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To: Children Families and Education Policy Overview Committee
16th January 2009

Subject: Kent SACRE Annual Report

Classification: Unrestricted

Summary: This paper presents the Annual Report (2007-2008) on the work of Kent's Standing Advisory Council for Religious Education and informs on key developments in the field of religious education and collective worship.

Introduction

1. (1) Each Local Authority is required to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE) to advise the Local Authority on matters concerned with the provision of religious education (RE) and collective worship. This body is required to submit, and publish, an annual report on its work to the Qualifications and Curriculum Agency (QCA) at the end of each calendar year. The report is based on work taking place in the proceeding academic year.

The Annual Report for 2006-2007 on the work of Kent SACRE

2. The annual report on the work of Kent SACRE is appended to this report (at appendix A) and is in line with the new report framework required by the QCA. The report covers:

- Standards and quality of RE provision
- Managing the SACRE and partnership with the Local Authority & stakeholders
- Effectiveness of the locally agreed syllabus
- Collective worship
- Contribution to community cohesion.

Key Developments in relation to RE and Collective Worship in 2008-09

3. (1) The Kent SACRE sets out priority areas to take forward in its Development Plan (2008-09). The implementation of this plan is led by the SACRE's steering group. The Development Plan can be found at Appendix 5.

(2) The implementation of Kent's Agreed Syllabus (KAS) for Religious Education, which was formally adopted by the County Council in December 2006, continues to be a key area of work for the Kent SACRE and the Advisory Service Kent (ASK). Section three of the annual report sets out in more detail the work taking place to implement the KAS.

(3) Kent SACRE and ASK are in the process of developing guidance on Shaping the Spirit with a view to circulating revised guidance to schools in 2009. This guidance aims to support schools in meeting their statutory requirements with regard to providing opportunities for children and young people's spiritual (moral, social and cultural) development within the educational context. It replaces earlier guidance drawn up in 1999.

Resources

4. Kent County Council provides support to the work of the Kent SACRE through:
- Dedicated resources of £7,000 per annum to service its formal meetings and associated running costs for the delivery of its functions.
 - Specialist curriculum advisory support provided through the Kent Advisory Service.
 - The provision of a dedicated Clerk.

Conclusion

5. The work of Kent SACRE with associated curriculum advisory support from ASK plays an important contribution in relation to the delivery of the Every Child Matters outcomes as well as contributing to community cohesion.

Recommendations

6. Members of the Children Families and Education Policy Overview Committee are asked to:

- (i) Note the Kent SACRE's annual report 2007-08 and the key developments being taken forward by the them.
- (ii) Endorse the work of the Kent SACRE.

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Background Documents: Kent SACRE Annual Report 2008

None

Other Useful Information: None

**Kent Standing Advisory Council on
Religious Education (SACRE)
Annual Report 2007-08**

Opening remarks from the Chair of SACRE

Kent SACRE has had a busy and successful year. The previous year's launch of the Kent Agreed Syllabus, 'React; A Creative Vision for Religious Education' was followed by a series of training sessions for teachers and the publication of supporting resource material. The Sikhism Key Stage 2-3 Transition Unit proved especially successful and has been well-received by Year 6 teachers across the county and by many secondary schools as they 'pick up' the theme started in the primary schools. All members of SACRE are proud to have been associated with such a successful and popular syllabus.

We have developed increasingly effective ways of working with a steering group that meets to manage the SACRE development plan and reports back to SACRE. Working parties are then convened for individual pieces of work. This system is serving us well by ensuring that initiatives are started, followed up and achieved. Our meeting pattern continues to include training through member presentations, an annual visiting speaker of note and visiting places of worship

A particularly satisfying initiative achieved over the year was 'Gathering Together – policy and practice for Collective Worship'. This extensive guidance has been welcomed by schools of all phases and types throughout the authority.

In celebrating all we have achieved over the year I wish to pay tribute to Pamela Draycott, Kent's Curriculum Adviser for RE and Citizenship who, in addition to her advisory duties, has provided first rate and highly effective support for SACRE and to whom we look for wise counsel.

I am grateful to Kent County Council for their continued support of SACRE, both financially and in the excellent officer support provided by Carol Wade, our Clerk, whose quiet efficiency underpins our work and keeps us all on track. SACRE is also ably supported by Lynne Miller, Policy Officer.

SACRE continues to benefit from its partnership with the different faith groups and with Canterbury Christ Church University. These partnerships are a strength that we continue to build on.

In particular I wish to pay tribute to my predecessor, Rupert Bristow, whose steady guiding hand has steered SACRE through the year with tact, diplomacy and charm. His retirement leaves a gap that will be impossible to fill.

I also wish to thank Nicky Younosi, my Vice Chair, who served with Rupert and therefore brings an important degree of continuity at this time of change. I join my fellow SACRE members in looking forward to the next year with a real sense of anticipation and continued working together for the spiritual development of Kent's young people.

John Viner

Chair,

Kent SACRE

October 2008

1. Standards and quality of RE provision

Overview

Introduction

- 1.1 Kent is a large local authority, with nearly 100 secondary schools and over 500 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 2008 secondary schools are now beginning 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. Some schools in the sixth form although they have sixth form RE conferences do not reach the minimum time allocation.

There is a challenge, 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 only tangential links with the 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 new primary curriculum as it develops. We will continue to provide advice to the 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 across the school.

- 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/A2 results for 2008 (with comparisons with previous years is in Appendix 2. The number of entries has remained static and A*-C grades have also 'held up'.

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 Citizenship 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 Citizenship 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 Refer to Appendix 2 for examinations results.

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 many of our schools.
- 1.d.2 Raising teacher knowledge and confidence in RE is also something that the implementation of the KAS has focused on. We have, for example, provided a number of twilight visits to two of the mosques in Kent. 150 teachers and teaching assistants have attended and for many of them it was their first visit to a mosque. This programme is continuing in the next academic year with visits to others places of worship.
- 1.d.3 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 others there is less oversight from teachers. This is an area that SACRE is planning to consider further during the coming year.
- 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

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in teaching the curriculum in accordance with the KAS the quality of teaching is at least satisfactory and often good.

- 1.d.5 SACRE has little evidence of how RE teaching is experienced and evaluated by pupils/students. To rectify this during the autumn terms 2008 there is an on-line survey about RE the responses to which will be analysed and fed into the SACRE development plan – this will be reported on in the next annual report.

Key area 1e: Quality of leadership and management

- 1.e.1 There were at least 26 new RE subject leaders in the primary schools over the academic year 2007-08. 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 One 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 2007-08. The areas they requested support in were assessment and the implications of project based learning for RE. A number of RE subject leaders in the 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 – 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.
- 1.f.3 Advanced Skills Teachers (ASTs). There are three secondary school-based Advanced Skills Teachers for RE each of whom have one day per week to help support schools. One of the secondary school-based ASTs is also a Regional Subject Adviser for RE as part of the roll-out of the new secondary curriculum. There is one primary school-based AST whose specialisms are identified as Early Years and RE – this means she shares her AST time between these two specialisms and consequently is available for around one day per fortnight to offer RE support. There is another primary school-based AST who now works part-time which means that her AST time is pro-rata which means that she is available for approximately two days per term to support RE.

Key area 1g: Resources

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

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(See Appendix 4 for a summary of a survey asking about implementing the Kent Agreed Syllabus)

2. Managing the SACRE and partnership with the LA and other key stakeholders

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

2nd November 2007 – County Hall, Maidstone

11th March 2008 – County Hall, Maidstone

10th July 2008 – County Hall, Maidstone

Group pre-meetings are held from 9:15a.m. with the full meeting beginning at 9:45a.m. Meetings end at 12:30p.m.

2.a.2 Nearly one third of members attend all meetings and most attend 2 out of 3 meetings. Only a small minority have not attended a meeting. 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 and a working party of SACRE members which met 3 times to help the Curriculum Adviser for RE and Citizenship to review the SACRE guidance on collective worship which was published in March 2008.

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 Citizenship 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. During this academic year a Sikh member of SACRE spoke about his faith and explored some of the basic teachings of Sikhism. SACRE also has an annual lecture for members. Mark Chater of the QCA delivered this year's annual lecture at our March meeting. 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 the particular community in Kent. During the academic year 2007-08 for logistical reasons this did not occur but plans are in place for this to happen during the next academic year.

Key area 2c: SACRE development

- 2.c.1 The SACRE development plan has been the tool used to guide the work of 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 5. 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 collective worship: Gathering Together: policy and practice for collective worship and has begun the process of updating 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 co-opted 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 advice from the Curriculum Adviser for RE and Citizenship
 - an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions.
 - during the academic year 2007-08 additional funding to pay for the development of the collective worship guidance.

Key area 2e: Information and advice

- 2.e.1 SACRE receives advice from the Curriculum Adviser for RE and Citizenship 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.
- 2.e.2 SACRE has also had other officers working for the local authority coming to speak to it about developments in Local Children Services Partnerships for example.

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 place of worship locally annually.

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

- 3.a.1 Cycle of Agreed Syllabus implementation:

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|------------------------|--|
| 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. |
| Sept 2010-July 2012 | Sustaining phase of KAS – two year programme of CPD, monitoring and evaluation based on KAS requirements to ensure continued use of KAS in run up to the new syllabus. |

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 January 2012 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 primary curriculum review taking place currently. 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. A questionnaire is used to ask teachers

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across the county their views on the strengths and areas for development of the syllabus and these are taken into account in the review.

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 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 material to help schools deliver the statutory transition unit on Sikhism. SACRE is aware of the need to gather more detailed information from schools on how they are implementing the Agreed Syllabus. Plans are in place to produce some similar support for teaching Hinduism across Key Stage One.
- 3.e.2 A small sample of subject leaders completed a questionnaire about how they have implemented the KAS and this will be reported on to the SACRE during the early part of the coming academic year.

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. Its introduction was supported by the Curriculum Adviser for RE and Citizenship attending 6 headteacher briefing sessions to talk about the guidance as well as attending a briefing session for the Primary Excellence Project headteachers within the Authority. In addition 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 known that a 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 (there is one vacancy for a Salvation Army representative). The Church of England group is fully represented and within the teachers and local authority group there are some who have religious faith backgrounds.

See Appendix 3 for a list of SACRE membership and terms of service.

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. As a result of this we have only one vacancy at the moment.

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 Minorities Achievement Service of Kent County Council and brings her insights to the meetings. The Curriculum Adviser for RE and Citizenship has worked closely over the year with this service to produce some guidance for schools in Kent around community cohesion issues. Over the next year SACRE will be made more aware of this work.

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 engages with RE's contribution to social, racial and religious harmony and to community cohesion in Kent through for example ensuring that the balance between religions focused on in the KAS reflects the religious makeup of Kent whilst taking into account national trends also. The Curriculum Adviser for RE and Citizenship 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 Ethnic Minority 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 – provision of officer time, reporting to the Policy Overview Committee, links with the Cabinet member for 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

- 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 DCSF should highlight its role and work as such.
- Since the changes to Ofsted inspection processes and the move towards self-evaluation (welcomed) SACREs have had more of a problem in monitoring the quality of RE and collective worship in their Authority. Each SACRE should receive some designated funding each year from central government in order to support them in gathering evidence to support the advice they offer to their authority on matters pertaining to RE and collective worship. This could be done on a proportional basis (based on the number of schools) so that a SACRE could for example be funded to conduct a survey of its schools, or pay for visits to a proportion of schools each year.
- Collective worship remains an issue for 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 DCSF should be proactive in supporting collective worship and its importance for

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schools in promoting the spiritual, moral, social and cultural development, enhancing community cohesion, contributing to personal development and well-being.

4. Other

- DCSF should be proactive in highlighting to all partners (e.g. Ofsted, QCA, TDA etc) that relevant consultations include adequate reference to spiritual, moral, social and cultural development. For example, current Ofsted guidance on well-being is wholly inadequate in this regard.

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 need to develop a broad and balanced curriculum that includes RE but they do not have to follow the requirements of the Locally Agreed Syllabus through many choose to do so.

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 2007-08) and further copies are available for purchase 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

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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 further copies are available for purchase from ASK, Oxford Road, Maidstone, ME15 8AW, 01622 203800.

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.

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Appendix 2

| Year | Subject Name | Exam Type | Boys Entries | Girls Entries | Total Entries | Kent % A*-C | National % A* - C |
|-------------|--------------------------|--------------------------|---------------------|----------------------|----------------------|--------------------|--------------------------|
| 2005 | Religious Studies | GCSE Full Course | 1296 | 1818 | 3114 | 74.4 | 65.7 |
| 2006 | Religious Studies | GCSE Full Course | 1381 | 1923 | 3304 | 70.6 | 67.3 |
| 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 |
| 2005 | Religious Studies | GCSE Short Course | 3527 | 4001 | 7528 | 55.2 | 49.6 |
| 2006 | Religious Studies | GCSE Short Course | 3328 | 3553 | 6881 | 53.3 | 49.9 |
| 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 |
| | | | | | | Kent % A-B | National % A-B |
| 2005 | Religious Studies | GCE AS | 188 | 330 | 518 | 41.5 | 37.3 |
| 2006 | Religious Studies | GCE AS | 222 | 360 | 582 | 40.4 | 39.8 |
| 2007 | Religious Studies | GCE AS | 210 | 367 | 577 | 41.4 | 40.1 |
| 2008 | Religious Studies | GCE AS | 210 | 471 | 681 | 70.2 | 69.1 |
| 2005 | Religious Studies | GCE A (A2) | 158 | 292 | 450 | 56.1 | 52.0 |
| 2006 | Religious Studies | GCE A (A2) | 161 | 312 | 473 | 53.5 | 52.0 |
| 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 |

Appendix 3

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 2010

Mr T Setchell (Methodist) – serves until 31 August 2010

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

Vacancy – (Salvation Army)

1.2 Roman Catholic (3)

Father Gus Kinnane – serves until 31 August 2011

Vacancy - serves until 31 August 2009

Miss S Malone - serves until 31 August 2010

1.3 Buddhism (1)

Mrs C Elapatha - serves until 31 August 2010

1.4 The Greek Orthodox Church (1)

Mr M Papadopoulos - serves until 31 August 2011

1.5 Hinduism (1)

Mrs U Williams – serves until 31 August 2010

1.6 Islam (1)

Mrs N Younosi (*Group Convenor/SACRE Vice-Chair*) - serves until 31 August 2009

1.7 Judaism (1)

Rabbi C Cohen - serves until 31 August 2010

1.8 Sikhism (1)

Mr G Rajvinder Singh - serves until 31 August 2010

1.9 Co-opted Members

Mr A M Weinberg (Baha'i)

GROUP 2 : CHURCH OF ENGLAND (6)

2.1 Rochester Diocesan Board of Education (3)

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

Mrs J Watts – serves until 31 August 2010

Rev Canon J L Smith - serves until 31 August 2009

2.2 Canterbury Diocesan Board of Education (3)

Rev. N. Genders - serves until 31 August 2011

Ms S Kendall-Seatter – (Group convenor) serves until 31 August 2011

Mrs V Corbyn - serves until 31 August 2009

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 2010

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

Ms K Burke (Group Convenor) - serves until 31 August 2010

3.3 Association of Teachers and Lecturers (1)

Mrs P Fairchild - serves until 31 August 2010

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

3.7 Co-opted Members

Miss T Kelvie

Miss E Pope

Mrs V Thornewell

GROUP 4 : LOCAL EDUCATION AUTHORITY (4)

4.1 Nominees of Conservative Group (3)

Mr A R Bassam (*Group Convenor*) - serves until 31 August 2009

Mr G A Horne - serves until 31 August 2009

Mr M J Northey - serves until 31 August 2009

4.2 Nominee of the Labour Group (1)

Mr I T N Jones - serves until 31 August 2009

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

Appendix 4

Sent out to schools on Curriculum Adviser's e-mail contact list in Term 6 – July 2007. Around 200 on the primary, special and secondary lists – 23 (11% response rate). Thanks to those who responded – findings will be presented to SACRE in November meeting, used as evidence for the SACRE annual report and also to inform future planning.

| Implementing the Kent Agreed Syllabus for RE Summary – 23 schools responded – 2 special, 3 secondary and rest primary 5 primary Church of England schools | |
|--|---|
| 1. As a school we have made outstanding/good/satisfactory/inadequate progress in implementing the requirements of the KAS? | <p>Comment: <i>Most schools said satisfactory – 9 said good. One school said satisfactory but then went on to talk about not changing anything and not implementing the KAS. Another said satisfactory but was not sure whether or not they were implementing the KAS. Some non-diocesan schools made reference to using and adapting the Canterbury schemes of work which they have found useful.</i></p> |
| 2. We have made no/hardly any/ a significant number of changes to our scheme of work in the light of the new KAS? | <p>Comment: <i>12 schools have made quite a lot of change, 4 schools a significant number of changes - balance between Hinduism and Judaism in KS1 for example and of course implementing the Sikhism Transition unit. Of these 3 schools said they had changed their scheme completely (1 because they didn't have a scheme previously). 2 schools had changed nothing and 5 schools hardly any changes. Some have moved around some of the topics they were doing previously to fit the new syllabus.</i></p> |
| 3. Members of staff at school have been on some ASK CPD for RE over the past year. | <p>Comment: <i>12 had (either subject leader and/or teachers). Some commented that the training on Hinduism and Sikhism had been particularly useful – others that the subject leader course was. Some valued the assessment courses. Reference was regularly made to the usefulness of the visit to the Margate and Tunbridge Wells mosques.</i></p> |
| 4. The Curriculum Adviser or an AST have been into school to support us over the past year. Yes/No | <p>Comment: <i>Most said no. 2 made reference to AST going into school. 6 to RE Adviser. 3 made comment which said 'no' but felt supported through the regular e-mail contact with the Adviser.</i></p> |
| 5. A significant development/improvement that we have made this year is... some examples of responses: | <p><i>The adoption of child friendly success criteria/assessment statements in planning.</i> <i>Purchase of new resources adopting and using the Diocesan units for our scheme of work.</i> <i>The SOW is now interesting and teachers have enjoyed teaching the subject. They have, in turn, passed on their enthusiasm to the children, who have enjoyed the topics. Several outings to religious buildings have been planned across both KS which brings RE to life. Nearly all year groups now have RE once a week! KS1 have been particularly enthusiastic.</i> <i>Teaching a more creative RE curriculum, it's not all writing in books!</i></p> |
| 6. One thing we still need to do next year is to... | <p><i>Over half mentioned assessment and differentiation in one form or another.</i> <i>4 mentioned need for more resources.</i> <i>6 mentioned needing to encourage staff to be more creative in teaching RE and about engaging and involving pupils/students more.</i></p> |

Kent SACRE Annual Report to QCA and other stakeholders

| |
|---|
| <p>Sikhism Transition Unit Delete and comment as appropriate</p> |
| <p>7. One good thing about the transition unit has been... <i>Overwhelming positive responses to transition unit. One negative comment from a secondary school – resented change and time spent on it – expressing the feeling that Sikhism was irrelevant to the students as there are no Sikhs in that region of Kent and that they would not be covering it at GCSE or A level either. Suggested a more sensible decision would have been to choose Christianity as the transition unit as that has to be taught by all schools in all areas.</i> <i>4 primary schools made a comment about the summer term being a very busy term and so not easy to cover all the content although they seem to be managing it.</i> <i>The support booklet is easy to use and very helpful – makes it easy to implement the KAS requirements.</i></p> |
| <p>8. One thing we still need to work on with the transition unit is... a selection of comments... <i>The achievement of an appropriate level and balance between AT1 & AT2.</i> <i>Creating time within the term to cover all aspects of the topic.</i> <i>Making the activities more stimulating for pupils buying more resources for this topic.</i></p> |
| <p>9. The guidance and activities in the Learning about... and Learning from... Sikhism transition booklet are extremely useful/useful/not useful.</p> |
| <p>Comment: <i>Only one comment about the guidance and activities being not useful – from a secondary school – specialist teacher with 30 years teaching experience.</i> <i>Rest of comments said useful with 16 saying extremely useful.</i> <i>Most comments focused around it being a mixture of background information and practical ideas – a good starting point. Some also commented on how helpful it was for non-specialists with lots of ideas that allowed children to explore and become independent thinkers and learners.</i></p> |
| <p>Suggestions for CPD and other support</p> |
| <p>10. Areas it would be good to get some support on are... <i>Overwhelmingly assessment, monitoring and evaluation.</i> <i>Resources.</i> <i>More visits to places of worship.</i> <i>Planning and scheme of work.</i> <i>Once comment about a more social event to allow sharing of ideas and experiences.</i></p> |
| <p>Secondary schools only:</p> |
| <p>11 Implementing Sikhism Transition unit: <i>3 all in Year 7 and 1 – 1 term in Year 7 and rest in year 8</i></p> |
| <p>12. We meet the RE entitlement for sixth form students by... <i>conference programme – one joint with another school..</i></p> |

Kent SACRE Development Plan

Year: 2008-9

Version: 5.1

Last update: October 2008



Kent SACRE Development Plan 2007-8

| 1. Standards and Quality of Provision of R.E. | Objective | Success Criteria | Action | Responsibility | Timeframe | Status |
|--|--|--|---|--|-----------|---|
| 1. Compliance | To provide effective guidance to ensure that all Kent schools meet statutory requirements for RE. ECM3, 4 | <ul style="list-style-type: none"> • 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 | RE Adviser Chairman | Ongoing | Developing Adviser has produced questions for SIPs to ask. To be on Summer agenda |
| 2. Standards and achievement | To ensure that all Kent pupils are achieving appropriately in line with standards laid out 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 | Developing LAS cycle – introduction (now); implementation (2 years); embedding (2 years); sustaining (1 year linked to review of LAS) |
| 3. Quality of teaching / leadership & management | 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 | Developing Much RE training has taken place including Headteachers, Governors and Coordinators. |

Kent SACRE Annual Report to QCA and other stakeholders

| 1. Standards and Quality of Provision of R.E. | Objective | Success Criteria | Action | Responsibility | Timeframe | Status |
|---|--|---|---|------------------------|-----------|--|
| 4. Recruitment & retention of teachers | 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 |

Kent SACRE Annual Report to QCA and other stakeholders

| 1. Standards and Quality of Provision of R.E. | Objective | Success Criteria | Action | Responsibility | Timeframe | Status |
|---|--|--|---|--|--|---|
| 5. Resources | .1 Provide effective advice for schools to resource the new LAS ECM3,4 | Schools have received appropriate advice and the LAS | RE Adviser and ASK work in partnership with the other providers. | RE Adviser | Ongoing | Established |
| | .2 To publish, as appropriate, resource material to enable effective implementation of LAS and spiritual development ECM 1,3, 4 | Publication of additional resources. | Revision of "Shaping the Spirit" | RE Adviser and SACRE Working Group | 2008-2009 | Developing SACRE working group about spirituality across the curriculum. Teaching Hinduism @ KS1 in preparation |
| | .3 The Kent SACRE Biennial Awards 2007-8 – Creative Ways of implementing the KAS ECM 1, 3, 4 to alternate with... | The quality and quantity of nominations are high. Awards made. | Award Brief prepared; Working Group to finalise arrangements. Schools have received information Link with NATRE competition | Chairman RE Adviser SACRE Working Group SACRE Working Group | Planning Grp meet T 1; Invitation T 2; Deadline T4; Judging T5; <i>Best to NATRE T6?</i> | Developing Funding of £1000 is secured from St Gabriels's Trust Future plans to link the Awards with national / local initiatives, consistent with SACRE Development Plan |
| | .4 Young Inter-faith projects – the NASACRE/Westhill Awards | SACRE is able to present appropriate project for award | Working Group to identify project. Need to identify membership of Working Group | | 2008-2009 | Emerging Steering Group have agreed to alternate with Award |

Kent SACRE Annual Report to QCA and other stakeholders

| 2. Management of SACRE & partnership with L.A. & other key stakeholders | Objective | Success Criteria | Action | Responsibility | Timeframe | Status |
|---|--|--|---|---|---|---|
| 1. SACRE Meetings | To move beyond routine matters, to consider wider issues about the quality of RE and collective worship ECM 1, 4 | Wide ranging discussions are a feature of regular SACRE meetings, being led by group members | Meetings held in variety of venues including faith centres; Effective pre-meetings, Coordinated group actions | Conveners; Development Steering Group; Officers | Embedded good practice by end 2007-8 | Established Model developed 2006-7, now being embedded |
| 2. Membership & training | .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. Review Constitution to enable necessary changes | Development Plan Steering Group | Will take three years to become embedded as good practice | Developing Expanding membership and raised interest of faith groups becoming evident. |
| | .2 Training for Group Conveners ECM 4 | Group Conveners are more effective | Training programme to be devised and delivered | RE Adviser Chairman | By end AY 2008-9 | Emerging |
| | .3 Training Opportunities for all SACRE members ECM 4 | Training opportunities are available for SACRE members | Training needs identified and ways to met the needs are provided | Steering Group RE Adviser | During AY2008-9 | Emerging Plans to give all members annual voucher for ASK training |

Kent SACRE Annual Report to QCA and other stakeholders

| | | | | | | |
|--|---|--|---|--|--------------------------------|---|
| 3. Improvement / development plan | To showcase Kent SACRE good practice in wider contexts ECM3, 4 | Kent SACRE is recognised nationally | Opportunities taken to promote and share Kent good practice | SACRE members RE Adviser | Ongoing as opportunities arise | Emerging This is a new priority |
| 4. Professional & financial support | Sustainability of SACRE | SACRE is active and effective. | Ongoing training; Involvement of SACRE members in working parties; | Clerk; RE Adviser CFE support officers | Ongoing | Advanced Kent fully and strongly supports SACRE and its work in line with its statutory responsibilities. |
| 5. Information & Advice (See also Resources above) | Advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 1, 4 | Clear advice is available to schools as revised "Shaping the Spirit" | Shaping the advice | RE Adviser SACRE Working Party | Before the end of AY 2007-8 | Developing New CW guidance will be expanded in StS re-write |
| 6. Partnership with other key stakeholders | 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 | Developing Currently effective partnerships with CCCU, Anglican Dioceses, some faith groups |

Kent SACRE Annual Report to QCA and other stakeholders

| 3. Effectiveness of Locally Agreed Syllabus | Objective | Success Criteria | Action | Responsibility | Timeframe | Status |
|---|--|--|---|--|--|---|
| 1. Construction of Agreed Syllabus | 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. | Steering Group to plan the process | LAS Working Group RE Advisor | Review April 2010 Publication September 2012 | Emerging |
| 2. Using National Guidance | 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 SACRE Response to review of Circular 10/94 | LAS working party RE Adviser Steering Group | Ongoing June 2009 | Developing See above Emerging |
| 3. Consultation / Launch/ Implementation of Agreed Syllabus | .1 Established cycle for the sustained implementation and review of the KAS ECM3 | Review cycle established | Cycle is: ➤ Introducing ➤ Implementing ➤ Embedding ➤ Sustaining ➤ Review | LAS Working Party SACRE RE Adviser | Implement 9/2007 Develop 2007-9 Sustain 09-11 Review 2012 | Advanced 2006 KAS is complete. Link to review cycle of new LAS |

Kent SACRE Annual Report to QCA and other stakeholders

| | | | | | | |
|---|---|--|---|--|---|--|
| | .2 Ensure that review of the LAS implementation is up to date with current initiatives ECM3 | Publication of guidance and review notes | Using QCA framework, begin to review the effectiveness of the LAS | Initially Steering Group then appoint WG | From mid 2008 | Developing CCCU ITT and all ASK training is aligned to new LAS |
| 4. Additional Guidance / monitoring / evaluation of Agreed Syllabus | .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 | Established ASK has issued guidance for the Transition Unit and plans are in place for KS1 Hinduism guidance |
| | .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 | RE Adviser e-Government team | Autumn 2009 | Developing E-Government actively pursuing the initiative. |

Kent SACRE Annual Report to QCA and other stakeholders

| 4. Collective Worship | Objective | Success Criteria | Action | Responsibility | Timeframe | Status |
|---|--|--|--|---|---|---|
| 1. Practice & provision of Collective Worship | 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; Identify a monitoring mechanism | RE Adviser, working with ASK consultants and ASTs for RE. | ongoing | Emerging |
| 2. Monitoring provision and addressing non-compliance | 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 identify levels of compliance | RE Adviser Chair SACRE members | System established during academic year 2006-7 And developed 2007-10 | Emerging QCA review likely to begin term 4 2009 |

Kent SACRE Annual Report to QCA and other stakeholders

| 5. Contribution of SACRE to social and racial harmony agenda (including Community Cohesion) | Objective | Success Criteria | Action | Responsibility | Timeframe | Status |
|---|---|---|--|--|--|--|
| 1. Representative nature of SACRE | 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 20/4/09 | Emerging |
| 2. Knowledge and understanding of local communities | 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 | Developing SACRE meeting in local places of worship and having input from faith members on aspects of their faith. |
| 3. Contribution RE can make to Social Harmony agenda | 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 | Before the end of AY 2008-9 | Developing Identified need in response to the Race Relations Amendment Act and OFSTED's focus on Community Cohesion |

Kent SACRE Annual Report to QCA and other stakeholders

| | | | | | | |
|--|---|---|---|---|---------|---|
| 4. Links to LA initiatives to promote community cohesion | .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 EMAS 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 | Ongoing | Established As a statutory body SACRE implements all general and statutory duties placed upon it. |
| | 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 EMAS project, Chair with Thanet Diversity Forum) | Some Members to carry out this work | Faith community representatives RE Adviser also working with QCA | Ongoing | Developing |
| | .2 SACRE to be pro-active in advising LCPBs | Advice from SACRE given to LCPBs | Working Group to be set up? | Steering Group | Ongoing | Emerging |

Completed Actions – the successes of the Kent SACRE Development Plan

| Area of Focus | Target | What was achieved | When? |
|---------------|---|--|----------------------------------|
| Resources | To publish, as appropriate, resource material to enable effective implementation of LAS and spiritual development ECM 1,3, 4 | Sikhism KS2-3 Transition Unit has been published and is used across the county. It has been well-received by Year 6 teachers | Fully in place by September 2007 |

Kent SACRE Annual Report to QCA and other stakeholders

| | | | |
|---------------------|---|---|--------------------------------|
| | Promote the development of “mobile places of worship” for Judaism, Hinduism, Sikhism and Islam ECM 2, 3, 4, 5 | 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 |
| Management of SACRE | Maintain an effective development plan to address issues raised through SACRE self-evaluation process. ECM 4 | SACRE Development Plan is now in use as a strategic and operational planning tool | Developed over 2005-2008 |
| LAS | Governor training to be provided ECM 4 | RE Adviser has delivered training to Governors | During 2007-8 |
| | Schemes of Work available to support LAS ECM 3 | Resource is published and available | During 2007-8 |
| Collective Worship | To provide guidance for headteachers and governors on developing effective CAW ECM 1,2,3,4 | 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 |
| Community Cohesion | To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education ECM 4 | SACRE is now more completely constituted than at any previous time | By 2008 but the work continues |
| | Establish and further develop links with local community groups ECM 4 | Well-attended twilight sessions for teachers at the Margate and T Wells Mosques have established good relationships with Imams | During 2007-8 |

Glossary

| | | | |
|---------|---|--------|---|
| AA | Above average (student) | NASUWT | National Assoc of Schoolmasters, Union of Women Teachers |
| AREIAC | Association of RE Inspectors & Consultants | NATRE | National Association of Teachers of Religious Education |
| ASCL | Association of School and College Leaders | NUT | National Association of Teachers |
| ASK | Advisory Service Kent | PAT | Professional Association of Teachers |
| AST | Advanced Skills Teacher | QCA | Qualification and Curriculum Authority |
| ATL | Association of Teachers & Lecturers | RC | Roman Catholic |
| AY | Academic Year | RE | Religious Education |
| BME | Black minority ethnic | REF | (KCC) Race Equality Forum |
| CAW | Collective Act of Worship | SACRE | Standing Advisory Council for Religious Education |
| CCCU | Canterbury Christ Church University | SIP | School Improvement Partner |
| CE | Church of England | SoW | Scheme of Work |
| CFE | Children Families and Education (Directorate) | T | Term (number...) |
| CPD | Continuing Professional Development | WG | Working Group |
| DCSF | Department for Children, Schools and Families | | |
| ECM | Every Child Matters | | |
| ECM2 | Staying Safe | | |
| ECM3 | Enjoying and achieving | | |
| ECM4 | Making a positive contribution to society | | |
| ECM5 | Developing economic wellbeing | | |
| EMAS | Ethnic Minorities Achievement Service | | |
| KAS | Kent Agreed Syllabus | | |
| KCC | Kent County Council | | |
| LA | Local Authority | | |
| LAS | Locally Agreed Syllabus | | |
| LCPB | Local Children in Partnership Board | | |
| NAHT | National Association of Headteachers | | |
| NASACRE | National Association of SACREs | | |