

Swindon Borough Council

Standing Advisory Council on Religious Education

Monday, 9 March 2009

Bridlewood Primary School, Chartwell Road, Swindon. SN25 2EX
(Anticipated meeting room)

At 6.00 p.m.

**Councillors
(Group A)**

Councillor Doreen Dart (Chair)
Councillor Raymond Fisher
Councillor Michael Bray
Councillor Fay Howard
Councillor David Sammels

**Church of England
(Group B)**

The Venerable Alan Hawker
Ms Norma McKemey
Ms Steph Mundin
Mr. Paul Noble
Mrs Penny Summers

**Teacher Organisations
(Group C)**

Mr David Easter
Ms Jo Garton
Mrs Tracy Mason
Mrs Emma McCarthy
Mrs Helen Miller
Miss Anne Wang
Mrs Mandy Sandleton

**Other Faiths
(Group D)**

Mrs Helen Hancox, United Reformed Church
Reverend David Howell, Swindon Evangelical Alliance
Mr M S Khan, Muslim Community
Reverend Paul Knight, Baptist
Mr Dinesh Patel, Hindu Community
Mrs Wendy Tucker, Methodist Church
Mr Malkit Singh Virk, Sikh Community

SACRE Adviser:

Ms Katy Staples, SACRE Adviser

Committee Officer: Sarah Lawrence (Telephone 01793 463603)
email: slawrence@swindon.gov.uk

Swindon Borough Council can be contacted at the Civic Offices, Euclid Street,
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. Minutes (Pages 1 - 4)

To receive the minutes of the meeting held on 8th December 2008.

5. Chair's Correspondence

- The SACRE has received ten complimentary copies of an updated booklet from NASACRE '*So You're Joining Your Local SACRE*' intended for new SACRE Members. A copy will be provided to all new members as they join. However, if any existing members would like a copy please contact the Clerk.
- QCA has provided non-statutory guidance to the Authority recommending that SACREs whose Agreed Syllabus is due for revision during 2009/10, defer any revision to take into account changes to the primary curriculum and updated government guidance on RE (the successor to Circular 1/94) when finalised. This SACRE's Agreed Syllabus is due for revision in September 2010.

6. Membership Update (DLDS-B) (Pages 5 - 6)

7. Update on Face to Faith Project (DCY-H) (Pages 7 - 12)

8. SACRE Development Plan (Katy Staples) (Pages 13 - 22)

9. Feedback from Cluster Meeting (Katy Staples) (Pages 23 - 26)

10. Primary Review (Katy Staples) (Pages 27 - 36)

11. Date and Time of the Next Meeting

The dates for the meetings of the SACRE in 2009/10 have yet to be finalised. The SACRE will be advised of the proposed dates at the meeting.

Date of Despatch: 27 February 2009

Key: Officers:

DLDS-B - Director of Law and Democratic Services

DCY-H – Director of Community

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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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

MONDAY, 8 DECEMBER 2008

PRESENT:-

Group A: Councillors Councillors Doreen Dart and Raymond Fisher

Group B: Church of England The Venerable Alan Hawker and Mrs Penny Summers

Group C: Teacher Organisations Mr David Easter, Ms Jo Garton, Miss Anne Wang, Mrs Mandy Sandleton and Mrs Helen Miller

Group D: Other Faiths Mrs Helen Hancox (United Reformed Church), Reverend Paul Knight (Baptist) and Mr Dinesh Patel (Hindu Community)

ALSO IN ATTENDANCE: - Ms Katy Staples (SACRE Advisor)

Apologies for absence were received from Councillor Michael Bray, Councillor Fay Howard, Councillor David Sammels, Mr. Paul Noble, Mrs Tracy Mason, Reverend David Howell and Mr M S Khan.

23. 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 of interest were made.

24. Public Question Time

No public questions were received during the meeting.

25. Membership Update

The Committee considered a report of the Director of Law and Democratic Services and SACRE Advisor requesting that the SACRE appoint a new member to the Sikh Community vacancy in the Other Faiths Group.

Resolved - (1) That Mr Malkit Singh Virk be appointed as the representative of the Sikh Community on Group D (Other Faiths) until September 2011 unless reappointed at that point for a further four year term by Full Council.

26. Minutes

Resolved - That the minutes of the meeting held on 29th September 2008 be confirmed as a correct record.

27. SACRE Member Presentation

Ms Jo Garton gave a presentation to the SACRE on Humanism, and

answered questions from the SACRE on her beliefs. It was noted that in Ms Garton's experience an understanding of humanism and other 'non-faith' perspectives could assist teachers to teach Religious Education to those of no faith, and that many teachers were requesting resources for this purpose. Ms Jo Garton circulated a one-page summary of humanist beliefs for Teachers and SACREs.

28. Update on 'Faith to Face' Project

The SACRE received an update from the Community Support Manager and the Neighbourhood Engagement Manager on the progress of the 'Faith to Face' Project, which was seeking to create faith clubs in four secondary schools in Swindon, to initiate and support interfaith dialogue between young people from different schools, neighbourhoods and faith positions. This work had been supported by a successful application for a National Association of SACREs (NASACRE) Young Inter-Faith Projects Fund grant and from project funding made available for community cohesion from the Government Office for the South West. The SACRE commended the work to date, and noted that a report on progress was required by NASACRE by 31st March 2009.

Resolved – That the Director of Community bring the draft of the progress report to the NASACRE to the next meeting of the SACRE on 9th March 2009.

29. Feedback on use of the AERIAC Toolkit in a local school

Mrs Penny Summers and Ms Jo Garton advised the SACRE of the experience of using the AERIAC (Association of RE Inspectors, Advisers and Consultants) toolkit to evaluate RE in a primary setting. It was noted that the experience had been invaluable to the school concerned in preparing for an Ofsted inspection and to assess their progress in the quality of teaching of the agreed syllabus. It was felt that for general use the full toolkit could be time-consuming and would be demanding for new or non-specialist teachers. In addition, the SACRE could not resource SACRE Members to provide support visits to assist all schools to complete the AERIAC toolkit. However, the SACRE recognised the benefits of the toolkit and wished for alternative ways to be considered for schools to use a version of the toolkit to assist with their self-assessment of the quality of religious education.

Resolved - That the SACRE Advisor, in consultation with Mrs Penny Summers, Ms Jo Garton and Mrs Helen Miller seek to produce a summary version of the toolkit, and its use be discussed with the primary and secondary cluster meetings to consider how its use might be promoted to schools.

30. SACRE Annual Report

The SACRE received its draft Annual Report (September 2007 to September 2008) which was required by the Qualifications and Curriculum Authority (QCA) at the end of 2008. The SACRE highlighted a few minor amendments to the Advisor.

Resolved - 1) That subject to the comments and amendments made during the SACRE meeting, and any further changes provided by 15th December, the SACRE Advisor be authorised to submit the final version to the QCA.

2) That SACRE give consideration at its next meeting to its development plan and how its work for the coming year should be shaped by gaps and priorities identified through the Annual Report.

31.

Correspondence / Newsletter

The SACRE received a copy of a letter from the QCA (Qualifications and Curriculum Authority) providing the Autumn RE update highlighting current issues for Religious Education, and the Autumn 2008 NASACRE Newsletter. It was noted that key issues from these documents would be picked up in future SACRE agendas.

32.

Date and Time of the Next Meeting

Resolved – That the next meeting of the SACRE scheduled for 6 p.m. on 9th March 2009 be held at Bridlewood Primary School.

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Membership Update

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

Author: Director of Law and Democratic Services

Parish / Wards Affected: All

Purpose

- To update the SACRE on changes to the Membership and seek authorisation for the SACRE Adviser and SACRE Clerk to seek to fill the current vacancies.

Recommendation

- That the SACRE note the Membership Update report.
- That the SACRE thank Alan Hawker for his many years service to the SACRE.
- That the SACRE Adviser and Clerk seek representatives for the vacancies on Group B (Church of England), Group D (Other Faiths- Catholic representative) and Group C (Teacher Organisations - Secondary representative).

1. Reasons

- 1.1 The Council appoints the membership of SACRE every four years, but the SACRE approves changes to membership mid-term. The membership of the SACRE was last reviewed by Full Council in September 2007.

2. Detail

- 2.1 The Venerable Alan Hawker has indicated that he will be stepping down as a representative to Group B (Church of England) following this meeting. Alan Hawker has served as part of the SACRE for many years, including several years as the Chair or Vice-Chair. The Chair would like to thank Alan Hawker on behalf the SACRE for his contribution to its work over many years.
- 2.2 The SACRE also currently has a vacancy on the Other Faiths Group for a Catholic representative, and also on the Teachers Organisations Group for a secondary teacher.
- 2.3 It is asked that the SACRE authorises the SACRE Adviser and the Clerk to continue to seek suitable representatives for the vacancies on the SACRE.

Alternative Options

- None.

Further information on the subject of this report can be obtained from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk.

Membership Update

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

Risk Management

Financial and Procurement Implications

- There are no direct financial implications associated with this report.

Legal / Human Rights Implications

- This report has no specific legal or human rights implications.

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

- The work of the SACRE contributes to the Corporate Plan aims to improve the opportunities for children and young people.

Consultees

- The Director of Finance (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted on all reports.
- Director of Schools and Learning
- Gill Ilic, Principal Advisor
- Katy Staples, SACRE Adviser

Background Papers and Appendices

- None

Further information on the subject of this report can be obtained from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk.

Update on the Face to Faith project

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

Author: Director of Community / Community Support Manager

Parish / Wards Affected: All

Purpose

- To update the SACRE on the implementation of the NASACRE *Face to Faith* project.

Recommendation

SACRE is requested -

- To note the content of this report.
- To authorise the Director of Community to submit an end of year report on behalf of the SACRE to NASACRE based on the content of this report.

1. Reasons

- 1.1 To enable SACRE to receive an update on progress with the Face to Faith project and approve the content of this update to form the basis of a monitoring report to NASACRE.
- 1.2 The project called Face to Faith proposed to create 'faith clubs' in four secondary schools in Swindon as a trial for one school year, 2008/09. The aim of the project is to initiate and support interfaith dialogue between young people from different schools, different neighbourhoods and different faith positions through a school-based club.

2. Detail

Project Progress To Date

- 2.1 Three secondary schools have projects up and running:

- Kingsdown - Year 8 (Wednesday: after school) self selected attendance
- Commonweal – Year 10 (Thursday: lunch-time) staff selected attendance
- Nova Hreod – Year 9 (Monday: lunch–time) self selected attendance

Each of these groups have engaged in a series of after-school/lunch clubs which have involved activities to promote discussion on faith and thinking, research about faith, and wider school input.

Fourth school planned to start March 2009:

Further information on the subject of this report can be obtained from Paula Harrison on 01793 466418, Email pharrison@swindon.gov.uk.

Update on the Face to Faith project

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

Ridgeway - Year 8/9 selected according to involvement in an existing project (*Foundation for Peace*). This group has already undertaken a range of activities relating to conflict resolution and promoting peace and positive relationship building. It will work slightly differently with an initial workshop followed by their arts project.

- 2.2 Each of the three schools is at the stage of beginning their involvement with Mobile Media, the local arts organisation that will be working closely with them to create their final project. The final project ideas emerging are as follows:

Kingsdown:

Singing/Music/Drama performance

Three short stories, possibly based on a ceremony or practice such as marriage or prayer, highlighting different Religious viewpoints and common ground. The participants did a small survey amongst peers and identified that religious festivals, celebrations and events can be and are often accessed and enjoyed by people outside of that specific Faith.

Commonweal:

Short Film: Drama/Documentary

These participants (the oldest group) have focused on conflict and discrimination in a wider global context but have considered local examples. They may highlight the role of the Media in promoting specific and provocative perceptions of Religion and Religious people.

Nova Hreod:

Animation

Participants have focused on bullying, attitudes and behaviour. The students are currently undertaking a school-based survey and hope to engage further participants in face to face interviews. They want their work explore the common ground and overlaps between different religions and capture the negative impact of Faith discrimination through a “creature comforts” style sound-bite animation.

- 2.3 The intention is to showcase the projects in a single event in early July 09 with additional support for schools who want to showcase their school project within school. All SACRE members will be invited to the showcase event.

3. Emerging points to note

3.1 *Setting up in schools*

Setting up a new project in a school has taken more time than we originally envisaged. This does not impact on sustainability but may need to be considered for any further club or project development.

Further information on the subject of this report can be obtained from Paula Harrison on 01793 466418, Email pharrison@swindon.gov.uk.

Update on the Face to Faith project

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

3.2 *Feedback about existing Religious Education provision*

The majority of participants have demonstrated a broad knowledge about different main world Religions and feel their RE learning experiences at School have been positive on the whole. There have been expressions of interest in:

- More experiential learning and less teacher-led learning
- Learning about more obscure Religions and world views
- Opportunities to learn and link into other subjects such as Art/Drama

3.3 *Language*

All pupil participants have been offered a safe space to share views, perceptions and experiences. A common and recurring theme in all Schools has been the use of language e.g. by pupils, the media, slang, nicknames etc.

3.4 *Recurring topics/themes*

The following have been core topics for discussion and seem to be at the heart of pupil's interests in faith and school issues:

- Bullying
- Conflict
- Celebration
- Overlaps between Religions

3.5 Case Study:

This case study is outlined to enable SACRE to gain an insight into some of the discussions undertaken.

Case study 1:

A series of activities were planned to provoke discussion and challenge perceptions. One group of participants were shown a series of photographs and were asked to discuss what thoughts or feelings the images provoked. The images included:

- Images of Gods
- Religious Symbols
- Religious artefacts
- People wearing clothing associated with different religions
- Celebrities well known for their Faiths or Beliefs
- Images of acts of terrorism

The participants discussed their perceptions based on the images they saw and identified potential phobias and prejudices.

Further information on the subject of this report can be obtained from Paula Harrison on 01793 466418, Email pharrison@swindon.gov.uk.

Update on the Face to Faith project

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

The following week, the same group were given a collection of newspaper articles including headlines such as :

- “Sikh girl wins right to wear bracelet to School”
- “Catholic Girl banned from wearing Crucifix”
- “Muslim family thrown off flight for discussing where its safe to sit”
- “Should Burkas be banned?”

The two sets of activities were interesting because the pupils responded positively and respectfully to the photographs in the first activity. They discussed their concerns that life for Muslim people had become harder because of 9/11. However, the same participants presented with media spin and interpretation found it hard to express/repeat their previously tolerant and accepting views. This highlighted to the group the power of language in influencing peoples’ beliefs and perceptions.

Key issue to note:

Pupils are very responsive to ‘real-life’ stories. Pupils seem to enjoy talking about something that feels controversial and provocative. With appropriate support and direction, pupils can move quite quickly towards peer moderation (pupils challenging and asking questions of each to reach consensus and resolution).

4 Key learning and areas for development

- 4.1 Keeping religion and faith at the centre of these discussions and activities is not always easy. This led to some activity work around the connection between: Religion/Faith/Belief → Identity → Community → Behaviour
- 4.2 There is an opportunity to develop tailored training and awareness-raising around language and identity for adults and schools. Sensitising staff to be able to hear and pick up on challenging stereotypes, language or misperceptions. Staff are role models and should be confident and equipped to support students develop sensitive, respectful and tolerant attitudes.
- 4.3 Workshop style delivery may be more effective than regular after school/lunch clubs to improve participation levels and address difficulties with retention and, to make maintaining a consistent theme. Workshop sessions also have the potential to deliver across a whole year group and be more integrated within other school activity.
- 4.4 Seeking to engage local young people through their school has not proven to be particularly easy or successful. Future engagement could be targeted

Further information on the subject of this report can be obtained from Paula Harrison on 01793 466418, Email pharrison@swindon.gov.uk.

Update on the Face to Faith project

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

outside of school through recreation opportunities and local youth clubs, groups and societies.

5 Reporting to NASACRE

- 5.1 It is proposed that the monitoring report to NASACRE includes a summary based on the content of this report.
- 5.2 NASACRE will be interested to hear how the resources of this project will be shared with other schools. It is envisaged that at least two of the showcase activities will result in material that can be used as a teaching resource or discussion prompt and this will be detailed to NASACRE. Additionally, the report to NASACRE is planned to include sample lesson plans and an indication of the key steps forward that Swindon will be considering as learning outcomes from the project

Risk Management

Financial and Procurement Implications

- The costs of this project are part funded by the application to NASACRE and part funded by project funding made available for community cohesion from Government Office South West.

Legal / Human Rights Implications

- This report has no specific legal or human rights implications.

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

- The work of the SACRE contributes to the Corporate Plan aims to improve the opportunities for children and young people, it also contributes to Local Area Agreement (LAA2), National Indicator 2 – promoting a sense of belonging.

Consultees

- The Director of Finance (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted on all reports.
- Director of Schools and Learning.
- Gill Ilic, Primary Adviser
- Katy Staples, SACRE Adviser

Background Papers and Appendices

- None

Further information on the subject of this report can be obtained from Paula Harrison on 01793 466418, Email pharrison@swindon.gov.uk.

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SACRE Development Plan

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

Author: Director of Law and Democratic Services / SACRE Adviser

Parish / Wards Affected: All

Purpose

- To request the SACRE to agree the development plan for its work for April 2009 to March 2010 and consider questionnaires to gather information from schools.

Recommendation

- That the SACRE agrees its development plan for its work for April 2009 to March 2010 as at Appendix 1.
- That the SACRE considers and approves use of the Questionnaires to Primary and Secondary RE Coordinators set out at Appendix 2 and 3.

1. Reasons

- 1.1 It is appropriate for the SACRE to agree a development plan to carry out its priorities and to fulfil its statutory role. Last year the SACRE confirmed an overarching plan for its work for 2007-2010. The current proposed plan sets out in more detail the activities for the period April 2009 to March 2010.

2. Detail

- 2.1 At the last meeting the SACRE considered and agreed its Annual report for 2007/08, and confirmed that its development plan for the coming year should be shaped by any gaps identified through the Annual Report. The SACRE Adviser has drafted a new Development Plan on this basis.
- 2.2 A copy of the draft Development Plan for April 2009- March 2010 is attached at Appendix 1. The SACRE is requested to consider and agree whether this is an articulation of its main priorities.
- 2.3 Attached at Appendices 2 and 3 are questionnaires to be sent to RE co-ordinators in Swindon Schools. The Annual Report highlighted the need for better intelligence in relation to the resources and teaching of RE in schools. It is proposed that the attached questionnaires are used to enable the SACRE to fulfil its statutory role and establish a picture of provision, to assist it to better support effective religious education.

Further information on the subject of this report can be obtained from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk

SACRE Development Plan

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

Alternative Options

- The SACRE may wish to adjust its priorities for the coming year.

Risk Management

Financial and Procurement Implications

- The costs of the activities set out in the development plan, including Adviser support costs, are met from annual £5000 SACRE Budget, except where specifically indicated in relation to the Face to Faith Project and CPD recharged training sessions. General administration and meeting costs for the SACRE are met from within the Committee and Member Services budget.

Legal / Human Rights Implications

- This report has no specific legal or human rights implications.

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

- The work of the SACRE contributes to the Corporate Plan aims to improve the opportunities for children and young people.

Consultees

- The Director of Finance (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted on all reports.
- Director of Schools and Learning
- Gill Ilic, Principal Advisor

Background Papers and Appendices

- Appendix 1 – Draft Development Plan for April 2009 – March 2010
- Appendix 2 – Secondary Schools Questionnaire
- Appendix 3 – Primary Schools Questionnaire

Further information on the subject of this report can be obtained from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk

DRAFT SACRE Development Plan April 2009 – March 2010

<u>Area for Improvement:</u> Increasing the effectiveness of SACRE in developing teaching and learning in Swindon schools.			
Success Criteria: <ul style="list-style-type: none"> The quality of pupils learning in RE is improved through the implementation of recent curriculum developments KS1-3 School communities are well informed about and confident to implement recent educational initiatives that affect RE, Community Cohesion and Collective Worship. SACRE and Swindon LA effectively meet their statutory requirements in relation to RE and Collective Worship. 			
<u>Monitoring</u>		<u>Evaluation</u>	
Who	Sarah Foulkes /Gill Illic	Who	SACRE Working group in producing Self Evaluation Annual Report
How and when	Regular meetings with RE Adviser Three SACRE meetings a year	How and when	Report to SACRE meeting December/January 09/10 Spring 2010 SACRE meeting
Lead Person	Katy Staples	Others involved	SACRE members
1. RE Adviser to monitor and support the further development of RE within the curriculum with a particular focus on <ul style="list-style-type: none"> Creative Curriculum at KS1+2 New KS3 curriculum for RE at KS3 		<u>Start date</u>	<u>Link to Budget</u>
		APRIL 09	Resources Needed CPD on Creative Curriculum in RE for Primary Secondary Conference (joint with Wiltshire LA) Self funding through CPD charging system (2 days adviser time) 1 day Adviser time

			3 x Cluster meetings for Primary and Secondary	2 days Adviser time
2. RE Adviser signposts school leaders to high quality resources to enhance the teaching and learning of RE in Swindon schools and secure support materials to meet local needs where gaps in provision are identified.	APRIL 09	SEPTEMBER 09	Annual disc distribution in conjunction with Wiltshire LA	1 day adviser time
3. RE Adviser to monitor and support schools in fulfilling their duty to promote community cohesion.	APRIL 09	MARCH 10	Monitor ofsted reports Offer CPD about RE and Community Cohesion	Self funding through CPD charging system (4 days adviser time)
4. Support and evaluate the NASACRE Face to Faith project	APRIL 09	JULY 09	Attend launch and evaluate the impact of the project	½ day adviser time (The costs of running the project have been funded jointly through a NASACRE Grant and Project Funding for community cohesion from Government Office South West)
5. SACRE members to secure reliable and valid data on standards of learning in RE and Collective Worship.	APRIL 09	MARCH 10	Collating the results of surveys sent to all schools. Offer exemplification of levels for KS1 and 2.	2 days adviser time – through cluster meetings

6. SACRE members ensure that SACRE continues to meet its statutory requirements through training and regular updates on educational initiatives relevant to RE and CW	APRIL 09	FEB 10	Write annual report Attend NASACRE conference	3 days adviser time ½ day adviser (time and cost shared with Bristol SACRE) plus members expenses
7. SACRE Members are proactive in securing full representation on SACRE for all committees.	APRIL 09	FEB 10		
8. Adviser to gather evaluative data on effectiveness of courses and resources produced to support schools.	APRIL 09	SEPTEMBER 10	Clerk to SACRE to collate data	
9. RE Adviser to respond to additional support needs of schools in the areas of RE and Collective Worship.	APRIL 09	MARCH 10		3 days adviser time

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Secondary RE Questionnaire/Feedback

(Optional) Name:

School:

Email:

Staffing

How many teachers teach RE in your school?

How many are specialists, either through initial degree or regular access to Inset?

Are there any issues concerning the staffing of RE in your school?

Curriculum

How is RE delivered in your school?

- As a discrete subject
- Fully integrated
- Or some integration as appropriate

If integrated could you give some example of themes RE linked to.

What use have you made of the Annual RE disc or the www.saled.org or www.candyp.org websites?

What else would you like to see included?

Time allocation for RE in your school ?

- Key Stage 3 _____
- Key Stage 4 _____
- Post 16 if appropriate _____

Standards

Would you say standards in RE in your school are

- Rising
- Staying about the same
- Declining

How are you able to make this judgement?

Funding

I am (Please circle)

Very satisfied Satisfied Surviving just unhappy

Do you have extra budget for ICT in RE ?

Planning/SIP/SDP

What are your/your department's areas of focus for this year?

What are the three biggest challenges you face at present?

What are you three biggest successes at the moment?

Primary School RE Questionnaire/Feedback

(Optional)Name:

School:

Email:

Staffing

How many teachers teach RE in your school?

How many are specialists, either through initial degree or regular access to Inset?

Are there any issues concerning the staffing of RE in your school?

Curriculum

How is RE delivered in your school?

- As a discrete subject
- PPA time
- Fully integrated
- Or some integration as appropriate

If integrated could you give some example of themes RE linked to.

What use have you made of the Annual RE disc or the www.saled.org or www.candyp.org websites?

What else would you like to see included?

Standards

Would you say standards in RE in your school are

- Rising
- Staying about the same
- Declining

How are you able to make this judgement?

Funding

I am (Please circle)

Very satisfied Satisfied Surviving just unhappy

Planning/SIP/SDP

What are your/your schools areas of focus for this year?

What are the three biggest challenges you face at present?

What are you three biggest successes at the moment?

Feedback from Cluster Meetings

Standing Advisory Council on Religious Education (SACRE)

Date: 9 March 2009

Author: Director of Law and Democratic Services / SACRE Adviser

Parish / Wards Affected: All

Purpose

- To update the SACRE on the discussions at Cluster Meetings.

Recommendation

SACRE is requested -

- To note the report.
- To consider any actions arising for the SACRE from the Cluster Meeting.

1. Reasons

- 1.1 The SACRE has a duty to help schools fulfil their statutory obligations with regard to religious education.
- 1.2 It is important that the SACRE be kept informed about the provision for religious education and collective worship in schools in the Borough and the support being provided to schools.

2. Detail

- 2.1 The SACRE Adviser meets with teachers of religious education in both primary and secondary schools through regular cluster meetings.
- 2.2 The notes from the last Primary Cluster meeting are attached at Appendix 1. One of the key areas for discussion was the use of the AERIAC Toolkit, as recommended at the last SACRE meeting, and an agreement to move forward with a version of the AERIAC toolkit, and mutual support to enable use of the toolkit to evaluate teaching and learning.
- 2.3 The Secondary Cluster meeting was due to be held in the week beginning 2nd February, but had to be rearranged to 11 March 2009 due to the snow.
- 2.4 The SACRE Adviser will highlight at the meeting the key outcomes from the cluster meeting, and any actions that the SACRE might wish to consider as a result.

Further information on the subject of this report can be obtained from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk.

Feedback from Cluster Meetings

Standing Advisory Council on Religious Education (SACRE)

Date: 9 March 2009

Alternative Options

- None

Risk Management

Financial and Procurement Implications

- The costs for the SACRE Advisor meeting with the secondary and primary clusters is met from within the SACRE budget, which is £5000 per annum.

Legal / Human Rights Implications

- This report has no specific legal or human rights implications.

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

- The work of the SACRE contributes to the Corporate Plan aims to improve the opportunities for children and young people, and to support local communities by empowering people to participate in local decision-making and overcoming social exclusion.

Consultees

- The Director of Finance (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted on all reports.
- Director of Schools and Learning
- Gill Ilic, Principal Adviser

Background Papers and Appendices

- Appendix 1 – Notes from the Primary Cluster Meeting

Further information on the subject of this report can be obtained from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk.

Swindon Primary RE Cluster
22nd January 2009
St Francis VA School, Taw Hill, Swindon.

Those present : Lara Stephens, Anne-Marie Cleary, Theresa Neale, Anne-Marie Domm, Anne Rees, Alex O'Brien, Gaynor Simpson, Janet Plumb, Geraldine King, Liz Haigh, Karen Day, Beverley Leaver, Jo-Anne Rutt, Mandy Cook, Steph Mundin, Katy Staples

1) Welcome and Introductions.

Katy Staples introduced herself as the new Adviser to SACRE who has taken over from Catherine Coster. Everyone introduced themselves and explained which phase of Education they taught in and how long they had been subject leader.

2) The Areiac Toolkit

This has been piloted in some schools in Swindon; it was explained how it had helped to evaluate the position of RE in those schools and was a good platform for creating a well-informed action plan for the subject. It was commented that in the light of the Primary Review some of the judgements made might soon be obsolete. However as subject leaders, many felt they were being regularly asked for development plans by senior management and to use cluster meeting to self evaluate in pairs or small groups was seen as potentially a positive use of cluster time.

3) The Forthcoming curriculum changes and how they might effect RE

Katy Staples gave a very brief summary of the recommendations currently under negotiation in the Primary Review (The Rose Report). We discussed where RE might fit into the new learning areas and felt it may contribute to several most notably "Understanding physical health and Well Being, Understanding the arts and design, and human, social and environmental understanding." Although it was pointed out that many subjects, as we now know them, could contribute to several of the new areas of learning.

We then proceeded to explain whether RE was taught currently discreetly or in a cross curricular themed way. In the majority of schools it would seem to be being taught separately and is often covered in PPA time and sometimes taught by TAs. A general comment made was that it was often last on people's lists and pushing over worked staff for evidence of teaching was more than they could bring themselves to do as subject leaders.

In some schools it is being covered in a cross curricular way. In the two Church schools represented they felt RE was a priority and it was taught in the main by class teachers.

4) Hiccups with the new schemes of work

There have been problems with old disks or lost disks – references to the old scheme of work are made – which some schools do not have access to and some resources recommended are now a bit dated.

5) Making priorities for Future meetings

These were the issues as well as working on the Toolkit that people wanted to be raised in future meetings .

ECM and RE

Co-Co and RE

Gifted and Talented in RE

“The mantle of the Expert”

Philosophy 4 Kids

Good new Resources

A workable easy model for assessment in RE

6) Survey of RE in your school

A survey was circulated in order for SACRE to gain a more accurate picture of the provision of RE in Swindon schools.

7) AOB

There was no AOB

8) Date of the Next meeting

Thursday March 19th 2009 St Francis, Taw Hill Swindon 3.30-4.00-5.15

Provisional Main Agenda Items

Co-evaluation of RE in your school – using the AREIAC Toolkit.

Demonstrating and looking at new resources

Following meeting

Thursday June 18th 2009

Provisional Main Agenda Items

ECM and RE

Gifted and Talented and RE (Mantle of the Expert and Philosophy for Kids)

Primary Review - Update

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

Author: SACRE Adviser

Parish / Wards Affected: All

Purpose

- To update the SACRE on the progress of the Primary Review and potential implications for the teaching of Religious Education.

Recommendation

- That the SACRE discuss and note the report and presentation of the SACRE Adviser on the progress of the Primary Review and the potential implications for religious education.

1. Reasons

- 1.1 The SACRE has a duty to help schools fulfil their statutory obligations with regard to religious education, and to be kept informed of changes in policy or legislation which could have implications for the teaching for RE.

2. Detail

- 2.1 The SACRE Adviser will give a presentation on the current progress of the Primary Review, being carried out by Sir Jim Rose with support from QCA, and the implications for the teaching of Religious Education. A summary of the current Review is set out at Appendix '1'.
- 2.2 At its meeting in September 2008 the SACRE approved for distribution to schools a guidance note about RE in the creative curriculum, to begin to assist teachers piloting creative approaches to curriculum development, to ensure that the RE remains in line with the agreed syllabus.
- 2.3 Primary teachers on the SACRE are invited to share at the meeting the way in which they are planning to approach the change in teaching of RE in the light of the Review.

Alternative Options

- There are none.

Further information on the subject of this report can be obtained from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk

Primary Review - Update

Standing Advisory Council on Religious Education (SACRE)

Date: 9th March 2009

Risk Management

Financial and Procurement Implications

- There are no financial implications arising from this report.

Legal / Human Rights Implications

- This report has no specific legal or human rights implications.

Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)

- The work of the SACRE contributes to the Corporate Plan aims to improve the opportunities for children and young people.

Consultees

- The Director of Finance (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted on all reports.
- Director of Schools and Learning
- Gill Ilic, Principal Adviser

Background Papers and Appendices

- Appendix 1 – Summary of the Primary Review

The Rose Report and RE

Many Primary Schools have been motivated through the good practice observed in EYFS, the “Quart into a Pint Pot” problem of too many subjects and content and not enough time, and the motivation of excellence and enjoyment to create a more creative curriculum in their context.

The Rose Report reflects these needs and represents a major review of the Primary Curriculum.

Principal aspects of the review

- Curriculum design and content
- Literacy, numeracy and ICT
- Personal development
- Transition and progression, including summer born
- Modern languages

Timescale

2009 Later this year the Revised Primary Curriculum will be sent to schools

2011 Teaching to begin

The Curriculum

To be based on 12 principles:

1. is underpinned by **aims** and **design principles**
2. is presented to **challenge, inspire, engage** and **motivate** all learners
3. promotes **coherent personal development**
4. articulates the **essential knowledge, understanding, skills** and **attitudes** in more coherent areas of learning
5. is a **common national framework** to promote flexibility and personalisation
6. is the **entire planned learning experience**
7. promotes a **wide repertoire of teaching and learning approaches**
8. makes **clear expectations of progression**

9. is built on a **good understanding of child development**
10. is **underpinned by assessment** integral to teaching and learning which actively engages children in the learning process
11. **promotes evaluation** from assessment for learning and teacher reflection to Ofsted reports
12. is planned based on **clear education outcomes**

Curriculum Aims

Encouraging all children to be:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

Essentials for Learning and Life

...are the **skills, attitudes and attributes** children need to develop:

- ❖ to help them in their learning
- ❖ to grow as individuals
- ❖ to sustain positive relationships

Skills, attitudes and attribute such as:

- ❖ teamwork and conflict resolution
- ❖ empathy and tolerance
- ❖ social and emotional skills
- ❖ respect for others and the environment
- ❖ self-respect and confidence

Literacy and Numeracy

Literacy includes speaking, listening, reading and writing

- ❖ speaking and listening are essential in their own right and as a crucial platform for learning to read and write
- ❖ all subjects have potential for developing spoken language
- ❖ all literacy skills should be taught regularly and systematically and be embedded in each area of learning

Numeracy is about more than just being able to carry out basic operations. It's about knowing when to use and apply them in everyday situations

ICT

- ❖ has a **unique capacity and potential** for developing and enlivening all aspects of learning
- ❖ needs to be **taught discretely** to capture its essential knowledge and skills
- ❖ needs to be **applied across the whole curriculum** to deepen understanding.

Areas of Learning

The draft titles for the **six proposed Areas of Learning** are:

- Human, social and environmental understanding
- Understanding physical health and well-being
- Understanding the arts and design
- Understanding English, communication and languages
- Mathematical understanding
- Scientific and technological understanding

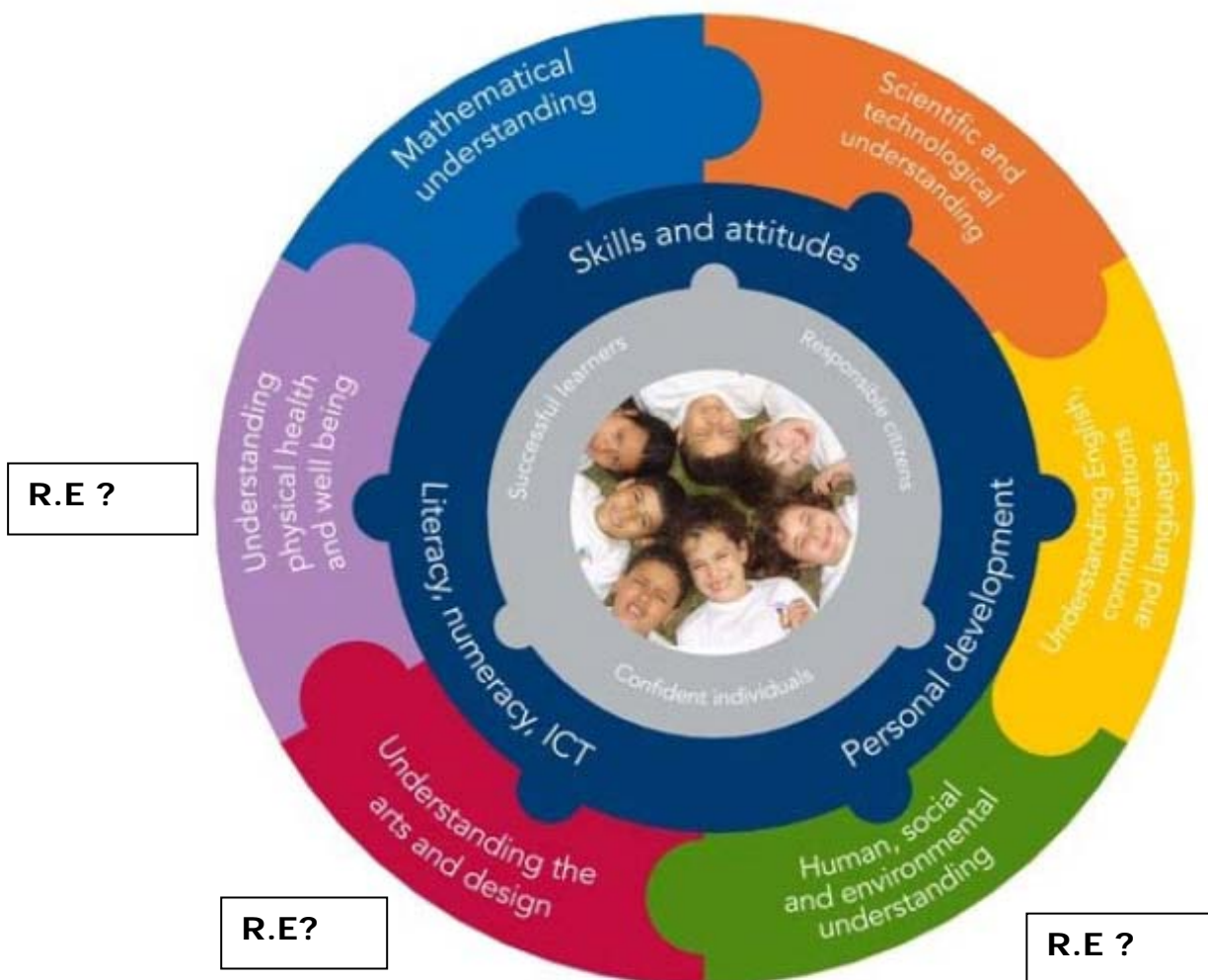
What's in an Area of Learning?

- **Importance statement** outlines why the area is essential for children to learn
- **Key ideas** identify the understanding children need to develop within an area of learning
- **Skills and processes** identify what children need to learn to do, in order to make progress in an area of learning
- **Progression in learning** identify the 'home-base subject matter' through which children will develop the key ideas and learning and thinking skills
- **Curriculum opportunities** are experiences essential to a child's development in an area of learning, and allow children to
 - ❖ build on personal experiences
 - ❖ get actively involved in their learning
 - ❖ learn in real and relevant contexts
 - ❖ learn through play
 - ❖ make decisions about their own learning
 - ❖ learn outside the classroom and in the community

Developing the entire planned learning experience

It is possible to have:

- skills *and* knowledge
- direct teaching *and* child led exploration
- good standards *and* well-rounded learners
- literacy and numeracy *and* a broad and balanced curriculum
- specialist teaching *and* thematic teaching that makes connections between subjects
- developing skills regularly and often *and* deep immersive learning over extended periods
- the big ideas and events from the past *and* connections to the contemporary issues of our time



The Place of RE?

RE has a unique place in the curriculum.

It is a statutory requirement that all pupils are taught RE alongside Core and Foundation subjects.

Schools will need to ensure that all pupils have their entitlement and will need to be able to demonstrate where and how R.E. is being taught.

Where might RE fit in the new curriculum review?

Which area of learning?

RE may most naturally fit within the
"human, personal and environmental understanding" area of learning.
(what traditionally has been called the Humanities)

However it may also have much to contribute to

"Understanding physical health and well-being"

"Understanding the arts and design"

"Understanding English, communication and languages"



Potential Pitfalls

- That AT1 and AT2 will be separated – when they need to be taught in conjunction (learning about religion could be placed in "human, personal and environmental understanding" whilst learning from religion could be placed in "understanding physical health and well being")
- That rigour may be lost and the levels of attainment may not be planned for sufficiently and communicated
- Key principles of AFL may be lost and pupils may be less clear where they are on their learning journey.
- That RE will be an "add on" and taught in contexts where it is difficult to find sufficient questions to serve the needs of RE and little of the Agreed syllabus will be covered in any depth.
- As pupils move schools and key stages there will be a repetition of subject content

Potential Advantages

- It allows schools to develop a curriculum to fit their children in their context



- It gives learning energy and children will achieve better as excellence follows enjoyment and engagement.
- It shows the world and learning as non- segmented and offers learners a more cohesive reality.
- It means you can maximize learning as you take longer and you are more likely to finish things – you are “launching the rocket” less times.
- The topic can be started with a “compelling learning experience” incorporating more learning outside the classroom and play and ended with an activity that will help students to communicate their learning to others.

A Post Script

In the implementation of a recent curriculum review in **Wales**, at the last minute RE was withdrawn from the “integrated model” and placed as a standalone subject because of parental right to withdraw their child from RE under the Law.

The **Cambridge independent Primary Curriculum review** has published its findings and is making some different recommendations to the Rose Report – and so the Rose Report may need to respond to and incorporate those findings.

“The 12 aims for primary education are in three groups.

- *The needs and capacities of the individual*
 - ❖ **wellbeing**
 - ❖ **engagement**
 - ❖ **empowerment**
 - ❖ **autonomy**
- *The individual in relation to others and the wider world*
 - ❖ **encouraging respect and reciprocity**
 - ❖ **promoting interdependence and sustainability**
 - ❖ **empowering local, national and global citizenship**
 - ❖ **celebrating culture and community**
- *Learning, knowing and doing*
 - ❖ **knowing, understanding, exploring and making sense**
 - ❖ **fostering skill**
 - ❖ **exciting the imagination**
 - ❖ **enacting dialogue**

The framework: 8 domains

The term ‘domains’ has been chosen in preference to existing alternatives (e.g. subjects, areas of learning, themes) so as to allow them to be considered without preconception.

- **A domain has:**
 - ❖ coherence, integrity and an essential core of knowledge, skill and/or enquiry;
 - ❖ capacity to contribute to the achievement of one or more of the 12 proposed aims for primary education; potential to build on the EYFS and bridge to the secondary curriculum while respecting
 - ❖ the distinctiveness of the primary phase of children’s education.

- ***A domain is not:***
 - ❖ a named slot in the school's weekly timetable - domains are *professional* curriculum categories, and how they are translated in the classroom, terminologically, temporally and pedagogically, is for schools to decide; an invitation to low-grade topic work in which thematic serendipity counts for more than knowledge, understanding and skill.

The domains bring together 15 key areas of knowledge, skill, enquiry and disposition identified from the Review's evidence, from consultation and from international comparison as being essential to the primary phase. The domains – listed alphabetically to preclude assumptions about hierarchy – are:

- ❖ **arts and creativity**
- ❖ **citizenship and ethics**
- ❖ **faith and belief**
- ❖ **language, oracy and literacy**
- ❖ **mathematics**
- ❖ **physical and emotional health**
- ❖ **place and time**
- ❖ **science and technology"**

Cambridge Curriculum Review Feb 2009

At first glance it might appear that by having a "domain" entitled "faith and belief" that the Cambridge review safeguards the position of RE and may offer a solution the problem of withdrawal.

Election – and a possible change in Government before 2011

Should the Conservatives form the next Government they have indicated that they would not be implementing the findings of the Rose Review.

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