

Swindon Borough Council

Standing Advisory Council on Religious Education

Tuesday, 1 October 2013

Committee Room 6, Civic Offices
(Anticipated meeting room)

At 6.00 p.m.

**Group A:
Christian Denominations
and Other Religions or
Religious Denominations**

Mr Gurchoran Singh Lyal, Sikh Community
Mr David Burbidge, Baptist Church
Mr Mark Cawte, Methodist
Mrs Sarah Lane Cawte, United Reformed Church
Reverend David Howell, Swindon Evangelical Alliance
Mr M S Khan, Muslim Community
Mr Tony McAteer, Catholic Community
Mr Dinesh Patel, Hindu Community

**Group B:
The Church of England**

Miss Janet French
Reverend Norma McKemey
Ms Steph Mundin
Mrs Penny Summers
Reverend Beth Brown

**Group C:
Teacher Associations**

Mrs Tracy Mason, NUT
Miss Lottie Rowe, NASUWT
Mrs Mandy Sandleton, NASUWT
Ms Mel Shepherd, NASUWT
Ms Catherine Lomax, NASUWT - Deputy
Mr Paul Sunners, NAHT

**Group D:
The Local Authority**

Councillor Fay Howard
Councillor James Robbins
Councillor Alan Bishop
Councillor Fionuala Foley
Councillor John Haines

Support Officers:

Katy Staples, SACRE Advisor
Sarah Foulkes, School Improvement Adviser

Committee Officer: Stuart Figini (Telephone 01793 463612)

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Swindon, SN1 2JH (Telephone 01793 445500)

AGENDA

1. Apologies for Absence

2. Declarations of Interest

Members are reminded that at the start of the meeting they should declare any known interests in any matter to be considered, and also during the meeting if it becomes apparent that they have an interest in the matters being discussed.

3. Public Question Time

See explanatory note below. Please phone the Committee Officer whose name and number appears at the top of this agenda if you need further guidance.

4. Chair's Announcements (Pages 1 - 2)

- Response sent to RE Review (a copy is set out on page 1 of the agenda papers).
- Update on new NASACRE website and log-on details.
- Electronic version of the Agreed Syllabus and an update on the availability of electronic copies following the end of the Merlin system.

5. Minutes (Pages 3 - 6)

To receive the minutes of the meeting held on 25th June 2013.

6. Membership Update (DLDS) (Pages 7 - 20)

7. Debate on the Future of SACREs (SACRE Advisor) (Pages 21 - 32)

8. Examples of Work at network Meetings (SACRE Advisor) (Pages 33 - 34)

9. Development Plan (SACRE Advisor) (Pages 35 - 44)

10. National Developments (SACRE Advisor) (For Information) (Pages 45 - 48)

11. Date and Time of the Next Meeting

The next meeting of the SACRE is on 3rd December 2013. Members of the SACRE are asked to suggest venues or indicate where this and future meetings of the Panel should be held.

Date of Despatch: 25 September 2013

Key: Officers:

GDC – Group Director: Children

DLDS - Director of Law and Democratic Services

Public Question Time - Swindon Borough Council is committed to increasing its accountability to the public and to promoting active citizenship. Up to 15 minutes will be allowed at the start of all Council meetings for questions to the Chair from members of the public about the work of the Committee (except for confidential matters and specific planning applications). Questions must be relevant, clear and concise. Because of time constraints Public Question Time is not an opportunity to make speeches or statements. Prior notice of a question to the Director of Law and

Democratic Services is desirable - particularly if detailed background information is needed.

Access Arrangements – *The Venue is wheelchair accessible and an infrared receiver hearing system is provided. If you would wish to attend the meeting but have any special requirement to enable you to do so please contact the Committee Clerk above, as soon as possible prior to the date of the meeting.*

If you would like to receive any of the pages contained in this agenda in a larger print size please contact the Committee Officer whose name appears on the first page of this agenda.

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Swindon SACRE's Response

to the REC Draft Programmes of Study for Key Stage 1-3

Swindon SACRE met on Tuesday 25th June 2013

Purposes and Aims

- a) Everything we expected to see was there – it provides a good framework – Happy with the purposes and aims
- b) Welcome the inclusion of non-religious world views
- c) Some felt it was over-weighted towards non-religious world views over other faiths than Christianity and could provide a basis for a skewed curriculum
- d) The purposes and aims have high levels attached – they are sophisticated and ask a lot of the teachers.

EYFS Key Stage 1

- a) Members were worried about the omission of the word buildings
- b) In bullet point 5 in the EY section it was questioned as to whether the phrase “non-religious” pattern would be helpful or not to non RE specialist EY practitioners.

KS2

- a) All that is needed is more exemplars (the role of Locally agreed syllabuses)
- b) Helpful and clear

KS3

- a) Worried about the choice of including 2 other faith/ world views this could mean that people could choose humanist and atheist or Marxist and not study any other world faith.
- b) The important issue of commonality or common message between faiths and not just the differences is missing – does it focus on differences?

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

TUESDAY, 25 JUNE 2013

PRESENT:-

Group A: Christian Denominations and Other Religions or Religious Denominations	Mr Arun Bedi (Sikh Community), Mr David Burbidge (Baptist Church), Mr Mark Cawte (Methodist), Mrs Sarah Lane Cawte (United Reformed Church), Reverend David Howell (Swindon Evangelical Alliance) and Mr M S Khan (Muslim Community)
Group B: Church of England	Ms Steph Mundin
Group C: Teacher Organisations	Mrs Tracy Mason, Miss Lottie Rowe, Mrs Mandy Sandleton, Ms Mel Shepherd, Ms Catherine Lomax and Mr Paul Sunners
Group D: Councillors	Councillors Fay Howard, James Robbins, Alan Bishop and Fionuala Foley

Apologies for absence were received from Miss Janet French, Reverend Norma McKemey, Mrs Penny Summers, Reverend Beth Brown, Mr Tony McAteer, Mr Dinesh Patel and Councillor John Haines.

1. Appointment of Chair and Vice-Chair for Municipal Year 2013-2014

Resolved – (1) That Mr Mark Cawte be Chair of the SACRE for the Municipal Year 2013/14.

(Mark Cawte took the Chair.)

(2) That Lottie Rowe be Vice-Chair of the SACRE for the Municipal Year 2013/14.

2. Declarations of Interest

The Chair reminded Members of the need to declare any known interests in any matters to be considered at the meeting. No declarations were made.

3. Public Question Time

No public questions were received during the meeting.

4. Chair's Announcements

David Howells advised the SACRE that after sixteen years of visits to secondary schools he was piloting a QCF in Luton for Voluntary work in Education, the first of its kind. This included some units for Learning and Support Level 3. The Diploma followed three pathways, Education of Teachers youth and children work and pastoral/chaplaincy/therapeutic work. A similar course might also be run in

Swindon in the future.

The SCARE wished David Howells every success with his project.

Mark Cawte reported that at the meeting held on 19th June the Children and Young People's Overview and Scrutiny Committee ask that SACRE be consulted on whether it wished to be part of a Review of Sex Education in Swindon, and if so, to submit its comments back to the Committee. This was supported by Mr Sunners, the SACRE representative on the Committee.

The Chair advised the SACRE that the Clerk has checked the legal powers of the SACRE which are very specifically limited to supporting Religious Education and Collective Worship, and that it is not allowed to step outside of this scope. He requested that if any faith representatives on SACRE feel that they or their communities would like to be consulted on any recommendations arising from such a review by the Children Young People or the Safer and Stronger Overview Committees the clerk will forward the appropriate details to the Scrutiny Officers.

The SACRE discussed the review and SACRE's involvement in it, the moral and educational involvement within SACRE's work and noting the advice of the Chair and Clerk determined that any involvement should be on a personal level.

5. Minutes

Resolved – That, subject to the last sentence of Minute34 being amended to read “The SACRE were concerned that at least one school had not entered any pupils for RE examinations for a four year period and what this meant in terms of access to RE for pupils in the school” the minutes of the meeting held on 19th March 2013, be confirmed and signed as a correct record.

6. Membership Update

The SACRE Advisor submitted a report seeking the views of SACRE as to whether it considered it was appropriate to make changes to its membership following the Census 2011 returns. It was noted that there could not be changes to Groups B or D and so any changes would be to Groups A or C. Any proposed changes would need to be confirmed by Swindon Borough Council.

Group A – This group differed across SACRE's and tended to reflect local identity. It was noted that the Buddhist and Jewish faiths were not represented on Swindon's SACRE. It was noted that Mr Gurchoran Singh Lyal had been nominated to replace Mr Arun Bedi as a Sikh community representative. There had been no request for representation received from the Buddhist faith group in Swindon.

The SACRE discussed the educational advantages of having representation from all the major faith groups on the SCARE. The SACRE Advisor also drew Members' attention to paragraph 3.6 of her report and the request from Humanists both locally and nationally for representation on this group. The SACRE debated the merit and potential issues of Humanist representation on the Swindon SACRE, which if agreed, would need to be a co-opted member.

Group C – The three teacher representative vacancies was noted.

Resolved - (1) That Mr Arun Bedi be thanked for his service and a representative of the Sikh community on this SACRE and the nomination of . Mr Gurchoran Singh Lyal as a Sikh representative on SCARE be noted.

(2) That officers approach the local Buddhist and Jewish faith communities to ascertain if they wish to be represented on the Swindon SACRE and if positive responses are received a nominee to serve on SACRE.

(3) That the British Humanist Association be approached to nominate a representative to serve on SACRE, pending confirmation of the appointment and term of office at the next meeting of SACRE.

(4) That nominations for vacancies in teacher representation be sought, if possible encompassing all the relevant bodies representing teachers and headteachers in Swindon.

(5) That further to (1) to (5) above, the nominations of representative be considered at the next meeting for confirmation by Swindon Borough Council at its meeting in November 2013.

7. Examples of Work at Network Meetings

The SACRE Advisor and Head of Commissioning – Economy/Attainment submitted a report provided examples of activities carried out at RE Network meetings and updated Members on the Network meetings for RE Teachers and Co-ordinators in Swindon.

The SACRE split into groups to undertake examples of the activities and following their conclusion discussed the responses made by groups and lessons that could be drawn from them.

Resolved - (1) That the report be noted.

(2) That the SACRE Advisor be thanked for organising the activities undertaken at the meeting and commended them to the Secondary Teaching and Learning Group for RE.

8. National Developments in RE

The SACRE Advisor and Head of Commissioning – Economy/Attainment submitted a report (a) updating Members on national developments in relation to religious Education, (b) attaching a letter dated 7th June 2013, received from the Religious Education Council of England and Wales concerning the Phase 3 Draft Programme of Study for Review, and (c) a copy of Religious Education Draft Programme of Study for Key Stages 1-3.

SACRE noted that the response deadline was 5th July 2013 and undertook a brief discussion of each key stage as set out in the supporting documentation.

SACRE also discussed the next part of the national debate on the function of SACRE and the role of Religious Education in OFSTED inspections. It was noted that an Early Day Motion on religious tolerance was expected.

Resolved – (1) That the report and its contents be noted.

(2) That the Groups represented on this SACRE be requested to forward any feedback on the Religious Education Draft Programme of Study for Key Stages 1-3 to the SACRE Advisor for inclusion in a combined response from this SACRE.

(3) That it be noted that SACRE Members can submit individual responses to the consultation.

(4) That a report on the national debate on the role of SACREs be submitted to the next meeting.

(5) That officers write to Swindon's two Members of Parliament seeking their support in the forthcoming Early Day Motion on religious tolerance.

9. SACRE Development Plan 2012-14

THE SCARE considered a joint report of the SACRE Advisor and Head of Commissioning – Economy/Attainment updating Members on SCARE's development plan, work undertaken and expenditure allocated.

Further work by the Sub-Group was necessary to progress 3(b) (To develop and strengthen the local element of the locally agreed syllabus and it was hoped that a date could be arranged to undertake this work. It was anticipated that this would go to teachers groups in October 2013 and be reported back to SACRE in December 2013. There was discussion regarding the amalgamation of 3b and 4b on the work plan.

It was reported that the walk would need to be postponed unless volunteers were willing to take it forward.

Resolved – That the report and Development Plan for 2012-2014 be noted.

10. Dates and Times of Meetings

It was noted that meetings of the SCARE would be held on:

Tuesday 1st October 2013 commencing at 6:00pm

Tuesday 3rd December 2013 commencing at 6:00pm; and

Tuesday 18th March 2014 commencing at 6:00pm

Meetings would be held in the Civic Offices, Euclid Street unless an alternative venue was volunteered.

11. Ms Sarah Lawrence

The Chair reported that after ten years' service as Clerk to Swindon SACRE Sarah Lawrence was leaving Swindon Borough Council in July 2013.

Resolved – That SACRE's appreciation for the work undertaken by Sarah Lawrence on behalf of this SACRE be recorded. SACRE also recorded its best wishes to Sarah in her new job.

Membership Update

Standing Advisory Council on Religious Education

1 October 2013

Author: SACRE Advisor /
Head of Commissioning - Economy /Attainment

Wards: All

Locality Affected: All

Parishes Affected: All

1. Purpose and Reasons

- 1.1 To ask the SACRE to note the update from the Census 2011 on Religious Belief in Swindon and consider if any amendments are required to the membership of the SACRE as a result.

2. Recommendations

The SACRE is recommended to:

- 2.1 Consider if it wishes to appoint a Co-opted representative to the SACRE or to confirm and make recommend to the Council on future representation to SACRE.

3. Detail

- 3.1 Attached at Appendix 1 is the SACRE Constitution which sets out the composition of the SACRE and its constituent groups and at Appendix 2 is a summary of the legal position in relation to who can be included in the SACRE, taken from the NASACRE 'Handbook for SACRE Members'.
- 3.2 The results of the religious belief questions in the Census 2011 have been published for Swindon and a summary is set out at Appendix 3.
- 3.3 Members, at their meeting on 25 June 2013, asked officers to approach the British Humanist Association for a representative to serve on SACRE. A number of applications have been received and the SACRE agreed to consider further the appointment of a humanist at this meeting including the term of office.
- 3.4 The SACRE will be updated on the outcome of officers approaching (i) the two main faiths which are not currently represented in Group A of the SACRE (Other Faith and other Christian Denominations), namely Buddhist and Jewish representatives. If changes are made to the membership of Group A, then a recommendation to Council would be required as set out in the SACRE Constitution and (ii) teacher representation, where there are currently three vacancies on Group C (Teacher Associations).

4. Alternative Options

- 4.1 The alternative options for the SACRE are set out in the report above.
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Further information on the subject of this report can be obtained from Katy Staples, SACRE Advisor, katy.staples@bristoldiocese.org, 0117 906 0100

Membership Update

Standing Advisory Council on Religious Education 1 October 2013

5. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 5.1 There are no specific financial implications relating to this report.

Legal and Human Rights Implications

- 5.2 There are no specific legal or human rights implications relating to this report.

All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 5.3 No other implications have been identified.

Links to One Swindon, Strategic Objectives, Plans and Policies

- 5.4 The work of the SACRE seeks to support the Theme 5 of the Community Strategy, for Swindon to be a place where high aspirations are supported by superb education provision for all ages.

Diversity Impact Assessment

- 5.5 A Diversity Impact Assessment has not been completed for this report, as it does not relate to a specific policy or strategy change.

Risk Management

- 5.6 There are no risk management factors which have been identified in relation to this report.

6. Consultees

- 6.1 The Board Director Resources (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

7. Background Papers

- 7.1 None

8. Appendices

- 8.1 Appendix 1 – SACRE Constitution.
- 8.2 Appendix 2 –NASACRE Membership of SACRE as set out in the NASACRE Handbook.
- 8.3 Appendix 3 – Census 2011 – Religious Belief Results.

Swindon Borough Council

Standing Advisory Council On Religious Education

CONSTITUTION

Last Reviewed: March 2004
Updated: June 2010

1. Introduction

- 1.1 A Local Education Authority is required by Section 390 of the Education Act 1996 to constitute a Standing Advisory Council on Religious Education (SACRE). The SACRE shall operate in line with legislation and guidance. This Constitution sets out the framework within which the SACRE should operate, in accordance with the Education Act 1996, the School Standards Framework Act 1998 and RE Guidance in English Schools 2010 – Non Statutory Guidance, including the requirement for the SACRE to broadly represent the proportionate strength of local religious groups.

2. Functions of the SACRE

- 2.1 The broad role of a SACRE is to support the effective provision of RE in schools in order to enrich the experience of RE for all pupils, and to support the provision of Collective Worship. SACREs have a range of functions, some of them advisory, and some of them executive.

Advisory Functions:

- a) To advise the Local Authority upon such matters connected with:
 - i) Religious worship in community schools or in foundation schools which are not defined as having religious character.
 - ii) The religious education to be given in accordance with an Agreed Syllabus.
 - iii) Matters the Council may refer to the SACRE or the SACRE itself may think fit, including methods of teaching, the choice of materials and the provision of training for teachers.
- b) To provide advice and support to schools on the effective teaching of the agreed syllabus, and how RE can contribute to the duty to promote community cohesion.
- c) To monitor the provision and quality of the RE taught, and the overall effectiveness of the syllabus and to consider with the Local Authority any changes required to the syllabus or support on the effective teaching of RE.

Executive Functions:

- a) To consider and determine in accordance with Section 394 of the Education Act 1996 applications from the Head Teachers of community schools or foundation schools which are not defined as having religious character in relation to the requirement of Christian collective worship to apply at their school.
- b) To consider whether or not to require a review of the Agreed Syllabus as adopted by the local authority.
- c) To publish an annual report on its actions and on actions taken by its representative groups.

3. Membership of the SACRE

3.1 The SACRE shall include representative members as detailed in 3.2 below and may include co-opted members as set out in 3.3 below. Substitute members can attend in accordance with 3.4 below. The total membership of the SACRE shall not at any time exceed 30, excluding the number of co-opted members.

3.2 Representative Members:

3.2.1 The Council shall determine from time to time the number of representative members of the SACRE and the individual appointments shall be made by the Council after taking all reasonable steps to assure itself that the individual is representative of the denomination or association concerned.

3.2.2 It is suggested that there be four groups of representative members appointed by the Authority and these be constituted as follows:

- i) GROUP A - Eight representatives of such Christian Denomination (other than the Church of England) and other religions and religious denominations faiths as will appropriately reflect the principal religious traditions in Swindon and the number of representative members reflects broadly the proportionate strength of that denomination or religion in the area. These are determined as a result of consultation.
- ii) GROUP B – Five representatives of the Church of England.
- iii) GROUP C - Eight representatives of those associations of teachers as, in the opinion of Council, ought, having regard to the circumstances of Swindon, to be represented; to include at least 3 teachers of religious education of whom at least one must be a primary school teacher.
- iv) GROUP D - Five representatives of the Local Authority

3.2.3 The representative members, except the five Council representatives, shall hold office for a period of 4 years expiring in the first instance 4 years from the date of the establishment of the SACRE and every 4 years thereafter. The five Council representatives shall be appointed on an annual basis.

3.2.4 Any representative member appointed to fill a casual vacancy shall hold office only for the unexpired period of office of the member in whose place she/he was appointed.

3.2.5 An individual representative member may be removed from membership by the Council if in the opinion of the Council she/he ceases to be representative, as the case may be, of the denomination or associations which she/he was appointed to represent on the SACRE.

3.2.6 Any individual representative member shall cease to hold membership if failing to attend 3 consecutive meetings of the SACRE or representative group, but may be reappointed.

3.3 Co-opted Members

- 3.3.1 There shall be no more than 4 co-opted members of the SACRE.
- 3.3.2 The co-opted members shall be appointed only by those members of the SACRE who have not themselves been co-opted ('the representative members').
- 3.3.3 Co-opted members shall hold office for a specific purpose, on such terms, and for a period of time as may be determined at the time of co-option by the representative members and shall hold office at the pleasure of, and may be removed at any time by, the representative members.
- 3.3.4 Co-opted members shall not be entitled to vote.
- 3.3.5 No representative group shall be entitled to co-opt additional members.

3.4 Substitute Members

- 3.4.1 A named substitute may attend a meeting in place of a representative member of the SACRE in accordance with the following provisions, but Members of the SACRE are encouraged to use this facility infrequently in view of the need to maintain continuity.
- 3.4.2 The substitute member must have been appointed by Council for a particular body, denomination or association or for a particular representative Group, and can only attend in place of the appropriate representative member. The Secretary to the SACRE shall maintain a list of those named substitutes appointed by the Council. A substitute member shall hold office and may be removed from office in the same way as if she/he was a representative member.
- 3.4.3 The substitute member shall have the same voting rights at a meeting as the representative member in whose place she/he is attending.
- 3.4.4 It shall be the responsibility of the relevant representative member to a) determine whether or not it is necessary for the relevant named substitute to attend a meeting in their place, b) notify the named substitute of the time and place of the proposed meeting, c) brief the named substitute on the proposed meeting and d) notify the Secretary in advance of the meeting that the named substitute will attend the meeting in his/her place.

3.5 Resignation

- 3.5.1 Any member of the SACRE may at any time resign his/her office.

3.6 Persons Ineligible to be Members of the SACRE

- 3.6.1 No person who has not attained the age of 18 years shall be eligible for appointment as a member of the SACRE.
- 3.6.2 A person shall be disqualified for holding, or for continuing to hold, office as a member if, within 5 years before his or her appointment would otherwise have taken

effect, or since his or her appointment, he or she has been convicted in the United Kingdom, the Channel Islands or the Isle of Man of any offence and has had passed on him or her a sentence of imprisonment (whether suspended or not) for a period of not less than three months without the option of a fine. Where, by virtue of this paragraph, a person becomes disqualified for holding office as a member that person shall give notice of that fact to the Clerk to the SACRE.

4. Chair and Vice-Chair of the SACRE

- 4.1 The Chair and Vice-Chair of the SACRE shall be appointed annually by the SACRE from among the representative members. The Vice-Chair should not be appointed from the same representative group as the Chair.
- 4.2 The Chair shall preside at meetings of the SACRE. The Vice-Chair of the SACRE shall preside at meetings of the SACRE during the absence of the Chair. In the absence of both the Chair and the Vice-Chair at a meeting of the SACRE, the members of the SACRE shall elect one of their number who is a member of a representative group to preside at the meeting during such absence.
- 4.3 The person presiding at a meeting of the SACRE shall have a second or casting vote only in relation to questions concerning co-opted members in accordance with paragraph 5.4 below.

5. Voting at Meetings of the SACRE

- 5.1 Any question to be decided by the SACRE shall require a majority of the votes cast by those present and entitled to vote.
- 5.2 Only the representative groups shall be entitled to vote on any questions and each group shall have a single vote.
- 5.3 If the question before the SACRE is whether or not to require a review of an Agreed Syllabus (see paragraph 2.1 b(ii)) the representative groups entitled to vote shall not include Group D (Local Authority representatives).
- 5.4 If the question before the SACRE is concerned with the appointment of a co-opted member then the Chair shall be entitled to a second or casting vote in the event of a tie.

6. Representative Groups

- 6.1 Representative Groups shall be free to arrange their own rules for the conduct of business, and may if they wish appoint a Chair and Vice-Chair annually from amongst their number.
- 6.2 Any question to be decided by a representative group shall require a majority of the votes cast by those present and entitled to vote. Each member of a representative group shall be entitled to one vote.
- 6.3 A meeting of any representative group may be convened (on a majority vote of those members of the representative group then present) during the progress of a meeting of the SACRE, for the purpose of determining or reviewing the view of that representative group on a question then before the SACRE and upon which that

group may cast its vote. The SACRE may adjourn its own meeting for a period that it determines when this occurs.

- 6.4 A separate meeting of a representative group may be convened in accordance with the provisions of paragraph 10, or may be requisitioned in writing, specifying the business to be transacted, by such number of members of that group as equals or exceeds the quorum for that group plus one.

7. Validity of Proceedings

- 7.1 The validity of the proceedings of the SACRE or of any representative group shall not be affected:
- i) By any vacancy in the office of a representative member;
 - ii) On the grounds that a member of the SACRE appointed to represent any denomination or associations does not at the time of the proceedings represent the denomination or associations in question;
 - iii) By reason of an individual not having received written notice of a meeting or a copy of the agenda; or
 - iv) By reason of any failure to comply with the provisions of paragraph 11.1.
- 7.2 The validity of the proceedings of the SACRE shall not be affected by the failure of any representative group to agree on how its vote should be cast on any particular issue before the SACRE.

8. Secretary

- 8.1 The Chief Education Officer or his/her representative shall be Secretary of the SACRE and to each of the representative groups. The Director of Education, their representative or any Officer designated by them shall serve as Clerk to the SACRE.
- 8.2 Minutes shall be kept of all meetings of the SACRE. The decisions of representative groups shall be reported to the SACRE.

9. Quorum

- 9.1 The quorum for a meeting of the SACRE shall be not less than two members each of not less than three representative groups.
- 9.2 The quorum for a meeting of a representative group shall not be less than one third (rounded up to a whole number) of the membership of that representative group when complete.
- 9.3 If within a period of ten minutes after the time fixed for the start of the meeting of the SACRE or a representative group a quorum is not present, the meeting shall not be held. If during the course of a meeting, a quorum is no longer present, the meeting shall be terminated. If a meeting is not held or is terminated before all the proposed business has been transacted, a further meeting shall be convened as soon as is reasonably practicable.

10. Agenda

- 10.1 No issue shall be discussed at a meeting of the SACRE or of any representative group, unless notice of the intention to discuss that issue is given in the agenda for the meeting.
- 10.2 Any SACRE Member or Representative Group can at any meeting of the SACRE propose agenda items for the next meeting.

11. Convening meetings of SACRE

- 11.1 A meeting of the SACRE shall be convened by the Secretary (or clerk acting in their place) after consultation with the Chair or in their absence, the Vice Chair. The Secretary shall comply with any direction given by the SACRE at a previous meeting or given by the Chair (if consistent with a direction of the SACRE).
- 11.2 A meeting of the SACRE may be requisitioned in writing specifying the business to be transacted by a representative group, with the agreement of the Chair and Secretary.
- 11.3 Every member (including every named substitute) of the SACRE shall be given, not less than 5 clear days before the date of the meeting, written notice of the meeting and a copy of the agenda for the meeting; provided that where the Chair, in their absence, the Vice-Chair, so directs on the grounds that there are matters demanding urgent consideration, it shall be sufficient if the written notice convening a meeting and a copy of the agenda, are given within such shorter period as (s)he specifies.

12. Attendance of the Public and Media at meetings

- 12.1 The attendance of the general public and representatives of the news media at meetings of the Agreed Syllabus Conference or Standing Advisory Council on Religious Education are subject to the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994.
- 12.2 The public and media may not attend meetings of any representative group.

13. Approval and Amendment of Arrangements

- 13.1 The arrangements for the Standing Advisory Council on Religious Education were approved by the Swindon Education Committee at its meeting on Thursday 20 February 1997, and have been amended by the SACRE subsequently in accordance with the provisions of this Constitution.
- 13.2 These arrangements may not be amended so as to make them inconsistent with the provisions of the 1988, 1996 and 1998 Acts.
- 13.3 To the extent that these arrangements may be amended, those arrangements that relate to the SACRE may only be amended by a decision of the SACRE and those arrangements that relate to a representative group may only be amended by the representative group concerned.

- 13.4 In order to ensure a consistent approach to meetings and that changes to these arrangements are not made without full notice and proper consideration of the implications of any proposed change, any change shall only be made as follows:
- i) in case of the SACRE, only a representative group may propose a change to these arrangements;
 - ii) in the case of a representative group, only a member of that representative group may propose a change to these arrangements;
 - iii) at the first meeting when a proposal to change the arrangements is made there shall be no debate, and the proposal shall stand adjourned to the next meeting of the SACRE (or appropriate representative group) for determination.

The Composition of a SACRE

There are four groups or committees, as below:

A: The Christian denominations and other religions and their denominations, reflecting the principal religious traditions of the area	B: The Church of England
	C: Teacher and head teacher associations
	D: The Local Authority

On the rare occasions when a formal vote is taken, each of these groups or committees has equal voting rights; there is one vote per group.

Who are the representatives?

Group A

This group is made up of representatives of Christian denominations, (other than the Church of England). It may include, for example, representatives of the Roman Catholic Church, the Orthodox Churches, the Free Churches (e.g. Baptist, Methodist, United Reformed Church, Pentecostal, The Salvation Army) and The Society of Friends. It also has representatives from other faiths in the area, e.g. Buddhists, Baha'is, Hindus, Jains, Jews, Muslims, Parsees, Sikhs.

The make-up of Group A will vary from SACRE to SACRE as it reflects the diversity of the various faith communities in the locality.

Group B

This is made up of representatives nominated by the local Church of England diocese or dioceses.

Group C

The teacher members of this group are usually representatives of teacher associations. It is usual for there to be representation also from the head teacher associations. It is the local authority that decides which associations will be invited to be represented. They will usually approach the teacher unions, but local associations of RE teachers may also be asked to provide a representative. Sometimes someone from a local teacher training establishment is also invited to be a member of this group.

Group D

It is the local authority's responsibility to provide their own representatives for this committee. Usually these are elected members or other political nominees. The LA may wish to have all parties and viewpoints from across the political spectrum represented on the SACRE. In some LAs, a representative of school governors may also be in this group.

Co-options

SACREs are at liberty to co-opt other members who have a particular expertise or represent a small community. Many bring in a Humanist representative, currently technically prevented by law from becoming full members of Group A. Co-opted members do not have voting rights.

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Census 2011 – Religion in Swindon

<u>Total Population:</u>	<u>209,156</u>	% of Population:
Christian	120,287	57.65%
Muslim (Islam)	3,538	1.69%
Hindu	2,597	1.24%
Sikh	1,228	0.59%
Buddhist	1,209	0.58%
Jewish	151	0.07%

<u>Other religion: Total</u>	<u>1,061</u>	
Other religion: Pagan	338	0.16%
Other religion: Spiritualist	198	0.09%
Other religion: Wicca	77	
Other religion: Spiritual	68	
Other religion: Mixed Religion	65	
Other religion: Baha'i	51	
Other religion: Other religions	42	
Other religion: Ravidassia	31	
Other religion: Druid	25	
Other religion: Rastafarian	24	
Other religion: Heathen	23	
Other religion: Satanism	15	
Other religion: Jain	12	
Other religion: Taoist	9	
Other religion: Unification Church	9	
Other religion: Zoroastrian	9	
Other religion: Scientology	7	
Other religion: Believe in God	7	
Other religion: Deist	6	
Other religion: Pantheism	6	
Other religion: Theism	5	
Other religion: Own Belief System	5	
Other religion: Occult	4	
Other religion: Universalist	3	
Other religion: Witchcraft	3	

Other religion: Shamanism	3	
Other religion: Shintoism	2	
Other religion: Reconstructionist	2	
Other religion: New Age	2	
Other religion: Chinese Religion	2	
Other religion: Church of All Religion	1	
Other religion: Animism	1	
Other religion: Mysticism	1	
Other religion: Thelemite	1	
Other religion: Traditional African Religion	1	
Other religion: Vodun	1	

<u>No religion: Total</u>	<u>64,780</u>	30.5%
No religion: No religion	63,730	
No religion: Jedi Knight	788	0.38%
No religion: Atheist	109	
No religion: Agnostic	87	
No religion: Humanist	48	
No religion: Heavy Metal	13	
No religion: Free Thinker	3	
No religion: Realist	2	

<u>Religion not stated</u>	<u>14,305</u>	6.84%
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Debate on the Future of SACRE's

Standing Advisory Council on Religious Education 1 October 2013

Author: SACRE Advisor /
Head of Commissioning - Economy /Attainment

Wards: All

Locality Affected: All

Parishes Affected: All

1. Purpose and Reasons

- 1.1 To update members on the debate on the Future of SACRE's in response to Mark Charter's talk at the NASACRE 2013 AGM.
- 1.2 The SACRE has a duty to help schools fulfil their statutory obligations with regard to religious education and to do so needs to keep up to date on the latest national developments in RE.

2. Recommendations

The SACRE is recommended to:

- 2.1 Note the report and consider its response to the debate on the future of SACREs.
- 2.2 To agree a SACRE Response to the RE Council consultation on the proposed Draft Programmes of Study for RE.

3. Detail

RE Draft Programmes of Study for Key Stages 1-3

- 3.1 The SCARE considered a report at its meeting held on 25th June 2013 regarding National Developments in Religious Education and attached is an appendices to that report to inform the discussion at the October meeting.

4. Alternative Options

- 4.1 There are no alternative options for the SACRE.

5. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 5.1 There are no specific financial implications relating to this report.

Legal and Human Rights Implications

- 5.2 There are no specific legal or human rights implications relating to this report.

Further information on the subject of this report can be obtained from Katy Staples, SACRE Advisor, katy.staples@bristoldiocese.org, 0117 906 0100

Debate on the Future of SACRE's

Standing Advisory Council on Religious Education 1 October 2013

All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 5.3 No other implications have been identified.

Links to One Swindon, Strategic Objectives, Plans and Policies

- 5.4 The work of the SACRE supports Theme 5 of the Community Strategy, for Swindon to be a place where high aspirations are supported by superb education provision for all ages.

Diversity Impact Assessment

- 5.5 A Diversity Impact Assessment has not been completed for this report, as it does not relate to a specific policy or strategy change.

Risk Management

- 5.6 There are no risk management factors which have been identified in relation to this report.

6. Consultees

- 6.1 The Board Director Resources (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

7. Background Papers

- 7.1 None

8. Appendices

- 8.1 Appendix 1 – Draft Programme of Study for RE

Religious Education

Draft Programmes of Study for Key Stages 1-3

Launch date 7 June 2013
Respond by 5 July 2013

**Ref: Religious Education Council
of England and Wales**

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Religious Education

Purpose of Study

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human. Teaching should equip pupils with knowledge and understanding of a range of religions and non-religious worldviews. It should enable pupils to develop their own views, values and identity. It should develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Aims

The curriculum for religious education aims to ensure that pupils:

- know and understand a range of religions and non-religious worldviews, so that they can:
 - o describe, explain and analyse religious and non-religious beliefs and practices, recognising the diversity which exists within and between individuals and communities;
 - o identify and investigate the questions posed and the responses offered by the world's religions and non-religious worldviews;
 - o appraise the nature and significance of religion and non-religious worldviews;
 - o appreciate the impact of faith, beliefs and values on individuals and communities.
- know and understand a range of responses to questions of meaning, purpose and truth
- develop the skills needed to engage seriously with religions and non-religious worldviews, so that they can:
 - o describe them, interpret text, consider, analyse, and appraise evidence critically;
 - o explain some of the key concepts that underpin them; and
 - o articulate beliefs and values clearly in order to explain the reasons why they may be important in their own and other people's lives.

School curriculum

RE is a statutory subject on the school curriculum of maintained schools. Academies and Free Schools are normally required to make provision for the teaching of RE through the terms of their funding. RE promotes pupils' spiritual, cultural, social and moral development in distinctive ways. RE lessons should offer a structured and safe space during curriculum time for reflection. Teaching in RE should engage pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development. Teaching in RE lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local or global.

Subject content

Early Years Foundation Stage

Pupils should encounter religions and non-religious world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories, may be introduced to subject specific words and use their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

From the EYFS Profile 2013:

*Through planned, purposeful play and through a mix of adult-led and child-initiated activity, pupils should have the opportunity to:

- listen to stories from religions and non-religious sources and respond with relevant comments, questions or actions (elg: communication and language)
- answer 'how' and 'why' questions about their experiences in response to religious and non-religious stories or events (elg: communication and language)
- talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable (elg: communication and language; personal, social and emotional development)
- show sensitivity to others' needs and feelings, and form positive relationships (elg: personal, social and emotional development)
- recognise, create and describe some religious and non-religious patterns (elg: mathematics)
- know about similarities and differences between themselves and others, and among religious and non-religious families, communities and traditions (elg: understanding the world)
- explore, observe and find out about religious and non-religious places and objects (elg: understanding the world)

- represent their own ideas, thoughts and feelings through role play and stories (elg: expressive arts and design)

*based on the prime and specific areas of the early learning goals

Key Stage 1

Pupils should develop their knowledge and understanding about Christianity and at least one other religion or non-religious worldview, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about.

More specifically in relation to the programme of study, pupils should be taught to:

- name and recount some religious and moral stories, sacred writings and sources, exploring and discussing them with reference to the tradition they came from
- name and describe religious and non-religious beliefs and practices, including celebrations, worship, rituals and ways of life, in order to investigate the meaning and purpose behind them
- understand that links can be made when beliefs and practices, symbols, stories and actions are compared within and between religions and non-religious worldviews
- understand that many people have a clearly defined sense of identity, shaped by their beliefs and practices and ways of belonging
- observe and describe expressions of religion and non-religious worldviews within and outside the classroom
- investigate questions of meaning and purpose which religious and non-religious people ask themselves and begin to express their own opinions in response
- investigate questions of right and wrong which religious and non-religious people ask themselves and begin to express their own opinion.

Key Stage 2

Pupils should extend their knowledge and understanding of Christianity and at least two other religions or non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own views in response to the material they engage with, giving reasons and relevant information to support those views.

More specifically in relation to the programme of study, pupils should be taught to:

- describe and make links between features of particular religions and non-religious world-views; begin to understand the context which they come from and recognise recurring themes that are distinctive to that tradition

- understand the connection between these stories and key practices within the traditions under investigation, paying particular attention to celebrations and festivals and worship, including those rituals which mark important points in life
- understand that there is diversity in the interpretation of symbol and action within and between religions and non-religious worldviews as well reasons for this diversity
- observe and describe examples of religion and non-religious worldviews within and outside the classroom in ways that demonstrate understanding of their meaning and significance to other people
- understand why belonging to a community of faith or belief is valued, and also the challenges such commitment brings, both in their own lives and within those communities being studied
- discuss their own and others' views on challenging questions about life's meaning and purpose, including religious and non-religious truth claims, and articulate their own ideas in response
- discuss their own and others' views on ethical questions, including ideas about right and wrong, justice and fairness, and articulate their own ideas in response.

Key Stage 3

Pupils should extend and deepen their knowledge and understanding of Christianity and at least two religions or non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they begin to appreciate them in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, so that they can apply these when they encounter expressions of religions and non-religious worldviews. They should understand how religious and non-religious beliefs influence the values and lives of both individuals and groups, and how they impact on current affairs. They should be able to appraise religious and non-religious practice and belief with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions.

More specifically in relation to the programme of study, pupils should be taught to:

- interpret teachings, sources, authorities and ways of life in order to understand religions and non-religious worldviews as coherent systems
- interpret the influence that religious history and culture and the history and culture of non-religious worldviews have exercised on the lives of individuals and communities, including celebrations, rituals and rites of passage; to consider reasons why some people question these interpretations
- understand that individuals and cultures express their beliefs and values in many different forms and to explore the variety, difference and relationships that exist within and between them.

- explain those religions and non-religious worldviews which they encounter within and outside the classroom clearly and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology
- explore the impact of religions and non-religious worldviews on people's lives, particularly those for whom their worldview exercises a strong influence on their sense of identity and belonging; recognise that commitment to a religion or non-religious worldview is expressed in a variety of ways and consider why such commitment is valued by some people and questioned by others
- explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite personal response, drawing on a range of examples including philosophy, art, music and poetry
- explore significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

Attainment Targets*

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

* The wording of the attainment targets for RE is provisional and in this draft document simply follows the same form of words contained in the proposals for all other National Curriculum subjects

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Questions for discussion about the Draft Programmes of Study for RE

The purpose of these questions is to form a SACRE response to the Draft Programmes of Study.

- 1) Do you agree with the purpose of study and the aims? Are there any comments or suggestions you would like to make?
- 2) Do you agree with the subject content for the Key Stage that your group was discussing? Are there any comments or suggestions you would like to make?

Questions for discussion about Mark Chater's NASACRE Conference Speech: Challenging SACREs

The purpose of these questions is for SACRE to use Mark Chater's controversial speech as a platform to discuss the future role of SACREs in the current national education climate

- 1) To what extent do you concur with Mark Chater's analysis of SACREs as:
a) Semi-detached , b) antiquated, c)compliance-fixated, d)rigid and e) extravagant
- 2) To what extent do you share Mark Chater's vision of the SACREs of the future needing to include : a)Freedom, b)Innovation, c)democracy, d) engagement, e) standards
- 3) Do SACREs need new structures to transform and sustain RE for today and tomorrow?
- 4) Are there any other comments you would like to make about this speech?

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Examples of Work from Network Meetings

Standing Advisory Council on Religious Education 1 October 2013

Author: SACRE Advisor /
Head of Commissioning - Economy /Attainment

Wards: All

Locality Affected: All

Parishes Affected: All

1. Purpose and Reasons

- 1.1 To provide an example of activities carried out at RE Network meetings.
- 1.2 To update the SACRE on the Network Meetings for RE Teachers and Co-ordinators in Swindon.
- 1.3 The SACRE has a duty to help schools fulfil their statutory obligations with regard to religious education.

2. Recommendations

The SACRE is recommended to:

- 2.1 To note the report and presentation.
- 2.2 To consider any actions arising for the SACRE from the Network Meetings.
- 2.3 To consider any issues that the SACRE would wish to highlight to the next meeting of the Secondary Teaching and Learning Group for RE.

3. Detail

- 3.1 The SACRE Advisor will provide an example of some activities which have been an aspect of the most recent RE cluster / network meetings. This is in order that the SACRE can see the training being provided and explore best practice.
- 3.2 The SACRE Advisor will report back on the last meetings of the Secondary Humanities Teaching and Learning Group and the Primary Network Meeting. Any members of the SACRE who attended are invited to provide additional feedback.

4. Alternative Options

- 4.1 There are no alternative options for the SACRE.

5. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 5.1 There are no specific financial implications relating to this report.
-

Further information on the subject of this report can be obtained from Katy Staples, SACRE Advisor, katy.staples@bristoldiocese.org, 0117 906 0100

Examples of Work from Network Meetings

Standing Advisory Council on Religious Education 1 October 2013

Legal and Human Rights Implications

- 5.2 There are no specific legal or human rights implications relating to this report.

All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 5.3 No other implications have been identified.

Links to One Swindon, Strategic Objectives, Plans and Policies

- 5.4 The work of the SACRE seeks to support the Theme 5 of the Community Strategy, for Swindon to be a place where high aspirations are supported by superb education provision for all ages.

Diversity Impact Assessment

- 5.5 A Diversity Impact Assessment has not been completed for this report, as it does not relate to a specific policy or strategy change.

Risk Management

- 5.6 There are no risk management factors which have been identified in relation to this report.

6. Consultees

- 6.1 The Board Director Resources (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

7. Background Papers

- 7.1 None

8. Appendices

- 8.1 None

SACRE Development Plan 2012-2014

Standing Advisory Council on Religious Education

1 October 2013

Author: SACRE Advisor /
Head of Commissioning - Economy /Attainment

Wards: All

Locality Affected: All

Parishes Affected: All

1. Purpose and Reasons

- 1.1 To consider updates to the SACRE Development Plan for 2012/14.

2. Recommendations

The SACRE is recommended to:

- 2.1 Note the updated Development Plan for 2012-14 and agree any further changes which it considers are appropriate.

3. Detail

Development Plan 2012/14

- 3.1 The SACRE amended its Development Plan for 2012/14 at the last meeting to reflect the adoption of the Annual Report. A copy is attached at Appendix '1', including some further amendments.
- 3.2 The SACRE Advisor will provide an update on the changes at the meeting and Members of the SACRE are invited to comment on any further amendments to be made, to reflect progress or changes to circumstances or priorities since the last meeting.
- 3.3 Members are asked in particular to consider SACRE's relationship with Academies in Swindon. To facilitate this discussion notes from the NASCRE AGM 2013 and some Frequently Asked Questions are appended to the report.

4. Alternative Options

- 4.1 The SACRE can set its own Development Plan, in line with its statutory responsibilities.

5. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 5.1 A £5k annual budget is provided to support the SACRE's work, which includes funding for support from the SACRE Advisor. Any activities identified as a result of this report, will be funded from this budget.
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Further information on the subject of this report can be obtained from Katy Staples, SACRE Advisor, katy.staples@bristoldiocese.org, 0117 906 0100

SACRE Development Plan 2012-2014

Standing Advisory Council on Religious Education

1 October 2013

Legal and Human Rights Implications

- 5.2 The report has no specific legal or human rights implications.

All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 5.3 No other implications have been identified.

Links to One Swindon, Strategic Objectives, Plans and Policies

- 5.4 The work of the SACRE seeks to support Theme 5 of the Community Strategy, “for Swindon to be a place where high aspirations are supported by superb education provision for all ages”.

Diversity Impact Assessment

- 5.5 A Diversity Impact Assessment has not been completed for this report, as it does not relate to a specific policy or strategy change.

Risk Management

- 5.6 There are no risk management factors which have been identified in relation to this report.

6. Consultees

- 6.1 The Board Director Resources (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

7. Background Papers

- 7.1 None

8. Appendices

- 8.1 Appendix 1 - Notes for NASCRE AGM 2013
8.2 Appendix 2 – Frequently Asked Questions relating to Academies

Draft Swindon SACRE Development Plan 2012 – 14

Context

This plan reflects the current context that Swindon SACRE finds itself in: –

- a) affected by national education curriculum decisions (EBACC and 2015 plans for major public examination changes at KS4)
- b) local responses to the Academies Act 2010 which has meant that **the majority of Secondary Schools are no longer under Swindon local authority control**, some primary schools have become Academies too and therefore SACRE's remit as funded by Swindon LA **towards them** is unclear
- c) SACREs role in challenging Swindon LA about RE **is reduced** and the powers SACRE has in ensuring standards and entitlement in RE and Collective Worship in Academies **are uncertain**.
- d) this development plan has been written in the light of Swindon SACRE having undertaken a self-evaluation of its current effectiveness.

Key Priorities

1. To raise the standards and quality of the teaching and learning in Religious Education within Swindon
2. To ensure that Swindon SACRE is effectively managed and has good partnerships with the LA and other key stakeholders
3. To ensure the effectiveness of the locally agreed syllabus
4. To effectively fulfil SACREs responsibility for the provision and practice of Collective worship.
5. To ensure that SACRE **seeks to** contribute to the wider social and **community cohesion** agenda.

Priority	Action	Person(s) responsible	Review date	Cost
1a) Promoting High Standards of Teaching and Learning in RE	Survey schools to identify needs and compliance	Katy Staples	January 2013	£200
1b) Raising the standards of Teaching and Learning in RE	Analyse Swindon public examination results in RE to identify trends and training needs	Paddy Bradley	Spring 2013	
1c) Offer CPD to RE teachers to encourage raised standards of teaching and learning in RE	SACRE A dviser to lead 3 Primary Cluster meetings and attend 2 Secondary Academy RE Teaching and Learning Hubs to offer best practice in RE. Signpost other good CPD in the region	Katy Staples	June 2013	£1,250

2.a) To ensure effectiveness of the management of SACRE and its relationship with Swindon LA	Bi-annual meetings with the Swindon link officer to evaluate effectiveness	Sarah Foulkes, Chair, Vice-Chair, Katy Staples	2 meetings	£250
b) To establish relationships with Academy providers within the Swindon area.	Write to seek a commitment to local RE from local Academy providers and support and guidance from SACRE.	Chair, Vice-Chair, Katy Staples	April 2013	£500
3 a). To continue to ensure the effectiveness of the locally agreed syllabus	To ensure that teachers understand and can access and share good practice for the locally agreed syllabus – through cluster/ network meetings	Katy Staples	June 2012	
b) To develop and strengthen the local element of the locally agreed syllabus	i) To compile an effective directory of local people and places of faith useful to support RE in schools ii) To write local materials about Swindon specific issues / examples of faith	Volunteers from SACRE, Local teachers, Katy Staples Mark Cawte	Sept 2013 January 2014	£ 1,000
4a) Provide guidance for and encourage schools to raise the quality of Collective Worship to enhance pupil's spiritual , moral, social and cultural development	Promote the recently written guidance on Collective worship - signpost good training to enhance the quality of Collective Worship in Swindon Schools	Katy Staples, Sarah Foulkes, All members of SACRE	Sept 2013	

4b) To ensure local people of faith can play a part in leading and encouraging good collective worship within their local communities	Provide training for SACRE members and local people of faith to be able to lead/visit and observe collective worship in schools	Sarah Lane-Cawte, David Burbidge, Mark Cawte,	January 2014	£200
5) To ensure the contribution of SACRE to the social and community cohesion agenda	Make sure that all voices of SACRE members have an opportunity to be heard – by the style of debate and the tone of encouragement	Chair, Vice-Chair, All Members	On going (January 2014)	

Can/should the SACRE monitor the work of Academies in RE and collective worship or must they be allowed to 'go their own way'?

Part 1

Academies are independently funded state schools, outside the remit of the LA and therefore of the SACRE.

There are two types of academies: those set up by the present Coalition administration and those established by the previous government. All academies are required to teach RE.

The new academies have to do so according to their funding agreements, which can be amended; without recourse to the law, by the Secretary of State. For that reason, the statutory requirement for RE has been lifted for the first time since 1870.

Guidance produced by the previous government stipulated that all academies (at that time) should follow their locally agreed syllabus. This strengthened the wording of the existing funding agreements of the earliest academies, that academies should 'take account of their local agreed syllabus'. However the status of this advice in respect of these academies is now uncertain because of the post-election change of administration.

Current advice from the DfE says new academies must provide RE according to the requirements for new local agreed syllabuses [as set out in the 1988 Education Reform Act]. NASACRE interprets this as meaning the agreed syllabus for the local authority area in which the Academy is based.

SACREs are increasingly opening up their previous contacts, or establishing new relationships with the academies in their area, in a variety of ways.

Some are inviting representatives of Academies in their LAs to be co-opted onto the SACRE. Increasingly SACREs are also approaching their main Academy sponsors to offer support for their provision for RE and to try to establish what their position is on RE and collective worship. Such sponsors (Ark, Harris, and Ormiston for example) have 'families' of Academies which cover a number of LA areas and/or form a cluster within a given LA.

The recently published RETool for SACRE self evaluation looks at relations with the Academies sector and helps SACREs assess how effectively they encourage Academies to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into the SACRE itself.

Such cooperation not only supports good working practice with advice and builds positive relationships within a locality but also affirms the value of RE and demonstrates the mutual benefit to partners of working together for pupils and communities.

Part 2

The Academies Act 2010 paved the way for the 'new style' Academies announced by the Coalition Government. The Act removed from Academies and free schools the statutory requirement, in force since 1870, for all maintained schools to provide RE in the curriculum and a daily act of collective worship for all pupils. The model funding agreements for such schools does require such provision but does not require a school to use a locally agreed syllabus. It is not clear whether these provisions of the Act also apply to the 'old style' Academies.

The Education Bill currently passing through Parliament may bring in further changes.

In response to issues raised by NATRE in February 2011, the DfE has stated:

'Academies must provide religious education in accordance with their Funding Agreements. The policy intention is for the model Funding Agreements to broadly reflect the provisions that apply to local authorities and schools in the maintained sector. The Funding Agreement requires that Academies with a religious designation provide religious education in accordance with the tenets of their faith and Academies that do not have a religious designation must arrange for religious education to be given to all pupils in accordance with the requirements for Agreed Syllabuses. In other words, a curriculum which reflects that the religious traditions in Great Britain are, in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. For foundation or voluntary controlled schools with a religious designation that convert to Academies, the intention is that they will arrange for religious education in accordance with the requirements for agreed syllabuses, as set out above, unless any parents request that their children receive religious education in accordance with any provisions of the school's trust deed or in accordance with the tenets of the school's faith. If any parents do request this, the Academy must make arrangements for those children to receive such religious education unless, because of special circumstances, it would be unreasonable to do so. The Funding Agreement sets this out.'

With regard to **compliance** the DfE has also stated:

'The YPLA monitors compliance with Funding Agreements and also deals with complaints about Academies on behalf of the Secretary of State. If you or any of your members would like to raise a concern about an Academy with regard to RE provision then please send details to academiesenquiries@ypla.gov.uk and the YPLA will investigate.'

Furthermore, the YPLA itself has since indicated that if a person or body wished to raise a concern about a specific Academy they could send the query stating the name of the Academy to academiesenquiries@ypla.gov.uk and it will be forwarded to the YPLA Academies Lead Officer (ALO) responsible for dealing with issues relating to that specific Academy: the ALO will then liaise with either the person or body concerned. It was been stressed that individuals (who may be teachers) can

choose to remain anonymous during any discussions between the ALO and the Academy but considering the specific nature of the query, this may be problematic. However, the ALO could approach the Academy simply stating that the query is from a concerned member of the community who wishes to remain anonymous.

Following enactment of the Education Act 2011, the functions described above transfer to the Education Funding Agency from the YPLA in April 2012.

BG/12/11

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National Update for RE

THE RE REVIEW 2013: NEW GUIDANCE TO LAUNCH IN OCTOBER

Updates on this important project to produce new Guidance for RE are published on the Religious Education Council of England and Wales (REC) website at: <http://resubjectreview.recouncil.org.uk> This is where you will find the first draft programme of study and further updates being suggested for the future of RE. Since then, new guidance has been commissioned from Lat Blaylock of RE Today and others and a launch event is planned for October, once the REC's steering committee and Board of Trustees have approved the report.

An important meeting to launch the new RE Review will be held at
5pm on Thursday 28th November 2012
at the Graduate School of Education at Bristol University

As RE is a subject that continues to be locally determined, any proposals that this group makes will be offered as part of national *non-statutory* guidance for the subject. Therefore, there will be no immediate change to the legal requirement for schools to (a) provide RE for all registered pupils and (b) follow an approved syllabus, which, in the case of Swindon schools will now be available here >>>>>>

NEW RE:ONLINE: BUFFETS, BANQUETS AND SPECIALS



The search engine for the new RE:ONLINE: www.reonline.org.uk can help RE teachers find resources they may need to enhance and improve pupils' experience of the subject. For example, try typing Hinduism into the 'LEARNING' search box. Then click 'Go' to search the learning resource. This brings up a couple of hundred results but you can refine your search by clicking on the categories on the left: Age-range, Kind of Resource, Activity, Theme and so on. Cancel your filters if you want to begin a new search.

Another way of finding what you want is to return to the Home page and click on 'Learning' at the top. Then click on 'Show me everything' to the right of the search box. Now you can select 'Buffets', 'Banquets' or 'Specials'. Buffets are quick links to lesson ideas that can be found elsewhere on the web. Banquets and complete lesson sequences built around a central resource such as an artefact, film or story. Specials are self-contained resource sites, such as the seven RE films made with NATRE, or the 'People of Faith' site where you can 'Email a Believer'.

FARMINGTON FELLOWSHIPS 2014-15

The Farmington Institute awards Fellowships to UK teachers of RE in schools and headteachers. It also publishes discussion papers and arranges conferences. Farmington will pay costs and salary of a replacement teacher for one term and enable you to study aspects of RE with support from one of a number of universities, including Bath Spa.

Application forms and details for 2014-15 can be downloaded from the Farmington website: http://www.farmington.ac.uk/fellowships_and_awards/fellowships.html.

The closing date for applications is likely to be 27 January 2014.

RE-THINK RE CAMPAIGN – SIGN UP FOR THE NEW YEAR

Please sign up for the Re-Think RE campaign, if you haven't done so already. The campaign has been launched by the RE Council of England and Wales, and has one simple and fundamental aim – to see every young person in every school given access to good quality RE. To achieve this they are asking those responsible to rethink their approach to RE.

By signing up to the Re-Think RE campaign you will help urge the Government to rethink its approach to the subject. To find out more about the campaign – and hopefully to sign up – do check out the link below – and forward it on to anyone you know who believes in the value of good quality RE: <http://rethinkre.org>

HOLOCAUST MEMORIAL DAY 2014: JOURNEYS



The theme for Holocaust Memorial Day 2014 – 27th January – is '*Journeys*'. The experience of those affected by the Holocaust and genocide is characterised by forced journeys. Many of these journeys ended in death: persecutors forcibly moved huge numbers of people - in trains, cattle trucks and on death marches, from homes in villages and towns and across countries. Some journeys ended in survival: when those persecuted made journeys to escape, some in disguise, some into hiding. There are journeys too, made after liberation: to life in new countries, or returning home to the places where neighbours may have contributed to the persecution.

On HMD 2014 pupils can learn how journeys themselves became part of genocide, and how the journeys undertaken were often experiences of persecution and terror for so many people who suffered in the Holocaust, under Nazi persecution and in the subsequent genocides. Pupils can also learn about the journeys that brought survivors to the UK and how, in many instances, journeys of return have been part of the experience of rebuilding. For more information and lesson ideas contact enquiries@hmd.org.uk or 0845 838 1883 or see www.hmd.org.uk

INTER FAITH WEEK: 17 TO 23 NOVEMBER 2013

The aims of the Week are: strengthening good inter faith relations at all levels; increasing awareness of the different and distinct faith communities in the UK, in particular celebrating and building on the contribution which their members make to their neighbourhoods and to wider society; and increasing understanding between people of religious and non-religious beliefs.

The Inter Faith Youth Trust is running a grant programme for events linked to Inter Faith Week. This programme is specifically for events organised by and for young people (11-25) focussed around the Week. For further information about the programme, visit <http://www.ifyouthtrust.org.uk/>

A list of all events known to have taken place to mark Inter Faith Week 2012 is at <http://www.interfaithweek.co.uk/resources/reports>. A huge variety of events took place, and the list provides many examples of this diverse range to inspire event organisers and provide ideas ahead of the 2013 Week.

2014 HOCKERILL / NATRE AWARD FOR INNOVATION IN RE TEACHING

Details of the 2014 Hockerill / NATRE Award for Innovation in RE Teaching will be posted on the NATRE and Hockerill websites by the end of September:
<http://www.natre.org.uk> and www.hockerillfoundation.org.uk

A REVIEW OF RE PROFESSIONAL ORGANISATIONS IS UNDERWAY

There are several RE professional organisations in existence AREIAC (Association of RE Inspectors, Advisers and Consultants), NASACRE (National Association of SACREs) NATRE (National Society of Teachers of RE), ALRE (Association of lecturers of Religious Education), RE Council etc.

There are discussions underway to simplify this so that there is one body that can speak for matters to do with RE Nationally in the same way the Historical Society speaks for matters to do with History and the teaching of History.

