend and actively participate in SACRE meetings	All groups fully represented A broad representation reflects membership from all phases of education, in line with NASACRE'S national initiative for recruitment & training of group members	Development Plan Steering Group NASACRE training officer	Will take three years to become embedded as good practice	Established - RUCR All group members currently meet training requirements.
	2. Training for Group Conveners ECM 4	Group Conveners are clear about their role .	Training Briefing Note to be devised and delivered	Chair to deliver	By end AY 2010	Established
	3. Training Opportunities for all SACRE members ECM 4	Training opportunities are available for SACRE members	NATRE videos + member presentation + Annual speaker + Access for members to ASK events	Chair	4 mtgs from Spring 2010	Established - RUCR

**Kent SACRE Annual Report to QCDA and other stakeholders**

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	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>3 Improvement / development plan</b>	To showcase Kent SACRE good practice in wider contexts ECM 3, 4	Kent SACRE is recognised nationally	Opportunities taken to promote and share Kent good practice NASACRE trainees have attended our meetings Our RE survey went into AREIAC Journal	SACRE members RE Adviser	Ongoing as opportunities arise	Established - RUCR
<b>4 Professional &amp; financial support</b>	1. Sustainability of SACRE  2. Maintain high quality professional advice to SACRE	SACRE is active and effective.  Dedicated adviser post for RE	Ongoing training; Involvement of SACRE members in working parties.  Representation made to CFE SMT & members	Clerk; RE Adviser CFE support officers  Lead curriculum adviser & chair	Ongoing  Ongoing	Advanced KCC fully and strongly supports SACRE and its work in line with its statutory responsibilities.  Emerging
<b>5 Information &amp; Advice (See also Resources above)</b>	Advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 1, 4	Clear advice is available to schools	Shaping the advice regarding Community Cohesion and RE	RE Adviser SACRE Working Party	Before the end of AY 2009-10	Established - RUCR

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>6 Partnership with other key stakeholders</b>	1. Sustain and improve existing partnerships and make new partnerships as they are identified ECM 4	SACRE is seen as a partner with its own identity	Ongoing identification and development of partnerships to secure support for RE	SACRE membership	Ongoing	Established Currently effective partnerships with CCCU, Anglican Dioceses, some faith groups
	2. Raise awareness of SACRE among partner departments in KCC	SACRE is consulted as a matter of course by KCC bodies	Persistent proactive recommendations from SACRE to KCC	RE adviser	By end 2009-10	Emerging - on agenda for next RE adviser

**3. Effectiveness of Locally Agreed Syllabus**

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>1. Development of Agreed Syllabus</b>	Review and publication of Agreed Syllabus 2012 completed ECM 3	Syllabus 2012 well received by SACRE and teachers in schools and implemented within agreed time scale.	RE Adviser to convene ASC (Agreed Syllabus Conference)	LAS Working Group RE Adviser	Review 9/10 to consider viability of Publication 5/11 for launch 9/11	Emerging  Preliminary discussion & analysis under way.
<b>2 Using National Guidance</b>	To draw on other LAS and the non-statutory national framework 2004 to support the development of the LAS 2006 ECM 3	Non-statutory national guidance adapted to meet the requirements of the Kent context.	Discussion through LAS Conference Working Party	LAS working party RE Adviser	Ongoing	Developing See 1 above
<b>3. Additional Guidance / monitoring / evaluation of Agreed Syllabus</b>	1 Additional guidance to be produced ECM 3	Additional guidance is published electronically	RE Adviser produces guidance.	RE Adviser	Linked to national and local priorities	Advanced ASK has issued guidance for the Transition Unit and plans are in place for KS1 Hinduism guidance

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>3. Additional Guidance / monitoring / evaluation of Agreed Syllabus</b>	2 Develop creative approaches to teaching RE through the LAS	Cross curriculum approaches to RE are identified and supported	RE Adviser and ASTs to plan and shape advice	RE Adviser SACRE WG	From Spring 2008	Emerging
	3 Give pupils a voice to explore attitudes to RE and act on the information	Mechanism for sampling student and pupil views	Online survey available. e-Government team will pass data to SACRE Data to be analysed	RE Adviser e-Government team	Autumn 2009	Advanced E-Government actively pursuing the initiative.

4. Collective Worship

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>1 Practice &amp; provision of Collective Worship</b>	To ensure that quality of leadership and management of CAW in Kent schools is high ECM 1,2,3,4	Kent schools provide CAW which meet pupil needs for spiritual development and legal requirements	Supported CAW leaders in primary and secondary schools through training & development;	RE Adviser, working with ASK consultants and ASTs for RE.	ongoing	Established (Stalled) Training now available Focus group conducted RUCR
<b>2 Monitoring provision and addressing non-compliance</b>	To ensure that all Kent schools are able to meet statutory requirements for CAW ECM 1,2,3,4	All Kent schools able to comply with statutory requirements for CAW	Identify non compliance through Ofsted reports / SIP monitoring Write to non compliant schools to offer support  Identify further ways to monitor levels of compliance	SIPS  RE Adviser to inform SACRE	System established during academic year 2006-7 and developed 2007-10	Established. Will be going into SIP Briefing & Handbook.

**5. Contribution of SACRE to social and racial harmony agenda (including Community Cohesion)**

	<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>
<b>1.1 Representative nature of SACRE</b>	To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education ECM 4	SACRE membership meets representative needs for faith communities and education phases more effectively	Complete a full review of the constitution and membership of SACRE	Chairman RE Adviser	In response to the 1/94 consultation – from 6/5/09	Established No vacancies in faith group, only in Teachers' Union RUCR
<b>1.2 Attendance</b>	Members attend at least 2 out of 3 meetings	All meetings well-attended	Include attendance in the review			Established RUCR
<b>1.3 Co-option</b>			Review criteria & current co-optees.	Chairman Convenors		
<b>2. Knowledge and understanding of local communities</b>	Establish and further develop links with local community groups ECM 4	SACRE link with KCC Race Equality Forum.  Teachers feel more comfortable about linking with local faith communities	Establish initial links to Faith Forums and inter-faith networks.  Hosting meetings at different faith venues offers mutual learning experiences	Officers Steering Group Chairman RE Adviser	Ongoing	Established RUCR  Established SACRE meeting in local places of worship and having input from faith members on aspects of their faith.

**Kent SACRE Annual Report to QCDA and other stakeholders**

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<b>Objective</b>	<b>Success Criteria</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time</b>	<b>Status</b>	
<b>3. Contribution RE can make to Social Harmony agenda (Community Cohesion)</b>	Community cohesion advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 4	Clear advice is available to schools	Shaping the advice Preparation of appendix to (revised) Shaping the Spirit.	RE Adviser SACRE members MCAS	Before the end of AY 2008-9	Advanced - Advice on website & taken up nationally RUCR
<b>4. Links to LA initiatives to promote community cohesion</b>	1. To ensure that SACRE is aware of, and participates in KCC activities that promote social and racial harmony across the county (eg working with MCAS to produce guidance). ECM 1, 2, 3, 4, 5	SACRE plays a full and active part in linking to LA initiatives to promote racial harmony	Regular updates to SACRE of LA activities in this area SACRE members take part in regular links with BME communities; RE Adviser to develop links with public service units	RE Adviser SACRE members  Faith community representatives	Ongoing	Established As a statutory body SACRE implements all general and statutory duties placed upon it. RUCR
	2 SACRE members engage at relevant levels with LA meetings ECM 1, 2, 3, 4, 5	Members develop what links they can (eg RE Advise with MCAS project, Chair with Thanet Diversity Forum)	Some Members to carry out this work	RE Adviser also working with QCA	Ongoing	Developing
	3 SACRE to be pro-active in advising LCSPs	Advice from SACRE given to LCSPs	SACRE representation at LCSP's to highlight role of SACRE	Steering Group LA Policy officer	Ongoing	Emerging

Completed Actions – the successes of the Kent SACRE Development Plan

(All included in SACRE Annual Report 2009)

Area of Focus	Target	What was achieved	When?
<b>Information &amp; advice</b>	Advice to schools regarding similarities and differences between religion, ethnicity and culture. <b>ECM 1, 4</b>	Clear advice is available to schools as revised “Shaping the Spirit”	2007-8
<b>SACRE meetings</b>	To move beyond routine matters, to consider wider issues about the quality of RE and collective worship <b>ECM 1, 4</b>	Wide ranging discussions are a feature of regular SACRE meetings, being led by group members	Embedded good practice by end 2007-8
<b>Resources</b>	1 provide effective advice for schools to resource the new LAS <b>ECM 3,4</b> 2 to publish, as appropriate, resource material to enable effective implementation of LAS & spiritual development <b>ECM 1,3, 4</b>	Schools have received appropriate advice and the LAS Publication of additional resources.	2008-2009 2008-2009
	Promote the development of “mobile places of worship” for Judaism, Hinduism, Sikhism and Islam <b>ECM 2, 3, 4, 5</b>	West Kent pilot is in operation and is being loaned to schools in the area. There is available guidance on setting up similar resources elsewhere.	During AY 2006-7
<b>Management of SACRE</b>	Maintain an effective development plan to address issues raised through SACRE self-evaluation process. <b>ECM 4</b>	SACRE Development Plan is now in use as a strategic and operational planning tool	Developed over 2005-2008
<b>LAS</b>	Governor training to be provided <b>ECM 4</b>	RE Adviser has delivered training to Governors	During 2007-8
	Schemes of Work available to support LAS <b>ECM 3</b>	Resource is published and available	During 2007-8
<b>Collective Worship</b>	To provide guidance for headteachers and governors on developing effective CAW <b>ECM 1,2,3,4</b>	Guidance on Collective Worship has been prepared and published  RE Adviser is providing ongoing training to support CW (HTs, Teachers, Governors)	Term 5 2007/8



**Glossary**

AA	Above average (student)	LAS	Locally Agreed Syllabus
AREIAC	Association of RE Inspectors & Consultants	LCSP	Local Children's Services Partnership
ASCL	Association of School and College Leaders	MCAS	Minority Communities Achievement Service
ASK	Advisory Service Kent	NAHT	National Association of Head Teachers
AST	Advanced Skills Teacher	NASACRE	National Association of SACREs
ATL	Association of Teachers & Lecturers	NASUWT	National Assoc of Schoolmasters, Union of Women Teachers
AY	Academic Year	NATRE	National Association of Teachers of Religious Education
BME	Black minority ethnic	NUT	National Association of Teachers
CAW	Collective Act of Worship	PAT	Professional Association of Teachers
CCCU	Canterbury Christ Church University	QCDA	Qualification and Curriculum Development Agency
CE	Church of England	RC	Roman Catholic
CFE	Children Families and Education (Directorate)	RE	Religious Education
CPD	Continuing Professional Development	REF	(KCC) Race Equality Forum
DCSF / DfE	Department for Children, Schools and Families, now Department for Education	RUCR	Remains under constant review
ECM	Every Child Matters	SACRE	Standing Advisory Council for Religious Education
ECM2	Staying Safe	SIP	School Improvement Partner
ECM3	Enjoying and achieving	SMT	Senior Management Team
ECM4	Making a positive contribution to society	SoW	Scheme of Work
ECM5	Developing economic wellbeing	StS	Shaping the Spirit
KAS	Kent Agreed Syllabus	T	Term (number...)
KCC	Kent County Council	TOR	Terms of Reference
LA	Local Authority	WG	Working Group