



Standing Advisory Council on Religious Education (SACRE)

Date Thursday 8 November 2012
Time 1.30 pm
Venue Council Chamber, County Hall, Durham

Business

Part A

**Items during which the Press and Public are welcome to attend.
Members of the Public can ask questions with the Chairman's
agreement.**

1. Introductions, Welcome and Apologies
2. Declarations of interest, if any
3. Minutes of the meeting held on 21 June 2012 (Pages 1 - 4)
4. Matters Arising
5. Chairs Comments
6. KS4 Data Analysis - Specialist Inspector for Religious Education (Pages 5 - 8)
7. Art Competition 2013 - Education Development Advisor (Pages 9 - 10)
8. SACRE Self Evaluation and Development Planning - Specialist Inspector for Religious Education (Pages 11 - 14)
9. SACRE Updates - Specialist Inspector for Religious Education
10. Membership request from the British Humanist Association - Specialist Inspector for Religious Education
11. Date of the next meeting
12. Any other business
13. Any resolution relating to the exclusion of the public during the discussion of items containing exempt information

Colette Longbottom
Head of Legal and Democratic Services

County Hall
Durham
31 October 2012

To: **The Members of the Standing Advisory Council on Religious Education**

1. Church of England

Canon L Burton, Revd. J Jewsbury, J Katsambis and D Mowbray-Pape

2. Other Religious Denominations and Faiths

J Bainbridge	- Methodist Church
W Gray	- Buddhism
B Guymer	- Baptist Church
J Kidd	- Methodist Church
I Osborne	- Roman Catholic
J Pallister	- Roman Catholic
S Purba	- Sikhism
Bhakti Rasa Dasa	- Hinduism
D Sadlik	- Judaism
S Brown	- Assemblies of God
C Spencer	- Bahá'í Faith
M Stephenson	- United Reform Church

3. Teachers Associations

C Callaghan	- NUT
S Baker	- NUT
A Hartley	- NASUWT
P Lamb	- SHA
J Pearce	- R E Curriculum Group
P Welch	- NUT

4. County Council Representatives

Councillors J Blakey, M Dixon, S Iveson and M Simmons

Specialist Inspector (Religious Education)

Isobel Short

Educational Development Advisor

Catherine Robson

Contact: Jo March

Tel: 0191 383 3481

DURHAM COUNTY COUNCIL

At a Meeting of Standing Advisory Council on Religious Education (SACRE)
held in Committee Room 1B, County Hall, Durham on **Thursday 21 June 2012 at 1.30 pm.**

Present:

J Bainbridge In the Chair

Church of England

Canon L Burton (Vice-Chair)

Other Religious Denominations and Faiths

S Brown	- Assemblies of God
W Gray	- Buddhism
J Kidd	- Methodist Church
J Pallister	- Roman Catholic
D Sadlik	- Judaism
C Spencer	- Bahá'í Faith

Teachers Associations

S Baker	- NUT
A Carter	- R E Curriculum Group
P Welch	- NUT

County Council Representatives

Councillors M Simmons

Specialist Inspector (Religious Education)

Isobel Short

1 Introductions, Welcome and Apologies

Apologies were received from Councillor Blakey, Councillor Dixon, Councillor Iveson, C Callaghan, A Hartley, J Jewsbury, J Katsambis, D Mowbray-Pape and I Osborne.

SACRE congratulated Judith Bainbridge, Chair of SACRE for making the Queens Birthday Honours List for Services to the Community.

2 Declarations of Interest

There were no declarations of interest in relation to items of business on the agenda.

3 Minutes

The Minutes of the Meeting held on 1 March 2012 were agreed as a correct record and signed by the Chair.

4 Matters Arising

There were no matters arising from the minutes of the meeting held on 1 March 2012.

5 Chairs Comments

The Chair informed Members that Anne Carter would be retiring. She asked that SACRE's appreciation for her contributions over the years be recorded.

The Chair announced that a review of the SACRE membership would take place in summer.

6 SACRE Development Plan

The Specialist Inspector for Religious Education informed SACRE that Open Task Groups would be arranged for October and December to enable Members to commence work on the SACRE Development Plan.

Resolved:-

That meeting details be conveyed to all Members.

7 Respect Conference

The Specialist Inspector for Religious Education reminded SACRE that they were welcome to attend the Lat Blaylock Conference on the 29 June 2012. 80 children and teachers have confirmed their attendance from the following schools:-

- Roseberry
- Spennymoor/Tudhoe
- Greenfields
- Gilesgate
- Ferryhill
- Wellfield
- Parkside
- Shincliffe
- Silver Tree
- Sunnybrow
- Startforth.

8 RE Art Competition

A number of SACRE Members judged the RE Art Competition held on 12 March 2012 at County Hall. They each selected two pieces of artwork they felt best reflected RE along with artistic merit.

A list of the 6 winners was circulated. Members took a few moments to look over the winning artwork (for copy see file of minutes).

9 SACRE Updates

The Specialist Inspector for Religious Education provided an overview of the current work of RE organisations and the latest news and developments in Religious Education (for copy see file of minutes).

Discussions took place about developments and it was noted that RE is facing interesting and challenging times, for example over its place on the curriculum, external accreditation, teaching of exam courses in restricted time. The profile of RE nationally was being raised, for example through the All Party Parliamentary Group and this is seen as very positive.

Resolved:-

That SACRE agree that:-

- the Chair write to the All Party Parliamentary Group and offer Durham SACRE's support;
- the Inspector write to MP's expressing concern about Exam Boards and also write to NASACRE with concern about the content contained in the leaflet for Academies, particularly in relation to the role of SACRE;
- further discussions regarding Academies, Exam Boards and the role of the Local Authority be discussed at the Open Task Groups in October and December 2012.

10 Date of the next meeting

The next meeting of SACRE would be held on 8 November 2012.

11 Launch of Durham Agreed Syllabus for SACRE Members

The Chair thanked Members of SACRE who attended the Agreed Syllabus launches which took place between 12 to 19 June 2012. Both Primary and Secondary launches were well attended and very well received.

SACRE thanked the Specialist Inspector for all her hard work in producing Durham's Agreed Syllabus which was described as a remarkable piece of work. Appreciation was also given to the Clerk to SACRE.

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RE DATA 2012

NOR	Entries		Full Course						Short Course						Entry Level	Other
	Number entries	Total % entries overall	Entry	% entry	A* - C	FFTA A* -C	A*/A	FFTA A*/A	Entry	% entry	A* -C	FFTA A* -C	A*/A	FFTA A*/A		
182	174	96	156	81	51	64	11	20	18	10	0	38	0	7		
118	117	99							117	99	68	69	27	24		
168	107	64							90	54	82	86	26	42		
226	59	26	59	26	83	87	32	39								
234	181	77	181	77	71	76	20	30								
152	111	73	52	34	83	89	23	45	59	39	41	64	5	14		
235	15	6	15	6	100	82	47	89								
111	104	98	32	29	63	74	6	27	58	32	7	62	0	16		
188	169	90	24	13	100	87	75	42	145	77	75	76	30	32		
146	5	3	5	3	60	67	40	22								
274	218	80	108	40	58	61	13	17	110	40	29	69	13	23		

NOR	Entries		Full Course					Short Course					Entry Level	Other	
	Number entries	Total % entries overall	Entry	% entry	A* - C	FFTA A* -C	A*/A	FFTA A*/A	Entry	% entry	A* - C	FFTA A* -C			A*/A
126	104	83	18	14	100	91	61	48	86	68	67	70	20	24	15
167	39	23							38	23	58	82	16	38	1
122	122	100	110	90	46	72	7	25	2	2	50	73	0	19	10
129	55	43	1	1	100		0		54	42	76	79	11	29	
69	56	81	12	17	100	73	17	24	40	58	75	71	28	24	4
117	89	76							89	76	56	71	15	24	
171	155	91	66	37	74	87	20	42	89	52	16	61	11	2	
83	31	37							31	37	32	76	6	31	
154	77	50	74	49	85	81	32	34	3	2	33	66	0	14	
72	20	28	20	28	50	79	10	32							
120	114	95	59	48	56	73	4	25	32	27	19	54	0	13	23
233	218	94	21	9	100	91	91	51	197	85	68	76	41	32	
64	51	80	34	53	32	60	15	18	17	27	12	47	0	11	
68	19	28	19	28	26	68	0	19							
137	56	41							56	41	23	73	5	25	
153	103	67	32	21	53	63	16	17	71	47	51	72	7	24	

NOR	Entries		Full Course						Short Course					Entry Level	Other
	Number entries	Total % entries overall	Entry	% entry	A* - C	FFTA A* -C	A*/A	FFTA A*/A	Entry	% entry	A*-C	FFTA A*-C	A*/A		
220	215	98	212	96	83	78	49	34	3	1	100	52	67	7	280
153	144	94	116	76	71	68	16	23	28	18	0	47	0	8	151
223	218	98	218	98	82	71	33	26	2	1	0	36	0	4	134
211	167	80	166	79	85	74	21	27	1	1	100	82	100	29	76

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POSSIBLE DURHAM SACRE ART COMPETITION

What do Christians believe about Jesus?

The exemplar plan for lower Key Stage 2 (Agreed Syllabus page 113) recommends the above unit question in the Spring Term in Year 4. A newly revised plan for this unit is being made available to schools. The plan suggests that a final activity could be for pupils to design and produce a picture / painting / collage of a church window showing what Christians believe about Jesus.

This could be the basis for a SACRE art competition with entries sent at the start of the Summer Term. SACRE members could judge entries and send letters / comments to schools as appropriate (even visit schools if there were a lot of entries).

Below is the excerpt from the plan.

Learning Activity

Show examples of stained-glass* (plenty of really good examples on Google; use photographs you may have taken in the local church or Durham Cathedral) on the whiteboard (OHT). Do they recall any they have seen? Discuss how they are designed; what are they showing? Why do many Christians have stained-glass in their churches? Recap on the main unit question: What do Christians believe about Jesus? Revisit the idea that Jesus is important because of what he did (miracles, helping people) and what he said (teaching about his father God and how to live).

Remind them they are going to design a window to include what they have been learning - it must not just be about the stories but must show what Christians believe about Jesus as God's Son and the promised Messiah as well as the teaching of Jesus. Ask the pupils to talk about what they have in their note books and the time-line of Jesus' life.

Take some time for pupils to design their window (will it just be one panel? Will they have different panels for the different beliefs about Jesus and his teachings?) Plan how the pupils will make their panel - colouring, painting, collage, photos?. At the end of the activity, display the 'stained-glass windows' and ask pupils to evaluate them. Draw together what they have learned about Jesus.

Teacher Notes

You could hold a competition within the school. You may like to invite the local vicar/minister/member of SACRE/inspector for RE to look at the work.

The finished designs plus captions could be displayed on the wall or around the school to lead up to Easter work.

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Durham SACRE Self-Evaluation October 2012

This is a simplified SEF based on the NASACRE RETool which we have used in previous years.

SACRE members can evaluate the effectiveness of SACRE in key areas of work and use this evaluation to identify key actions for the future. Evidence for this evaluation can be identified.

In other words we are going to ask the following questions:

- What are we good at? What are we not so good at? (evaluation and judgement)
- How do we know? (evidence)
- What are we going to do next? (development planning)

SACRE members could use the following judgements if they wish:

- Developing
- Established
- Advanced

1. Standards and quality of provision of RE

Key questions: How effectively does SACRE, in partnership with the LA, evaluate standards and the quality of provision in RE in schools? How effective are the strategies to improve standards and the quality of provision?

To think about: how well does SACRE know about, challenge and support schools re:

- what the RE curriculum looks like in schools
- the quality of teaching in RE
- leadership and management in RE
- how well pupils are doing in RE in terms of standards and progress
- whether the school are following the Agreed Syllabus and legal requirements (including giving sufficient time to RE)

2. The Effectiveness of the Agreed Syllabus

Key question: How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the Agreed Syllabus in raising standards? How effectively does the Agreed Syllabus Conference review the Agreed Syllabus? How effectively does SACRE launch the Agreed Syllabus and provide training and support to schools in its use?

To think about:

- the review process (including consultation, writing, involvement of ASC members)
- use of national documentation and guidance
- quality of Agreed Syllabus, how it is set out and what it contains
- the launch
- subsequent training and support materials

3. Collective Worship

Key question: How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

To think about: How well does SACRE:

- know about the legal requirements for collective worship and what is good practice
- know about challenges for collective worship in schools
- offer guidance, training, support to ensure good quality provision
- respond to determination requests
- monitor collective worship in terms of compliance and quality

4. Management of SACRE and Partnerships

Key questions: How far does SACRE carry out its role and responsibility effectively? How does the SACRE's partnership with the LA enable it to be effective?

To think about:

- How effective are SACRE meetings? – regular, agenda, inclusive, informative, enable discussion, have purpose and outcomes?
- Is membership and attendance strong? – all committees, all faiths. Does Constitution need revising?
- How effective is training and induction for members?
- Does SACRE have adequate professional support?
- Does SACRE have adequate financial support?
- How well informed are SACRE members of developments nationally and locally and what does SACRE do as result?
- How effective are evaluation and development planning processes?
- Does SACRE have partnerships with key stakeholders?

4a. SACRE and relationship with Academies

Key questions: How effectively is SACRE encouraging Academies etc to see themselves as stakeholders in their local area e.g. by devising ways in which Academies have a presence on SACRE? (this is a NASACRE question). What is and should be the relationship between SACRE, Academies and the Local Authority (this is a Durham SACRE question)

To think about:

- What is the legal position with Academies and SACRE?
- What is the relationship between Academies in Durham and the Local Authority?
- What role could and should Durham SACRE have with Academies? – monitoring, advising, supporting

5. SACRE and community cohesion

Key question: How effectively does SACRE, in partnership with the LA and the faith communities, contribute to the promoting of cohesion within schools and across the community?

To think about:

- Does SACRE membership reflect religious diversity within the region?
- Do SACRE members know about diversity and differing faith communities within the region and within SACRE?
- How does SACRE help schools to engage with faith communities and members and develop community cohesion?
- Is SACRE aware of wider LA and regional initiatives concerning community cohesion and faith groups? e.g. Interfaith Groups, Anne Frank exhibitions, Holocaust Memorial Day?