

Swindon Borough Council

Standing Advisory Council on Religious Education

Tuesday, 7 June 2011

Committee Room 6, Civic Offices
(New location) (Anticipated meeting room)

At 6.00 p.m. (To be followed directly by a meeting of the Agreed Syllabus Conference)

**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 (tbc)
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 Arthur Woo

**Group C:
Teacher Associations**

David Easter, NUT
Ms Jo Garton, NAHT
Mrs Tracy Mason, NUT
Ms Helen Miller, NUT
Miss Lottie Rowe, NASUWT
Mrs Mandy Sandleton, NASUWT

**Group D:
The Local Authority**

Councillor Doreen Dart
Councillor Claire Ellis
Councillor Raymond Fisher
Councillor Ellen Osa
Councillor Joe Tray

Support Officers:

Ms Katy Staples, SACRE Adviser
Ms Sarah Foulkes, Primary Link 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. Appointment of Chair and Vice-Chair for Municipal Year 2011/12

Nominations are invited for the roles of Chair and Vice-Chair. The SACRE Constitution requires that the Chair and Vice-Chair are appointed from different representative groups.

Voting for the Chair and Vice-Chair will take place in constituent groups, with each constituent group entitled to a single vote on each role.

2. Apologies for Absence

3. 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.

4. 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.

5. Minutes (Pages 1 - 6)

To receive the minutes of the meeting held on 15th March 2011.

6. Membership Update (DLDS-B) (Pages 7 - 8)

7. Reaching Out For Change Short Film (Miss Lottie Rowe)

Three or four short films have been made by Create Studios in conjunction with Swindon Schools. All the short films are about faith and belief, and are entitled Reaching out for Change, and are a continuation of the Face to Faith Project. The SACRE will have the opportunity to view the film from Ridgeway School, entitled 'Same Difference', which is about a Muslim and Non-Muslim Girl and what is similar and different between them. The other films will be available to view at the end of the meeting.

8. Celebrating RE Month Further Update (Ms Katy Staples / SACRE Members)
(Pages 9 - 10)

9. National Developments for RE (Ms Katy Staples) (Pages 11 - 22)

10. Update on Implementing the Development Plan 2011-13 (Ms Katy Staples)
(Pages 23 - 30)

11. Feedback from Network Meetings (Ms Katy Staples/ SACRE Members)
(Pages 31 - 32)

12. Future Meetings

The meetings of the SACRE for 2011/12 have been scheduled for:

Tuesday 27th September 2011 6 pm
Tuesday 6th December 2011 6 pm

Tuesday 27th March 2012 6 pm

Members of the SACRE are asked to suggest Faith or School venues for future meetings.

Date of Despatch: 27 May 2011

Key: Officers:

GDC – Group Director: Children

DLDS-B - 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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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

TUESDAY, 15 MARCH 2011

PRESENT:-

Group A:
Christian Denominations and
Other Religions or Religious
Denominations

Mrs Helen Hancox (United Reformed Church),
Reverend David Howell (Swindon Evangelical
Alliance), Mr Dinesh Patel (Hindu Community),
Mr Arun Bedi (Sikh Community), Mr Mark Cawte
(Methodist), Mr Tony McAteer (Catholic
Community) and Mr David Burbidge (Baptist
Church)

Group B:
Church of England

Reverend Norma McKemey, Mrs Penny
Summers, Reverend Arthur Woo and Miss Janet
French

Group C:
Teacher Organisations

Ms Jo Garton (Vice-Chair in the Chair), Mrs
Tracy Mason, Mrs Mandy Sandleton and Miss
Lottie Rowe

Group D:
Councillors

Councillors Michael Bray and Raymond Fisher

Also in attendance:

Katy Staples (SACRE Adviser), Paddy Bradley
(Director of Schools and Learning) and Sarah
Lawrence (Clerk to the SACRE)

Apologies for absence were received from Councillor Doreen Dart, Councillor Junab Ali, Councillor Janet Heenan, Ms Steph Mundin, Ms Helen Miller and Sarah Foulkes.

30. Declarations of Interest

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

31. Public Question Time

No public questions were received during the meeting.

32. Minutes

Resolved – That the minutes of the meeting held on 7th December 2010 be confirmed and signed as a correct record, subject to a correction to Minute 26 bullet point 2, that Penny Summers assisted with the Primary Network session on foundation materials rather than leading the session.

Matters Arising – 1) Further to Minute 26, it was agreed that actions outstanding from the 2010/11 Delivery Plan would be carried forward to the next Plan where appropriate, to be discussed later in the agenda. 2) Further to Minute 25, Mr Mark Cawte advised that Mrs Sarah Lane Cawte had been formally nominated to be the deputy representative to represent the United Reformed Church on the SACRE.

The Clerk confirmed that this would be the subject of report for formal approval at the next meeting.

33. Welcome to Gorse Hill Baptist

Mr David Burbidge welcomed the SACRE to Gorse Hill Baptist Church. He advised the SACRE on the history of the Baptist Church and the beliefs and work of Gorse Hill Baptist Church in particular, and answered questions.

Resolved – That Mr David Burbidge be thanked for his interesting presentation and for hosting the SACRE meeting.

34. Celebrating RE Month

Ms Katy Staples presented a list and the press coverage of events which had taken place in schools for Celebrating RE Month, and commended the members of the SACRE who had attended these events, and made links with local schools. Individual members of the SACRE reported back on the activities they had attended:

- a) Reverend Norma McKemey had visited the mosque with children from Liden School, and advised on the way in which the children received a presentation, and were welcomed and had their questions answered.
- b) Reverend Arthur Woo and Penny Summers reported back on a visit to the Sikh Temple and the quality of the presentation and welcome, which enabled the children to experience a sense of reference within a place of worship. Reverend Arthur Woo had also visited a local church with the same set of children.
- c) Ms Jo Garton tabled a description of her visit to South Marston C of E Primary, and the quality of a storyteller of bible stories, bringing the stories to life.
- d) Mr Dinesh Patel advised on his visits to Orchid Vale Primary and Covingham Park Primary Schools within encounter days focused on Holi and Encountering Hinduism. He was able to use a 15 foot timeline to show how Hinduism fitted within key events in history and culture which the children could identify with, and in the context of other faiths.

Ms Katy Staples advised that Swindon Academy were holding a session on 16th March, quizzing Bishop Lee about his Faith and Medical Ethics, and asked any member who would be free to attend to contact her. In addition, Miss Lottie Rowe advised that her secondary class would be holding an early morning video conference with a group of children in another country in the next few weeks, to discuss issues of difference and faith, as part of a Face to Faith Project.

Resolved – 1) That the SACRE welcomed and celebrated the range of events held locally as part of the national Celebrating RE Month.

35. Annual Report and Development Plan

The SACRE considered a report of the SACRE Advisor setting out the proposed Annual Report of the SACRE for the period September 2009 to September 2010, and a proposed Development Plan for 2010-13. Ms Katy Staples advised that the Annual Report this year was written in a shorter more accessible style, including examples of local RE, so that it could be sent to schools and governors.

Mr Paddy Bradley (Director of Schools and Learning) advised the SACRE on the context for Religious Education examination results, which were included in the Annual Report. It was recognised that the reduced amount of information available on teaching and the extent to which schools were delivering on the RE curriculum, was not unique to RE, but was true of many subjects where inspection reports no longer commented directly on individual subject teaching. It was noted that the number of A-C grades achieved in RE in local schools was generally on an upward trend in the last few years, and was above the national average. A number of schools were choosing to teach either a full or short course curriculum at GCSE or to offer RE through encounter or alternate courses. There had been a 17% reduction in RE short-courses taken, and a 15% increase in full-course, although the overall numbers of pupils taking one or other had gone down. The SACRE asked for additional information to be provided to them for the Annual Report on the number of pupils in the cohort to give a context to the number of pupils taking RE examinations. It was suggested that the report might also commend specific schools where there was an excellent offer and take-up of RE examinations.

The SACRE felt that RE made a particular curriculum contribution, enabling children to discuss and question in a way that benefitted other learning. In relation to this, it was asked if the Director of Schools and Learning could provide information to SACRE members on the extent to which schools that have RE examinations, show better overall examination results, in terms of the number achieving 5 GCSE A to C grades and 2 A levels.

The SACRE was concerned that the plans for the English Baccalaureate, which currently did not include RE, was leading to schools placing less priority on RE teaching at secondary level, which could also have implications for the recruitment of specialist RE co-ordinators and teachers. As part of the next agenda item, it was agreed the SACRE would discuss a letter to go to the Local Authority, Head Teachers and Governors, and be copied to the MPs, on the legal requirement for schools to teach RE to all children. The concern that RE teaching was being marginalised in schools should also be highlighted to all Members of the Council.

The SACRE discussed the SACRE Development Plan for 2010-13. One of the key tasks for the next year was the dissemination of the Update to the Locally Agreed Syllabus. It was agreed that the actions outstanding in the last plan in relation to Collective Worship be included in this Development Plan. However, the option for a Year 4 interfaith project be deferred for the time being.

Resolved – 1) That the SACRE Annual Report attached at Appendix 1 to the report be approved, subject to updates to SACRE member titles, and the inclusion of additional information set out above.

2) Further to 1) the SACRE Advisor finalise the report and submit it to the national body, and distribute it to Schools and Governors via Schools Online and the Governors' Newsletter.

3) The Director of Schools and Learning provide additional information to SACRE members on the extent to which schools providing Religious Education examinations, are those achieving the highest levels of 5 GCSEs Grades A-C and 2 A-Levels, included Religious Education in those results.

4) The SACRE Development Plan 2010-2013, attached at Appendix 2 to the report

be approved, subject to the inclusion of the outstanding actions in relation to Collective Worship from the 2010/11 Plan.

36. Implications of National Developments in Religious Education

The SACRE considered a report of the SACRE Advisor on the national developments in relation to the provision of RE and the implications for local teaching. As had been discussed as part of the last Agenda item, it was noted that the humanities requirement in the English Baccalaureate did not currently include Religious Education. There had been public lobbying on the qualifying subjects and the Government was currently reviewing this position. However, there was concern that schools were already placing less priority on the teaching of Religious Education as a result. It was part of the SACRE's role to advise the Local Authority of such concerns and to help schools to fulfil their statutory obligation to teach Religious Education. The SACRE reviewed a draft letter to go to all schools reminding them of their legal responsibilities and a short survey to Secondary Schools asking for their current practice for teaching RE and future intentions.

Resolved – 1) That the report be noted.

2) That the letter attached as Report Appendix 2 be sent to the Local Authority, Headteachers and Governors and copied for information to the MPs, to set out the need for schools to continue to teach Religious Education in accordance with statutory requirements and the Locally Agreed Syllabus.

3) That the survey attached as Agenda Appendix 2 be sent to Secondary Schools, subject to a change for the questions to ask about the current year 2010/11, with an additional question asking if schools plan to make any significant changes for next year 2011/12.

37. Feedback from Network Meetings

Mrs Penny Summers and Ms Janet French reported back on the Primary Network meeting that had taken place on 20th January, which focused on using Solihull guidance for foundation stage teaching. They confirmed that teachers were enthusiastic about the guidance, which was easily accessible and included good resources. It was noted that the existing version was available online and a new version would be published soon, and it would be good to include a link on Schools Online, particularly for new RE co-ordinators. The next Primary network meeting would be held on 12th May, focused on the update of the locally agreed syllabus.

Ms Katy Staples and Mrs Tracy Mason reported on the Secondary Network Meeting held on 26th January 2011. This had been attended by 6 teachers and had been a good discussion on good practice for the teaching of GCSE RE and strategies for effective revision. The next session had been scheduled for 16th June, to discuss the update of the locally agreed syllabus, but would be moved as this was now the launch day for the Locally Agreed Syllabus Update.

Resolved – 1) That the Network Meeting update be noted.

2) That an online link to the Solihull Foundation Stage material be placed on

Schools Online.

3) The SACRE Advisor arrange a new date for the next Secondary Network Meeting.

38. Date and Time of the Next Meetings

The SACRE noted that the provisional dates for SACRE meetings for the next municipal year were 7th June 2011 (combined with an Agreed Syllabus Conference meeting), 27th September 2011, 6th December 2011, and 27th March 2012. These dates were subject to confirmation by Council on 14th April 2011.

The Vice-Chair closed the meeting and thanked Mr David Burbidge of Gorse Hill Baptist Church for hosting the SACRE meeting.

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Membership Update

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011

Author: Director of Law and Democratic Services

Parish / Wards Affected: All

Purpose

- To ask the SACRE to note the Membership update and approve the appointment of the nominees to their respective groups.

Recommendation

- To note the Membership update.
- That Mrs Sarah Lane Cawte be appointed to the SACRE as a member of Group A (Other Christian Denominations and Other Religions) to represent the United Reformed Church for an initial period up until September 2011.
- That Mr Arun Bedi be endorsed as a full member of SACRE Group A (Other Christian Denominations and Other Religions) to represent the Sikh Community for an initial period up until September 2011.
- That the SACRE Advisor continue to seek a suitable representative for the remaining Group C (Teacher Organisation) vacancy to represent the National Union of Teachers (NUT).
- That the Clerk to the SACRE contact the current representatives for Groups A, B, C and their nominating organisations to confirm if they wish for their memberships to be renewed for a further 4 year term from September 2011 in accordance with the SACRE constitution, and that the revised membership of the SACRE be recommended to the Council for approval to take effect from September 2011.

1. Reasons

- 1.1. The Council appoints the membership of SACRE every four years and last formally appointed the membership in September 2007. The SACRE is asked to approve mid-term changes to memberships.

2. Detail

- 2.1 Since the last meeting, Mrs Helen Hancox has advised that she wishes to step down from Group A of the SACRE. The South-West Synod of the United Reformed Church has nominated Sarah Lane Cawte as their representative on Swindon SACRE. The SACRE is asked to confirm this appointment.
- 2.2 In addition, Mr Malkit Singh Virk has stepped down as a representative of the Sikh Community, and Mr Arun Bedi, currently the deputy representative, has

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: 7th June 2011

been nominated to take his place. The SACRE is asked to endorse this appointment.

- 2.3 One remaining vacancy exists on the Teacher Associations Group and this is for a National Union of Teachers (NUT) representative. The Clerk to the SACRE will continue to seek a representative to fill this vacancy.
- 2.4 The SACRE Constitution requires that the Council appoint the membership of SACRE every four years, with the SACRE approving any mid-term changes to its membership. The next renewal is due in September 2011. The SACRE is asked to confirm that the Clerk contact all current members and their nominating organisations to confirm if they would wish to stand for a further four year term and to arrange for the formal approval of the membership by the Council to take effect from September 2011. This does not prevent members leaving the SACRE mid-term, but enables the formal composition of the SACRE to be confirmed by the Council every four years.

Alternative Options

- None.

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. The legal requirements for appointment of representatives is set out in the SACRE Constitution.

Links to Corporate Plans and Policies

- 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.
- Paddy Bradley, Director of Schools and Learning
- Sarah Foulkes, Principal Advisor School Improvement

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.

Celebrating RE Month – Further Update

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011.

Author: SACRE Advisor

Parish / Wards Affected: All

Purpose

- To provide a final update to the SACRE on the range of events being held for Celebrating RE Month.

Recommendation

- SACRE is requested to welcome any further feedback on events held locally in March 2011 as part of the national Celebrating RE Month, and consider any follow up events.

1. Reasons

- 1.1 To support the teaching of RE through Celebrating RE Month.

1. Detail

- 2.1 The SACRE received a report back at the last meeting on a range of events held as part of a national Celebrating RE Month in and around March 2011. However, a few events were scheduled at the end of the month or beyond after the last meeting. SACRE Members who have not yet reported back on events that they attended are invited to do so. This includes the following events:

School / Date	Title of Event / Teacher	SACRE Member Attending:
St Francis C of E VA Primary 6 th April	Stations of The Cross and celebrating Easter Day Steph Mundin	David Burbidge / Steph Mundin
Swindon Academy 16 th March	Quizzing Bishop Lee about Medical Ethics and Faith Helen Green	Mark Cawte
Ridgeway School 16 th May	Video Conference with a School in New Delhi to discuss faith, community and global priorities. Lottie Rowe	Lottie Rowe

Further information on the subject of this report can be obtained from Katy Staples on 0117 927 7454 or katy.staples@bristoldiocese.org

Celebrating RE Month – Further Update

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011.

- 2.2 The range of activities undertaken this year has been very successful at enabling Members of the SACRE to see RE in action in schools and to increase links into schools from the SACRE. The success of the month was highlighted at the last Swindon Council meeting and it was asked if this can become an annual event for the SACRE.
- 2.3 The SACRE is asked to consider how it would wish to build on the success of the Celebrating RE Month, whether by encouraging a month of school events early in 2012 or by encouraging different events throughout the year, which SACRE members could attend and support.

Alternative Options

- The alternative options, where applicable, are set out in the body of this report.

Risk Management

Financial and Procurement Implications

- Any costs of supporting a further Celebrating RE Month would be met from within the SACRE's Annual Budget of £5k. £300 has currently been identified from within the budget for the administrative support of any such activity in 2011/12

Legal / Human Rights Implications

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

Links to Corporate Plans and Policies

- The work of the SACRE contributes to the Council's 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.
- Paddy Bradley, Director of Schools and Learning.
- Sarah Foulkes, School Improvement Adviser

Background Papers and Appendices

- None

Further information on the subject of this report can be obtained from Katy Staples on 0117 927 7454 or katy.staples@bristoldiocese.org

National Developments for Religious Education

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011

Author: SACRE Advisor

Parish / Wards Affected: All

Purpose

- To update the SACRE on national developments in relation to the provision of RE.

Recommendation

SACRE is requested -

To note the report and to consider any actions required as a result, in particular in relation to the SACRE's role to support schools.

1. Reasons

- 1.1 The SACRE has a duty to help schools fulfil their statutory obligations with regard to religious education.

2. Detail

- 2.1 Attached at Appendix 1 is a paper on the current national developments in Religious Education. The paper has been prepared by John Keast, but has been annotated by the SACRE Advisor (in bold italics) to update developments in RE and to highlight key questions for the Swindon SACRE to consider.
- 2.2 The SACRE is asked to discuss and note the current situation in relation to national developments in RE, and consider any action that is required to support schools in relation to these developments.

Alternative Options

- The alternative options, where applicable, are set out in the body of this report.

Risk Management

Financial and Procurement Implications

- This report has no specific financial or procurement implications.

Legal / Human Rights Implications

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

Further information on the subject of this report can be obtained from Katy Staples on 0117 927 7454 or katy.staples@bristoldiocese.org

National Developments for Religious Education

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011

Links to Corporate Plans and Policies

- The work of the SACRE contributes to the Council's 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.
- Paddy Bradley, Director of Schools and Learning.
- Sarah Foulkes, School Improvement Adviser

Background Papers and Appendices

- Appendix 1 – Paper on the current National Developments in RE (by John Keast and annotated by Katy Staples).

Appendix 1- National RE Update for Swindon SACRE June 2011

This is a very useful paper written by John Keast, with additions and comments about developments that have been made since the writing of the report, and questions about assertions made where appropriate. These are in underlined italics. (Katy Staples)

RELIGIOUS EDUCATION IN ENGLAND – STILL A CRITICAL TIME: A PERSONAL PERSPECTIVE, JOHN KEAST

This is a third paper about the current situation regarding Religious Education (RE) in England. The first, in December 2010, was entitled *RE in England – an impending crisis*, and the second was *RE: A critical time* in January. This paper attempts to provide an update of the critical issues RE faces.

1. A continuing critical situation for RE in 2011

Since the mid-1990s provision and quality in RE has improved, though patchily across the country. Last year's Ofsted report *Transforming Religious Education* (Ofsted 2010) confirmed the pattern of good practice but identified issues concerning the current statutory arrangements for RE, what constitutes learning and progress, and the inadequacy of professional development in RE. There has been no government response to this report. Although there were worrying signs for RE before the coalition government including some negative impact on RE of the new secondary curriculum in some schools and the lack of a systematic monitoring of statutory compliance by Ofsted, the situation unfolding in 2011 remains the most critical for RE since 1988 or even before that. There is now no national RE adviser for curriculum, assessment and qualifications.

2. Contextual threats to the flourishing of RE.

2.1. The drive towards academies and free schools continues and seems intended to create a virtually 'independent' system of education everywhere. Whilst this has the potential to lead to much greater freedom, flexibility and diversity in provision and in the curriculum, the notion of statutory entitlement is much reduced, on which RE has traditionally depended. NASACRE's recent survey shows how the financial cuts are leading to the loss of RE adviser posts, reducing the capacity of LAs, who are legally responsible for RE, to review/update agreed syllabuses, support schools in teaching them, and resource their SACREs. SACREs are becoming increasingly redundant and impotent, and schools in their areas are increasingly detached from locally agreed syllabuses. Schools designated with a religious character, academies and free schools do not have to teach RE in accordance with them.

A. Is this the case in Swindon ?

2.2. LAs and SACREs will need to adapt their working practices, build relationships with the diversity of schools within their area, seek new sources of advice, be ready to offer guidance to schools to support them through a period of change, and be ready to review their Agreed Syllabus as the pattern of the new NC (**National Curriculum**) emerges. It is the wish of the RE Council to support the provision of high quality RE in all kinds of schools,

and through its member bodies, the RE Council should seek to support schools, LAs and SACREs in the most appropriate ways; for example:

- a) to work with the National Association of SACREs to support all SACREs through the changes they face and encourage them to adapt to these as creatively as possible, to identify new roles working in cooperation with other local inter faith and educational bodies, and in particular to encourage them to form relationships with academies in their areas and seek to give them such representation as is possible
- b) to work with all its member bodies (and, if possible, the national curriculum review team) to establish a national non-statutory programme of study for RE for use in academies and other types of school that are not required to use their locally agreed syllabus.

B. Is this what we would want to see in Swindon or would we seek to encourage Academies and other types of schools to adopt the Locally Agreed Syllabus and to stay and contribute to the local shared RE learning community?

3. Threats to Initial teacher training

- 3.1. Changes to Initial Teacher Training and the reduced targets for RE PGCE places mean that the provision and quality of training of specialist RE teachers will suffer. There is paradoxically a shortage of specialist RE teachers and some new RE trainees are finding it difficult to get posts. The CPD Round Table's mapping reveals that already there is insufficient effective CPD for RE teachers. It should be the policy of the RE Council to
 - a) seek to reverse the reduction in numbers of places on post-graduate courses in RE
 - b) work with and through all its member bodies to facilitate high quality professional development in RE for teachers in all kinds of schools. This should include the establishment of a Professional Development Committee of the Council with a view to introducing a national Professional Development programme available to teachers in all schools, building on the work of the CPD Round Table and the Resilience project.

4. Legal threats to the flourishing of RE.

- 4.1. Although the government is committed to retaining the statutory curriculum requirements for RE, it is clear from NATRE's evidence that already some schools are openly ignoring the statutory requirement for RE in Key Stage 4. The statutory provision of RE could become weaker or even cease, as has happened in the past. It should be the policy of the RE Council to seek a commitment by the government to ensuring that the statutory requirement for RE is clearly stated and upheld.
- 4.2. Ofsted has launched its consultation on the revised school inspection Framework and this runs until 20 May. The primary focus for inspections will be the quality of education provided by the school, giving priority to the four areas of achievement of pupils, their behaviour and safety, the quality of teaching and the quality of leadership and management of the school. Reference is also made to the spiritual, moral, social and cultural development of pupils. A key area of interest for the RE community is the extent to which inspectors will check on compliance with statutory requirements. **The emphasis for SMSC in the New Ofsted Framework is on provision rather than outcome. (source Alan Brine RE lead Inspector speaking to National Society RE Strategy Meeting 19th May).**

This will mean that Inspectors will be looking to see what provision schools are making for RE and Collective Worship. This could have a positive impact for RE and Collective worship.

Paragraph 31 under Leadership and Management states: "A broad, balanced and relevant curriculum is a key factor in raising attainment, improving behaviour and attendance and promoting personal development. In schools where the curriculum caters well for the individual needs, abilities and interests of the pupils, there are increased motivation and better outcomes. We propose to include the quality of the curriculum as an important consideration in judging leadership and management." The section of the document which allows for a response has a specific section on Leadership and Management. This would give an opportunity to urge Ofsted to include a clear focus on securing that schools comply with the statutory requirement to provide RE as part of a broad and balanced curriculum. The RE Council will need to consider the draft inspection Framework very carefully and frame its response to the consultation by the due date.

- 4.3. Where individual schools flagrantly fail to meet their statutory obligations to provide RE the use of the complaints procedure for maintained schools and the accountability process for Academies on a case by case basis should be considered. Awareness of the long-standing existence of such a procedure needs to be raised among SACREs and other bodies.
- 4.4. The Academies Act 2010 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. Whilst the model funding agreements for such schools does require such provision the funding agreements can be changed by government policy. The funding agreement does not require a school to use a locally agreed syllabus. So far there is no commitment by government to restoring this statutory requirement. It should be the policy of the RE Council to seek the reinstatement of the statutory requirement for all schools to provide RE for all pupils except those withdrawn by their parents.

5. Curriculum threats to the flourishing of RE

- 5.1. The RE Council welcomes the review the National Curriculum, but believes that this can sensibly only be done in the context of the whole curriculum, which must by law be a broad and balanced one. The purpose of the National Curriculum and its components must be related to the purpose and components of the whole school curriculum, even if this is conceived in a freer way than previously. There is otherwise a danger that the relationship between the National Curriculum and the rest of what is taught will be unclear and possibly inconsistent, leading to a less effective outcome of the review and to lower standards in classrooms.
- 5.2. The RE Council believes it is vital that when the aim and nature of the National Curriculum and the whole school curriculum are under review the important contribution and place of RE in the school curriculum has also to be taken into account. RE is a statutory requirement for all pupils unless they have been withdrawn by their parents and so forms part of the broader national curriculum requirement. There are currently statutory requirements for the purpose of the school curriculum, ie to promote the spiritual, moral, cultural, mental and

physical development of pupils and of society and to prepare pupils for the opportunities, responsibilities and experiences of adult life. RE plays an important part along with the National Curriculum in fulfilling these aims.

5.3. The RE Council is disappointed that RE is not being considered as part of the review of the National Curriculum. It is the policy of the RE Council to seek involvement in the review. RE should be included for the following reasons

- a) The whole statutory curriculum can be reviewed at the same time (in law RE and the National Curriculum form the basic curriculum for all maintained schools). If the Review results in legislative changes which seems highly likely if the nature or content of the National Curriculum is to be changed, then the legislation that currently governs the arrangements for RE should not be overlooked. The 2010 Ofsted report on RE Transforming Religious Education recommended the Department to review these arrangements.
- b) The position of RE in relation to the rest of the curriculum can be clarified and enhanced. The government has announced that it does 'not intend to make any changes to the statutory basis for religious education'; it would be helpful to schools to spell out what this is and how such provision can fit with other statutory provision.
- c) The positive contribution that RE makes to the whole curriculum and to specific subjects within the National Curriculum can be identified and affirmed. Religion and belief play important roles in many other subjects – literature, history and geography to name just a few. Without taking into account the place of RE within the curriculum a review of these and other subjects will be incomplete.
- d) RE can keep the parity with other developments in the curriculum established in recent years. Ever since the National Curriculum was introduced in 1989 successive governments have come realise the practical importance for teachers of developing the RE curriculum in a way that retains a structure and presentation similar to the subjects of the National Curriculum. For teachers, especially in primary schools, it is very useful that all the subjects they teach are described in similar ways. This has been the case since 2004.

5.4. The RE Council has played an active role in previous reviews of the curriculum, most notably

- a) in the 1994 publication of the national Model Syllabuses for RE five years after the introduction of the National Curriculum,
- b) in 2000 when non-statutory guidance for RE was published alongside a revised National Curriculum, and
- c) in 2004 when the REC played a major role in establishing the first National Framework for RE published by the QCA and the Department for Children Schools and Families.
- d) The first phase of the review of the National Curriculum covers the overall shape and structure of the National Curriculum, and so relates to much of the above. The RE Council should therefore submit evidence to the Review team by 14 April along the lines of the preceding paragraphs using the online form.

5.5. The second phase of the review of the National Curriculum is due in 2012 and covers draft programmes of study for all other subjects in addition to English, mathematics, science and

physical education, which the Government decides should be part of the National Curriculum in future or, where it is decided there should be a non-statutory programme of study, with a view to them being taught in maintained schools from September 2014. The review will also provide advice on:

- a) the extent to which the content of the National Curriculum should be set out on a year-by-year basis, to ensure knowledge is built systematically and consistently
- b) what, if anything, should replace existing attainment targets and level descriptors to better define the standards of attainment children should reach, and be assessed against, at various points throughout their education
- c) what is needed to provide expectations for progression to support the least able and stretch the most able
- d) how the National Curriculum can support the provision of more helpful advice and information to parents on their child's progress
- e) how the content of the National Curriculum can support the embedding of equality and inclusion.

5.6. All these are as relevant to RE as to other subjects. RE uses attainment targets, and already has non-statutory programmes of study which are in need of revision. Progression, reporting progress to parents and the support of equality and inclusion are as important for RE as any other subject. Since 2004 RE has had a non-statutory National Framework that sets out a clear and shared understanding of the knowledge and skills that pupils should gain through RE. The importance of this Framework was highlighted in the 2010 Ofsted Report Transforming Religious Education. Ofsted also recommended its review in order to establish clearer national guidance on RE.

5.7. A new source of consensus for the RE curriculum needs to be found; this would need to cover not only the content of agreed syllabuses, but the overall aim of the subject and its contribution to the curriculum, and the definition of attainment and progression. The crucial period for developing a consensus on how to align RE with the rest of the curriculum may well be Spring 2012 - Spring 13. It is the policy of the RE Council, as stated in its submission to the NC Review team,

- a) that the RE Council should be involved in both phases of the NC review
- b) to press for the review body to consider the development of a revised non-statutory national Framework for RE which would provide local authorities, SACREs, academies and the relevant authorities with responsibility for schools with a religious character with much needed guidance on the development of the RE curriculum and secure an alignment between RE and the wider approach to the curriculum. If this is not accepted, another strategy for the RE Council to consider is the establishment of a parallel RE group alongside the NC development work, preferably with some Department for Education funding, to revise the 2004 non-statutory Framework and re-align it with the new curriculum, to secure consistency with other subjects and support local SACREs. The RE Council believes that it is important this should happen in the context of the curriculum as a whole and alongside any other national non-statutory programmes of study for other subjects, such as the second phase of the review envisages.

6. Qualifications threats to RE

- 6.1. The announcement that full course GCSE RS did not count towards the English Baccalaureate in 2010 and the retrospective application of the EB to the 2010 school results has provoked a high level of protest from head teachers, faith communities and RE professional associations. The commitment of all kinds of schools to the provision of Full course GCSE RS for their pupils has been undervalued. NATRE's survey shows that evidence is accruing on an alarming scale of schools dismantling their key stage curriculum arrangements and removing the opportunity for young people to study GCSE RS. RE Departments are being radically reduced on grounds citing the English Baccalaureate.
- 6.2. The list of subjects that are to form the EB in 2011 has not yet been announced. The campaign to get full course GCSE RS included as a humanity in the EB for 2011 needs to be continued, without hostility to Geography and History. There must be room for all three subjects in the EB. The RE Council has already said that full course RS should be included as an option within the Humanities section of the EB. The study of religions and beliefs in today's world is as exacting, rigorous and necessary as the study of history, geography etc. The PR campaign focussing on Early Day Motion 1375 has been extensive, and work on identifying the consequences of the omission of RS from the EB has already been done and is being used by the PR committee to further the campaign.

Since John Keast wrote this paper a House of Commons debate was held on Tuesday 17th May 2011 this can be read from here:

<http://www.publications.parliament.uk/pa/cm201011/cmhansrd/cm110517/halltext/110517h0001.htm#11051731000001>

(you will need to scroll down past "Social Care" to a blue sub heading "Religious Education")

- 6.3. One way of resolving the desire of the government to continue with its EB proposals and yet meet the need for RS to be included as a humanities option is to extend the EB so that it includes two humanities subjects to be chosen (from history, geography and RE). This would allow the government to claim success in its original policy of further encouraging the study of history (or geography) but also claim it has listened to a good case for including RS. If the EB (in its current or changed form) becomes a significant feature of the curriculum of secondary schools, a key question is that of the breadth and balance of the curriculum and consequent matters of timetabling and choice. These are quite complex and may vary from school to school. The general impression is that the introduction of a full EB and its related subjects (English Language, English Literature, Mathematics, a number of sciences, a language and one or two humanities subjects) means little time or choice for students to follow other subjects such as the Arts and vocational subjects. This matter is a problem for the EB as a whole and may yet help to sink the whole notion of an EB as currently conceived. Such a problem would be only slightly compounded by the addition of RS as another humanity since in practice the inclusion of a full course GCSE RS would mean only another 5% of curriculum time being added into the EB – the other 5% would have to be given to statutory RE anyway. It should be the policy of the RE Council to press

for the 2011 EBacc to include two humanities subjects, one of which may be GCSE Religious Studies.

This is the current best hope for RE within the EBacc and has not been ruled out yet.

- 6.4. Some of the discussion about RS and the EB has raised the question of the rigour of GCSE RS, especially of the short course. It is important for the RE Council to establish the rigour of RS, both in itself and in comparative terms with other humanities subjects, in such a way as to put this issue beyond question. Work needs to be put in hand to research as far as possible how standards compare across RS and other subjects.
- 6.5. Whether full course GCSE RS is included in the EB or not, there are other consequences for RE that follow from an EB. The very existence of such a certificate, whether it includes RS or not, will greatly influence the structure and contents of the secondary school curriculum, particularly in Key Stage 4. Schools are already restructuring their curriculum and timetable in Key Stage 4 to accommodate the subjects of the EB, and this is having a knock-on effect at Key Stage 3 in some schools. In nearly all cases where such changes are being made the effect on RE is regressive, with reduced time and staffing, in some cases extended to failing to meet statutory requirements. How RE fares alongside the EB is therefore an important question. Even if RS is included in the EB, it will be taken only by a proportion of pupils, which means that the provision of statutory RE for the other pupils has still to be considered. If RS is not included at all this matter becomes even more important.
- 6.6. The RE Council believes that the mantra constantly uttered by government spokespersons that RE is already statutory and will remain so needs to be seized and built on. It should be the policy of the RE Council therefore to continue to press for all students in Key Stage 4 to have their full entitlement to RE in one of the following ways:
- a) For students who take Full course GCSE RS (whether as part of the EB or not) the statutory requirement will almost certainly have been met (unless the particular syllabus they follow is not allowed by their local agreed syllabus, if they are in a school which is required to follow one).
 - b) For students at Key Stage 4 who do not take a full course GCSE RS (whether in the EB or not) the RE Council believes they should follow another course of study approved under Section 96 of the Learning and Skills Act 2000. This can be a short course GCSE RS, or, for students for whom a short course GCSE is not appropriate, a Certificate of Achievement in Religious Studies. The actual taking of the examinations and gaining the accreditation is not a legal requirement in any subject. Such a policy was included in the non-statutory National Framework for RE and has been followed by the majority of local agreed syllabuses and is a practice followed in many schools designated with a religious character.
- 6.7. It is not yet entirely clear what the government intends regarding Short courses at GCSE, though there is evidence that it may well be continued. These are taken by relatively few students in other subjects but are taken by a very large number of students in RS. The RE Council believes clarity on the status of the GCSE RS short course is needed urgently. Neither is it clear whether (and if so how) the government intends to encourage students

to take subjects outside the EB to GCSE level, including RS. A further area of uncertainty is the development and use of performance measures for secondary schools. A multiplicity of data is becoming available and it is not clear which set of data is likely to be the most widely used or applied. It should be the policy of the RE Council to seek clarity on the curriculum and its assessment at Key Stage 4, and on proposals for the accountability measures of schools.

6.8. A further question is how RE might fit within the time remaining in a student's curriculum outside the EB alongside the other areas of the curriculum that claim attention. These include PE, Sex Education (usually more widely provided in a PSHE course that also includes financial, drugs and careers education), and whatever Citizenship may remain in the curriculum. It is hard to see any government completely disregarding these important parts of a students' education. In a worst case scenario, statutory RE might have to find its place alongside these areas in a very limited curriculum slot. Whilst this position is not one which the RE Council would wish to see, the Council may need to investigate some creative solutions such as

- a) A combined RE and citizenship course
- b) A combined RE and PSHE course
- c) A combined RE, Citizenship and PSHE course
- d) A combination involving RE and arts courses
- e) A combination of various humanities courses

In each case, the RE component would need to be absolutely clear and properly represented, and in each case there would need to be national models and guidance. The resolution of all these issues would require serious discussion on curriculum development with the Department, awarding bodies and with other subjects. It is for this reason that the RE Council believes that RE needs to be considered alongside the review of the National Curriculum. Even if it is not so included, it would be wise for the RE Council to have exploratory discussions to be held with relevant parties at an appropriate time.

7. Summary

7.1. In short, whilst almost certainly not intentional, government changes to education are having a major regressive impact on RE as an unrealised consequence. The Government has not recognised the contradiction at the heart of its approach to RE: affirming the statutory position of RE and importance of local determination while dismantling the very structures which underpin this affirmation. RE faces massive marginalisation and decline in English schools from 2011 onwards. The critical situation that RE faces must continue to be made known to a wider audience. The current PR campaign by the RE Council, already effective, is being continued and stepped up. The *Celebrating RE* month in March, which reflected so much of the excellent practice and positive support for RE by young people and others built up during the two decades, should be used to illustrate what may well be lost in the next two years.

8. What should the "RE community" do?

8.1. Most of the government changes described above are high priority policies for the coalition government and are therefore unlikely to be changed. The "RE community" therefore must prepare to live with most of them. Many countries in Europe and beyond look to RE in

England as an example of good practice and a source of inspiration. Buoyed by this confidence and the success of past developments, the RE community should try not to be discouraged, but turn current events into opportunities for consolidation and self-determination. The potential for working together which is clearly emerging from the varied responses to this critical time is itself very helpful, and should continue.

- 8.2. Those who have the interests and wellbeing of good quality RE for all pupils not withdrawn by their parents should come even closer together, and, through the RE Council and its strategic plan, establish a more effective broadly-based subject community, seeking major funding from appropriate sources to empower faith communities, RE organisations, RE teachers and friends of RE to safeguard and improve provision and quality in England. In particular, the chairs of organisations that represent SACREs, RE teachers and advisers should work more closely together within the structure of the RE Council. Working with its member bodies the RE Council should continue to make representations to government and seek ways to work with the Department for Education.

John Keast, 4 May 2011

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Update on Implementing the SACRE Development Plan 2011/13

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011

Author: Director of Law and Democratic Services / SACRE Adviser

Parish / Wards Affected: All

Purpose

- For SACRE Members to discuss the delivery of the SACRE Development Plan for 2011/13

Recommendation

- That the SACRE note the updates to the SACRE Development Plan for 2011/13, as attached at Appendix '1', and agree any additional actions arising.
- That the Development Plan 2011/13 be reported to each meeting of the SACRE in order that progress can be monitored.

1. Reasons

- 1.1 The SACRE's Development Plan enables it to plan the delivery of its statutory role.

2. Detail

- 2.1 The SACRE approved its Development Plan for 2011/13 at its meeting in March 2011.
- 2.2 The SACRE's budget for its work is 2011/12 is £5000, and this includes the provision of the SACRE Advisor advice. The Development Plan has been updated to confirm the way in which it is planned to use the SACRE Budget this year to deliver the plan, together with any progress of action to date. The amended document is attached at Appendix '1'.
- 2.3 During the last year, SACRE Members became more directly involved in the delivery of the development plan and the SACRE is invited to discuss any areas in the plan to which they would wish to directly contribute.
- 2.4 It is the intention that the Development Plan be kept updated during the year and a progress report be submitted to each meeting of the SACRE.

Alternative Options

- The SACRE could choose to amend its Plan or change the way in which it will be delivered.

Further information on the subject of this report can be obtained from Katy Staples on 0117 927 7454 or katy.staples@bristoldiocese.org or from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk.

Update on Implementing the SACRE Development Plan 2011/13

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011

Risk Management

Financial and Procurement Implications

- Costs of delivering the SACRE's Development Plan must be contained within the £5k annual budget provided to support the SACRE's work, which includes funding for support from the SACRE Advisor.

Legal / Human Rights Implications

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

Links to Corporate Plans and Policies

- The work of the SACRE contributes to the Council's 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.
- Paddy Bradley, Director of Schools and Learning
- Sarah Foukes, Principal Advisor School Improvement

Background Papers and Appendices

- Appendix 1 – SACRE Development Plan 2011/13

Further information on the subject of this report can be obtained from Katy Staples on 0117 927 7454 or katy.staples@bristoldiocese.org or from Sarah Lawrence on 01793 463603, Email slawrence@swindon.gov.uk.

Swindon SACRE Development Plan 2011 – 13

Area for Improvement: Increasing the effectiveness of SACRE in developing the standards of teaching and learning in Religious Education, and in advising about collective worship

Success criteria

A. Developing teaching and learning in RE

1. The quality of pupil's learning in RE is improved through the implementation of the advice and training offered in the programme to introduce the new Agreed Syllabus Update 2011
2. Strategies to inform schools about statutory legal duties and compliance will be developed.
3. The quality of teaching and learning at EYFS is reviewed and advice offered

B Ensuring adequate advice and training is given concerning effective Collective Worship

1. Advice offered about Collective worship is informative , current and helpful
2. All Schools have been offered training about Collective Worship that will help them ensure the impact and effectiveness of this element of school life

C. SACREs effective partnership with the LA and other key stakeholders

1. SACRE itself , Swindon LA and all schools are informed as to the work and function of Swindon SACRE
2. Members of SACRE visit schools and see RE happening

Monitoring How and When	Sarah Foulkes meetings with RE Adviser	Evaluation How and when	SACRE SACRE meetings
4 SACRE meetings a year			
Lead Person	Katy Staples	Others involved	SACRE members

Area of development	Start	Finish	Resources needed	Link to Budget	Update / Progress
A. Teaching and Learning in RE 1. Introducing the Agreed Syllabus Update – offering advice and training	June 2011	June 2013	Through Network meetings and ½ day training for secondary and ½ day for primary schools	Launch Day – 16/06/2011 Network meetings – 3 per year per phase – cost 3 days adviser time. Training offered at Nythe at cost to schools (no SACRE budget consideration)	Arranged for 16/06/2011 Network meetings are being arranged for Sept 2011 onwards This letter was written in March 2011 and circulated in May 2011. Results from surveys of schools on provision to be reported back.
2. Strategies to ensure compliance with statutory duty	March 2011	July 2013	Letter to accompany the Annual report to ask Secondary Schools about their compliance particularly at KS4	Adviser time to write letter (1/2 hr - £25) and Electronic / paper distribution	

3. Reviewing the quality of provision offered for Early Years and Foundation Stage	January 2011	Spring 2012	Primary Network meeting January 2011 given for a discussion –and review (led by Mrs Penny Summers) –included in new AS Primary Network meeting Spring 2012 – sharing best practice.	Adviser support at Network meetings	Discussion took place at January 2012. A link to the Solihull Foundation Stage material for purchase is to be made available to teachers online alongside the updated Agreed Syllabus.
B. Ensuring effective Collective worship 1. Reviewing the advice offered about Collective worship	Autumn 2011	June 2012	Review SACRE advice currently offered about Collective worship. Issue updated advice to schools	Adviser time to re-write / amend advice if necessary (£50 per hour - £200 per day) Electronic/ paper distribution of new advice	To be undertaken during 2011/12.
2. Offer training to all schools in Swindon about Collective Worship	June 2012	June 2012	Venue , materials and Adviser time	Costs to be met by schools and training offered – one afternoon at Nythe	
C. Effective SACRE and partnership 1. Developing the role of SACRE and its partnership with the LA and stakeholders	March 2011	July 2013	LA officer attending SACRE meetings SACRE members raising issues in other forums (SAPH) SACRE annual report in a format which is more	Electronic/paper distribution of Annual Report to a greater readership.	Recent Annual report is to be sent to teachers via Schools Online. Next Annual Report will be prepared early 2012.

2. SACRE members visiting and engaging in RE in schools	March 2011	June 2011 onwards	<p>attractive to a wider readership- to be sent to all schools and Governors</p> <p>As part of Celebrating RE month SACRE members will visit schools who are celebrating their excellent RE with visits or special days etc.</p> <p>Final report presented June 2011 to SACRE</p>	<p>None – the goodwill and kindness of SACRE members</p>	<p>Successful Celebrating RE Month activities attended in March 2011 and reported to SACRE in March and June 2011.</p> <p>Consideration to be given to follow up activities in March 2012.</p>
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Budget Proposed Allocation to Support the Development Plan Implementation

The table below sets out the anticipated spend on the £5k support grant for the SACRE in 2011//12:

Activity	Development Plan Reference	Anticipated Costs
1. Advisor support for four SACRE Meetings a year	C	£928
2. Preparation of SACRE Annual Report	C	£700
3. Advisor support for RE Network Meetings	A	£1080
4. Invoice for March 2011 SACRE support activities	A, C	£1112
5. Preparation of Collective Worship Guidance.	B	£300
6. Repeat of Celebrating RE Month Activities (if agreed by SACRE Members at meeting in June 2011)	C2	£350
7. Subscription to NASACRE for national advice and support.	C	£100
8. Essential Training (if required)	A,B,C	£250
9. Contingency	A,B,C	£180
	Total:	£5000

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Update on Network Meetings

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011

Author: SACRE Advisor

Parish / Wards Affected: All

Purpose

- To update the SACRE on the Network Meetings for RE Teachers and Co-ordinators in Swindon

Recommendation

SACRE is requested -

- To note the report.
- To consider any actions arising for the SACRE from the Network Meetings.

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 Advisor meets with teachers of religious education in both primary and secondary schools through regular network meetings.
- 2.2 Since the last meeting of the SACRE, the Primary Network of RE Teachers met on 12th May 2011 at St Francis Church of England VA Primary School and looked at the revised topic of 'Update to the Locally Agreed Syllabus'. The SACRE Adviser will highlight any key outcomes from the meeting and any actions that the SACRE might wish to consider as a result. Teachers present are also invited to provide their feedback.
- 2.3 The Secondary Network session due to take place on 16th June has been cancelled as this coincides with the date of the Agreed Syllabus Launch, and there will an opportunity during the launch day for Secondary Teachers to explore the changes to the locally agreed syllabus.

Further information on the subject of this report can be obtained from Katy Staples on 0117 927 7454 or katy.staples@bristoldiocese.org.uk

Update on Network Meetings

Standing Advisory Council on Religious Education (SACRE)

Date: 7th June 2011

- 2.4 The SACRE Advisor is currently making arrangements for the network meetings to be held from September 2011 and will advise the SACRE of the dates arranged at the meeting.

Alternative Options

- None

Risk Management

Financial and Procurement Implications

- The costs for the SACRE Advisor meeting with the secondary and primary network meetings 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

- The work of the SACRE contributes to the Council's 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
- Sarah Foulkes, Primary Link Adviser

Background Papers and Appendices

- None