



Standing Advisory Council on Religious Education (SACRE)

Date Thursday 6 June 2013
Time 1.30 pm
Venue Committee Room 1B, 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 7 March 2013 (Pages 1 - 4)
4. Matters Arising
5. Chairs Comments
6. SACRE Membership
7. NASACRE Bursary Bid (Pages 5 - 10)
8. Art Competition
9. All Party Parliamentary Group Report (Pages 11 - 12)
10. SACRE Development Plan
11. Where Did AT1 and AT2 Go?
12. Date of the next meeting
13. Any other business
14. 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

29 May 2013

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
C Dyer	- R E Curriculum Group

4. County Council Representatives

Councillors J Blakey, M Dixon, S Iveson and A Willis

Specialist Inspector (Religious Education)

Isobel Short

Contact: Paula Nicholson

Tel: 03000 269710

DURHAM COUNTY COUNCIL

At a Meeting of Standing Advisory Council on Religious Education (SACRE) held in Committee Room 1B, County Hall, Durham on Thursday 7 March 2013 at 1.30 pm

Present:

J Bainbridge (Chairman) In the Chair

Church of England

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

Other Religious Denominations and Faiths

W Gray	- Buddhism
J Pallister	- Roman Catholic
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Teachers Associations

S Baker	- NUT
A Hartley	- NASUWT
P Welch	- NUT
C Dyer	- R E Curriculum Group

County Council Representatives

Councillors M Dixon, S Iveson and M Simmons

Specialist Inspector (Religious Education)

Isobel Short

1 Introductions, Welcome and Apologies

Apologies were received from Catherine Callaghan, John Kidd and Irene Osborne.

The Chairman welcomed Claire Dyer to her first SACRE Meeting.

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 8 November 2013 were agreed as a correct record and signed by the Chair.

4 Matters Arising

The Specialist Inspector for Religious Education advised Members that she had spoken to the applicant from the Humanist to advise him that SACRE had discussed his application and it was felt that it was not appropriate at this time.

In view of the decision he had asked if he could come to a SACRE meeting to meet everyone and talk on how he could contribute to SACRE.

Members discussed in detail the request from the Humanist to come along to a future SACRE Meeting.

Resolved:

That the Specialist Inspector for Religious Education write to the Humanist inviting him to attend a future SACRE meeting to talk to members about what he could contribute to SACRE with a time limit of 15 minutes.

5 Chairs Comments

The Chairman advised SACRE Members that Catherine Robson would no longer be attending SACRE meetings as her role had now changed. A card for Catherine Robson was circulated for members to sign.

The Chairman also thanked the Specialist Inspector for Religious Education for her work on the Agreed Syllabus which had generated funds for Durham County Council.

The Vice-Chairman advised SACRE members that she had attended the RE Conference on Monday organised by Durham Education Development Service on Religious Education. The event was outstanding and it was interesting that it was not only attended by teachers from the County but it drew in teachers from Darlington, Newcastle, Northumberland, Stockton and Sunderland. The Vice-Chairman thought this was amazing and was due to the work done by the Specialist Inspector for Religious Education.

The Vice-Chairman also advised SACRE members that she had recently attended a Church of England Meeting where controlled schools were being encouraged to use the Diocesan Syllabus for Religious Education. She sought clarification if controlled schools were legally able to use this syllabus instead of the LEA Agreed Syllabus.

The Specialist Inspector for Religious Education responded that it was her understanding that controlled schools used the LEA Agreed Syllabus but she would clarify the legal position and advise the Chairman accordingly.

Members discussed the matter in details and asked the Chair once the legal position had been clarified to write to the Board of Education and the Bishop.

Resolved:

1. That clarification on the legal position be sought with regard to the use of the Diocesan Controlled Syllabus in controlled schools.
2. That the Chairman writes to the Board of Education and the Bishop once the legal position had been clarified.

6 SACRE Funding

The Chairman advised SACRE Members that they were all part of SACRE on a voluntary basis and did not claim expenses.

SACRE needed to think about funding issues for the future and whether they required professional support.

The Chairman asked the Specialist Inspector for Religious Education for clarification of the current position about funding and support for SACRE.

The Specialist Inspector for Religious Education advised SACRE that when she was appointed five years ago her post was part funded by SACRE in order for her to give professional support to SACRE.

It has recently come to light that Education Development Services has not had reimbursement for her role as professional support to SACRE. As a result her time spent of SACRE matters may have to be reduced.

Members were asked for their responses about the need for professional support for SACRE and whether they wished professional support to be the RE Inspector and whether they wanted a specific budget allocated for SACRE expenditure. The issues were discussed in detail.

Resolved:

That a Task Group be arranged to produce a business plan consisting of the Chair, Vice-Chair, Councillor Mike Dixon, Wendy Grey, Carol Spencer and Jane Katsambis.

7 SACRE Updates

The Specialist Inspector for Religious Education presented the SACRE Updates (for copy see file of minutes).

The Government has announced that school success at Key Stage 4 will be measured by how well students do in their best eight subjects from the following 3 groups:-

- Group 1 – English and Maths
- Group 2 – 3 English Bacculaureate subjects – History, Geography, Foreign Language, English Literature etc
- Group 3 – 3 subjects which could be English Bacculaureate subjects or other subjects such as Religious Education.

The Specialist Inspector for Religious Education supported the Chair in responding to the Call for Evidence from the All Party Parliamentary Group on behalf of Durham SACRE. (for copy see file on minutes). A report on the findings would be published on the 25 March 2013.

The first phase of the religious education council curriculum review had been completed and the work required for phase 2 is out to tender.

The Religious Education Council would like SACREs to organise sponsored walks. They suggest each person raise £100, 50 percent of the money raised would support the REC and the remainder would be donated to a charity of choice. This is because the RE received no government funding for curriculum review.

John Keast has produced a summary on Michael Gove's statement on how it relates to Religious Education. The Clerk to SACRE will email a copy of the summary to SACRE members.

Schools have been invited to enter SACREs Art Competition for Key Stage 2 pupils based on the question 'What do Christian believe about Jesus' (for copy see file of minutes)

The Clerk to SACRE will be emailing members to ask for volunteers to judge the Art Competition which closes on the 19 April 2013.

8 SACRE Evaluation and Development Plan

The Specialist Inspector for Religious Education presented the circulated report to members on the SACRE Actions from self-evaluation which included Monitoring, SACRE Support for RE, Management of SACRE, Training and Introduction and Developing Communications (for copy see file of minutes).

Resolved:

1. That a Task Group be arranged to continue work on Evaluation and Development Plan.
2. That an update be reported to the next SACRE meeting in June.

9 Date of the next meeting

The next meeting of SACRE would be held on 6 June 2013.

NASACRE BURSARY BID 2013

This is a joint bursary bid between Durham and South Tyneside SACREs.

**Project title: What does it mean to live in a religiously diverse society?
An enquiry approach for Key Stage 3 students.**

THE AIMS OF THE PROJECT

This project is designed to:

- develop students' knowledge and understanding of religious diversity in the region and the UK
- help students explore the differing impact that religions and beliefs have on individuals and communities
- enable students to use enquiry based learning to develop their own questioning, direct their own research, report and evaluate their findings
- support the implementation of the newly revised Agreed Syllabus in both Durham and South Tyneside
- provide professional development for all RE teachers through developing guidance for a future school based project
- raise the profile of RE and SACRE in schools
- raise the profile of the work of SACRE within the local authorities.

THE CONTEXT

Agreed Syllabus Implementation

Durham and South Tyneside local authorities have recently revised their Agreed Syllabuses (Durham June 2012, South Tyneside March 2013) and would use this project funding to support Agreed Syllabus implementation.

- The unit, 'What does it mean to live in a religiously diverse country?' has been recommended in both Durham and South Tyneside Agreed Syllabus. This unit focuses on investigating local religious communities and belief systems, considering the extent of diversity in the north east region, comparing this with another region and investigating the impact that beliefs have for individuals and communities. This project would be a useful tool in enabling RE teachers and students to work together across the region, sharing resources and building up partnerships with faith communities
- Each Agreed Syllabus has a section on enquiry based learning (see attached) to actively engage pupils in investigating issues surrounding religion and belief. Both Agreed Syllabus conferences regarded this as an important approach in RE and were mindful of recommendations from Ofsted (Transforming Religious Education: Can an enquiry based approach to learning help to improve the quality of RE?) The project would

help to embed this approach in schools. The Interfaith Conference and visits to faith communities (see The Project section below) will give students information and faith perspectives to help them with their enquiry investigation.

Local Context

Many pupils in these regions do not have first hand experience of religious diversity within their local communities other than within the Christian traditions. County Durham, for example, has no religious community buildings other than Christian places of worship (other than a small university mosque). Whilst schools do try to give opportunities for pupils to meet people from a diversity of faiths and where possible visit local places of worship, this can be quite challenging for some schools. Durham and South Tyneside SACREs are committed to helping schools engage with faith members and communities and recognise the contribution RE makes to social and community cohesion and the combating of prejudice and stereotyping. For example Durham SACRE has:

- organised Inter Faith conferences in 2009 and 2010 for students to meet SACRE members and members of local faith communities (including from Christianity, Bahai, Buddhism, Hinduism, Islam, Judaism, Humanism)
- produced vodcasts of SACRE and local faith members talking about various aspects of their faith and views on a range of issues.

This NASACRE project would help to develop this work further as schools would develop an enquiry over several months, working with faith members and communities.

THE PROJECT

All secondary schools in Durham and South Tyneside will be invited to apply for this project including Academies. It is anticipated that 2 / 3 South Tyneside schools will take part and 5 / 6 Durham schools (there are more secondary schools in County Durham than in South Tyneside).

Each school will have a RE teacher / Leader to co-ordinate the project in their school and attend the project working party meetings.

Each school will decide which year group the project will be for and which students will directly take part in the conferences / visits / presentations. This could be the same group of students or different groups at each phase of the project. It is anticipated, however, that all classes within the chosen year group will be able to develop the enquiry in school, as students who attend the Interfaith Conference and faith communities will share their findings with other students back in school. This will multiply the effects of the project within each school.

Each school will have a SACRE member linked to their school throughout the project in order to offer support. This will help to build up strong links between schools and SACRE. It will also enable SACRE members to see the Agreed Syllabus in action and begin to evaluate its effectiveness.

A Working Party will be set up to meet throughout the project and evaluate and share findings at the end of the project. This will comprise of:

- Project Manager - the RE Inspector / Adviser for Durham and South Tyneside, Isobel Short.
- RE Leader / Co-ordinator in each school
- SACRE members including SACRE link members to each school

IMPACT OF THE PROJECT

- **Students** - will develop appropriate learning about religion and belief, deepening their understanding of the impact of belief for individuals and communities. They will have the opportunity to meet a range of people from various belief systems as well as students from other schools. Students will develop the skills of independent thinking, working in a team and presenting information. This project therefore helps students develop personal learning and thinking skills and contributes to their social and cultural development.
- **Schools** - can evaluate the project and use this to develop an enquiry based approach in other departments across the school. This project contributes to and gives evidence for the spiritual, moral, social and cultural development of students.
- **Teacher professional development** – the findings of this project and guidance for developing a similar project will be shared at subject network meetings and regional RE conference. . This will multiply the positive effects of this project for schools and students in the region.
- **SACRE** – this project would enable SACRE members to actively contribute to student learning and the schools they serve. It will raise the profile of the work of SACRE for schools and within the local authorities.
- **Faith Groups** – faith members will have the opportunity to meet students and also develop interfaith dialogue with other faith communities as they meet representatives and work together. As such this project serves the wider purpose of contributing to community cohesion and social harmony.

Project Phases

There will be a number of phases to this project over the period of approximately one year.

Phase	Date	Activity
Phase One	Autumn Term 2013	<p>Beginning the enquiry in school Schools who join the project will begin an enquiry in school based on the question: What does it mean to live in a religiously diverse society? They will study census and other data and information to identify religions and beliefs in the local area, using this to develop questions for the enquiry.</p>
Phase Two	November 2013: Interfaith Week	<p>Interfaith Conference This will be held in a local school / Local Authority centre. Approx numbers: 100 students, (representatives from the 8 schools) 8 teachers.</p> <p>Various workshops will be held by SACRE and faith members to address some of the questions raised by students in their initial enquiry and to focus on the impact of belief for individuals and communities.</p> <p>There will also be a final Question Time Panel to answer any questions raised throughout the Interfaith Conference.</p>
Phase Three	November – December 2013	<p>Evaluating and Enquiring Further Delegates to present findings in school. They will evaluate enquiry findings so far and develop further questions, lines of enquiry. Email and skype could be used within school to continue discussion with faith members.</p>

Phase Four	Spring Term 2014	<p>Visiting Faith Communities Schools to visit Bradford or Manchester faith communities.</p> <p>Opportunities for visits to faith communities in Bradford OR Manchester. Links can be made with Jewish communities in Manchester as Dorothy Sadlik, (Chair of South Tyneside SACRE) is a member of Gosforth Orthodox Synagogue and has links with communities in Manchester.</p> <p>Both these visits will be used to address enquiry questions raised by students to answer the questions: What does it mean to live in a religiously diverse society? What impact does religious belief have?</p> <p>Schools will choose where and when they visit (to be discussed at Working Party meetings). Schools may choose to work and travel together. Each school will be given £250 for the visit from the bursary fund.</p>
Phase Five	Spring Term 2014	<p>Evaluate and Present Delegates to share findings with other students in school, discuss and evaluate and develop final presentation.</p>
Phase Six	Summer Term 2014	<p>Present, Reflect and Evaluate Students from schools to be invited to make presentations at a final school conference attended by SACRE members.</p>
Phase Seven	Autumn Term 2014	<p>Promoting the Project for the Future A summary and evaluation of the project, including resources and guidance for future use to be produced and shared with all schools in County Durham and South Tyneside through their network meetings, and made available to NASACRE.</p>

FUNDING

Item	Detail	Amount
Schools	Each school (maximum 8) to receive £250 for visit to Manchester or Bradford.	£2000
Working Party	To meet approximately 6 times. Cost of room booking and refreshments.	£250
Conferences	Venues and refreshments for November and Summer Term conferences. Small donation to faith members for travel costs	£750
Project Manager	Isobel Short works as the RE Inspector for Durham Education Development Service (EDS). This service receives extra funding from Durham and South Tyneside County Council for time spent by Isobel as professional support to both SACREs. Some of the NASACRE bursary will be allocated to pay for extra time needed from EDS for the management of this project and writing of report / guidance materials.	£700
Administration	To cover administration costs and printing	£300
		Total Cost = £4000

RE: THE TRUTH UNMASKED

The supply of and support for Religious Education teachers



An Inquiry by The All Party Parliamentary Group on Religious Education

MAIN FINDINGS

1 Supply of primary RE teachers

- In over half of the 300 primary schools participating in this inquiry, some or all pupils were taught RE by someone other than their class teacher. In a quarter of these schools RE was taught by teaching assistants. This is unacceptable and in many cases this has a detrimental impact on the quality of RE.
- About a half of primary teachers and trainee teachers lack confidence in teaching RE.
- About a half of subject leaders in primary schools lack the expertise or experience to undertake their role effectively.
- There is a wide variation in the extent of initial teacher training in RE and too many trainee teachers have little effective preparation for teaching the subject.

2 Supply of secondary teachers

- Over 50% of teachers of RE in secondary schools have no qualification or appropriate expertise in the subject. This is unacceptable.
- The inclusion of non specialists in the total number of RE teachers given by the DfE gives the false impression that we have enough RE teachers and skews the statistics regarding the need to train more RE specialists.
- Secondary RE trainees on school based routes are not guaranteed places in schools where the RE staff have sufficient expertise to provide training.
- Applications for secondary RE teacher training courses are currently 143 down on the same time last year. The loss

of bursaries for RE is among the reasons for this reduction in applicant numbers for 2013/14.

3 Support for teachers of RE

- In nearly 40% of schools RE teachers have inadequate access to continuing professional development.
- RE teachers, particularly non specialists, in schools without a religious character have particularly limited access to CPD.
- The ability of SACREs to provide support for teachers of RE at a local level has been dramatically reduced by local authority funding decisions and the impact of the academisation programme.
- Teachers' access to CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools.

4 Contributory factors

- A range of government policies, notably those relating to the EBacc and GCSE short courses, are contributing to the lowering of the status of RE in some schools leading to a reduction in the demand for specialist teachers.
- Recent reductions and changes in teacher training have resulted in the closure of some outstanding university providers with a loss of opportunities for RE CPD.
- The combined effect of inadequate supply and inadequate access to support is that whatever their level of commitment, many teachers struggle to reach the levels of subject competence expected in the DfE's own teaching standards.

RECOMMENDATIONS

The DfE should:

- revise the methods by which it gathers information about the number of RE teachers in secondary schools and present full time equivalent totals, and use these as the basis of the department's calculation of teacher training targets
- introduce a system which requires all secondary teachers to receive some training in any subject they teach
- restore bursaries for RE trainees
- restore the inclusion of results for the GCSE short course for RE to school league table points
- require academies to use the local agreed syllabus
- publish the outcomes of SACREs' monitoring of teacher supply and CPD
- ensure that SACREs have the resources to carry out their statutory responsibilities

All schools should:

- ensure that all teachers of RE meet the Teaching Standards and develop their confidence and expertise in teaching RE
- make proper provision for continuing professional development for teachers and others

Primary schools should:

- review the widespread practice of using staff other than the teacher to teach RE
- provide regular opportunities for RE subject leaders to train their colleagues in subject knowledge and planning and assessing RE

Secondary schools should:

- review as a priority the

practice of using non specialist teachers to teach RE

- ensure that the same teachers teach the subject every year rather than fill gaps with any teacher
- ensure that all non specialists receive training

ITE training providers should:

- improve the quality of RE training for primary trainees
- monitor carefully all secondary trainee RE placements

LAs should ensure sufficient resources are made available to enable SACREs to:

- provide high quality RE support
- monitor the quality of the provision and staffing of RE
- develop networks to share good practice in RE

Those involved in providing CPD for RE teachers should:

- consider providing an on-line subject knowledge booster course
- encourage teachers and school leaders to become better informed about RE CPD opportunities

Ofsted should:

- require inspectors to report on non-compliance with statutory requirements
- continue to monitor the quality of RE provision, through subject inspections

The Teaching Agency should:

- review the capacity of training schools to provide subject specific training for RE

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