



Standing Advisory Council on Religious Education (SACRE)

Date **Thursday 6 November 2014**
Time **1.30 pm**
Venue **Committee Room 2, 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. Presentations from Schools on the Enquiry Project
2. Election of a Chairman
3. Introductions, Welcome and Apologies
4. Declarations of interest, if any
5. Minutes of the meeting held on 5 June 2014 (Pages 1 - 4)
6. Matters Arising
7. Chairs Comments
8. RE Inspector's Report (Pages 5 - 14)
9. RE Enquiry Project (Pages 15 - 22)
10. SACRE Structure and Working Groups (Pages 23 - 24)
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

29 October 2014

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

1. Church of England

Canon L Burton, N Chapman, Revd. J Jewsbury, D Mowbray-Pape and K Passmore

2. Other Religious Denominations and Faiths

J Bainbridge	- Methodist Church
N Barker	- The Salvation Army
S Brown	- Assemblies of God
V Gallant	- Judaism
W Gray	- Buddhism
B Guymer	- Baptist Church
J Kidd	- Methodist Church
J Nicholls	- Society of Friends (Quaker)
I Osborne	- Roman Catholic
J Pallister	- Roman Catholic
S Purba	- Sikhism
Bhakti Rasa Dasa	- Hinduism
C Spencer	- Bahá'í Faith
M Stephenson	- United Reform Church

3. Teachers Associations

V Bain	- RE Curriculum Group
S Baker	- NUT
C Callaghan	- NUT
A Hartley	- NASUWT
P Lamb	- SHA
S Lupton	- RE Curriculum Group
P Welch	- NUT

4. County Council Representatives

Councillors P Brookes, M Dixon, S Iveson and W Stelling

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 1A, County Hall, Durham on Thursday 5 June 2014 at 1.30 pm

Present:

Canon L Burton (Chairman) In the Chair

Church of England

D Mowbray-Pape

Other Religious Denominations and Faiths

N Barker	- The Salvation Army
S Brown	- Assemblies of God
J Kidd	- Methodist Church
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County Council Representatives

Councillors P Brookes and M Dixon

Specialist Inspector (Religious Education)

Isobel Short

Voluntary and Community Sector Officer

Ian Hunter-Smart

1 Introductions, Welcome and Apologies

The Chairman welcomed everyone to the meeting in particular J Nichols who is the newly appointed Quaker representative and Councillor Brookes who has replaced Councillor Blakey as the County Council representative.

The Chairman advised Members that N Chapman was in attendance as an observer as she would be replacing J Katsambis as the Church of England representative.

Members sought clarification if SACRE had an Islam Representative. The Clerk responded that she had written to the group in August to ask for a representative

but no response had been received. S Brown indicated that he knew someone who may be interested in becoming a SACRE member to represent Islam.

Apologies were received from J Bainbridge, C Callaghan, V Gallant, W Gray, A Hartley, S Lupton and J Pallister.

2 Presentation from a Member of the Humanist Society

The Chairman advised members that this item would be deferred to the next SACRE meeting.

3 Declarations of Interest

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

4 Minutes

The Minutes of the meeting held on 6 March 2014, were agreed as a correct record and signed by the Chairman subject to some minor grammatical changes.

5 Matters Arising

Councillor Dixon updated members on the SACRE annual report in particular that they had not received agreement for the report to be presented to Cabinet.

Members discussed the annual report in detail and agreed to set up a SACRE Task Group which would meet on 16 July 2014 to look at this issue and suggest ways to move forward.

6 Enquiry Project Update

P Welch circulated to Members an update for Phase Four of the RE Enquiry Project and presented the work which had been done and the next phase of the project.

It was suggested that some of the students and teachers involved in the project be invited to the next SACRE meeting.

The Specialist Inspector for Religious Education thanked SACRE Members who had attended the Interfaith Conference.

7 Chair's and Vice Chair's Comments

The Chairman spoke about the RE Network meetings which were attended by people outside of the local authority which was very positive.

She also advised Members that the November SACRE meeting would be her last meeting as she was moving down the country and would no longer be a member of Durham SACRE.

Members would need to appoint a new Chairman at the November meeting.

8 RE Inspector's Report

The Specialist Inspector for Religious Education presented the circulated report which was a summary of the support in RE provided by the RE Inspector since March 2014 together with a brief summary of national developments (for copy see file of minutes).

The Specialist Inspector for Religious Education advised members that she was going to put a letter on the Extranet for Head Teacher's about the Agreed Syllabus which would cover a lot of queries which she received.

She also advised members that she had produced a questionnaire about training that RE teachers had received which she circulated at the secondary network group.

From the results of the questionnaire she could advise members that 7 teachers had trained at Durham, 2 at Newcastle, 2 at Ripon/York and 1 had trained on the job.

Resolved: That the report be noted.

9 Date of the next meeting

The next meeting of SACRE would be held on 6 November 2014.

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Durham SACRE

The RE Inspector Report *Autumn Term 2014*

Durham RE Networks

The Autumn Term RE networks are as follows:

- Tuesday 4 November – primary (38 applicants)
- Friday 7 November – special (3 applicants)
- Tuesday 25 November – secondary (17 applicants)

Agendas will vary but all 3 networks will focus on RE in the new Ofsted Framework.

In addition, the **REImprove Group** (a small group of primary RE co-ordinators focusing on monitoring and evaluating RE provision and sharing good practice) have met twice – 7 October, 4 November.

RE Contracts

I have visited several primary schools this term to support them in their RE provision eg:

- staff meetings on RE in the curriculum
- producing an RE Curriculum Map for mixed age classes
- developing the RE co-ordinator role
- planning units of work.

Several schools are now contracting me to produce overview plans and then visit the school to go over them with teachers. This is helping to build up a bank of plans and resources based on the Agreed Syllabus.

I have visited 3 secondary schools to develop planning materials, work with non-specialist RE teachers and evaluate provision in RE.

Regional RE Hub

A successful application has been made to Culham St Gabriel's to develop a RE Hub in the region. The idea of the hub is to strengthen partnerships and collaboration across the North East region by developing 2 research-based groups for teachers:

- developing strong leadership in RE (primary schools)
- developing enquiry based learning in RE (secondary schools)

It is anticipated that these groups will include teachers from a range of schools and geographical areas. Partners include NERLRC, the Church of England diocese, local authorities, SACREs and regional RE networks. It is hoped that this will inspire and support RE teachers and leaders and strengthen capacity for outstanding RE provision in the region. It is anticipated that Durham Local Authority and Durham SACRE will be at the heart of this initiative. Planning meetings will take place over the next few weeks with clear action planning.

Holocaust Memorial Day

Durham schools have received an invitation to the National Holocaust Memorial Day at Durham Cathedral on Friday 30 January 2015. The theme this year is "Keeping the Memory Alive". If you would like further details about this (it may be that SACRE members could attend) could you please contact Joni Stidwell at joni.stidwell@durham.gov.uk (03000 267800).

Courses Next Year

This may seem a long while off, but Durham Education Development Service begins to plan the courses they will offer next academic year in February. I would be very interested to hear the thoughts of SACRE members about what EDS could offer in relation to RE and collective worship.

It may be good to offer a course for teachers around diversity of religious beliefs, enabling teachers to build up subject knowledge. If you would be willing to help by running a small workshop (similar to the Interfaith Conference but for teachers not students) please let me know. I would be very grateful.

School Queries

I continue to be contacted by school leaders on a range of queries relating to parental withdrawal of their children from RE and/or Collective Worship. In particular this term, schools have raised concerns about visits to places of worship in the region.

RE, Collective Worship, SMSC and Ofsted

As you may be aware, Ofsted published a revised Handbook in September for inspecting schools. This contains increased emphasis on SMSC development and focus on promoting British values and preparing children for life in modern Britain. There is also reference to Collective Worship and detail about the type of RE syllabus to be used in different types of schools.

Interfaith Week

The Annual Interfaith Week in England is taking place from 16-22 November. The 3 aims of Interfaith Week are:

- strengthening good interfaith relations at all levels
- increasing awareness of the different and distinct faith communities in the UK
- increasing understanding between people of religious and non-religious beliefs.

The Interfaith Week website encourages all sorts of groups to become involved, attend and organise events. It has suggestions for the sort of events that could take place. Whilst Durham LA and SACRE are not holding a Student Interfaith Conference this year, this could be something that could be held another year.

Farmington Fellowship

Farmington Trust offers Fellowships each year to enable RE teachers to undertake research and development around RE practice. The Trust pays for teacher release time (up to 30 days) from their school. I am notifying schools of this opportunity and giving out leaflets about the fellowships at network meetings.

Raising the Profile of RE

The national campaign to keep raising the profile of RE, particularly with Government, continues. REC, NATRE and RE Today attended for the first time the three main political party conferences in September. At each conference there was a RE stand (mainly to get MPs to pledge support for RE) and a fringe Question Time event at each conference.

RE Bursaries

The DfE announced in October that bursaries are to resume from September 2015 for secondary RE teacher trainees. This is a result of an exerted campaign in the RE community to prevent the decline in applications for RE teacher training. Good news indeed!

REC – Religious Education Council

SMSCD – Spiritual, Moral, Social Cultural Development

NERLRC – North East Religious Learning Resources Centre

NATRE – National Association of Teachers of RE

DfE – Department for Education

RE Today – a publishing company promoting RE resources in schools

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RE, Collective Worship and SMSC Ofsted September 2014

Sections from the Ofsted School Inspection Handbook, September 2014 are in black.
Comments by Isobel Short (RE Inspector) are in blue.

The revised Ofsted Handbook (September 2014) has increased the emphasis on SMSC and has produced more detailed guidance in relation to SMSC, Collective Worship and RE.

Definitions for SMSC

Definitions for spiritual, moral, social and cultural are now in the School Inspection Handbook (were in Subsidiary Guidance) and have been revised. Additions are highlighted below.

131. The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

132. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

133. The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

134. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC, Curriculum, Leadership and Management

The section on curriculum under Leadership and Management has increased emphasis on SMSC with specific references to British values, life in modern Britain, RE and assemblies. Highlighted below.

150. Inspectors see a range of curricula across schools. Schools may develop their own curriculum to respond to the particular needs of their pupils and ensure that they all achieve their potential. Inspectors should verify that good teaching within a broad and balanced curriculum, accompanied by effective spiritual, moral, social and cultural development, is helping to prepare children and young people for life in modern Britain.

152. Inspectors should consider how well leadership and management ensure that the curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community
- includes a balanced approach to the pupils' RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain (see paragraphs 14–18)
- includes a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong

SMSC and Governance

The schedule specifies role of governors in relation to developing SMSC particularly around respect, tolerance and making a positive contribution.

165. Inspectors should consider whether governors:

- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain

RE and Collective Worship

There is a new section in the Handbook on the types of RE Syllabus delivered in different types of schools and how this is inspected. Reference is made to the statutory requirement (Education Act 1996) that RE must include Christianity and other principal religions represented in Great Britain. Please note: Many of the Agreed Syllabus conferences in the region state which religions should be taught at each key stage.

Reference is also made in the Handbook to the legal requirements around Collective Worship – wholly or mainly of a broadly Christian character.

14. If a school (including an academy) is designated as having a denominational religious character, then denominational religious education, school ethos and the content of collective worship are inspected under section 48 of the Education Act 2005 (see chart below). The inspectors who conduct **section 48 inspections** are appointed by the school's governing body, or the foundation governors in a foundation school, having consulted with persons prescribed in regulations (normally the appropriate religious authority). The inspectors are normally drawn from the relevant faith group's section 48 inspection service, although not all faiths have their own inspectors organised in this way. Section 48 inspections should be approximately every five years.

15. In schools with a religious character, section 5 inspectors may comment on educational issues such as the contribution of assemblies to pupils' personal and spiritual, moral, social and cultural development, or the quality of teaching in any subjects, including religious education (RE). In the case of schools without a religious character or voluntary aided or voluntary controlled/foundation schools, academies that were previously voluntary controlled/foundation schools and free schools that are designated as having a religious character, where RE is being provided in line with the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005 and the RE syllabus.

Voluntary aided (VA) schools, academies whose predecessor was a VA school, free schools, and entirely new academies	Voluntary controlled (VC)/ foundation schools and academies whose predecessor was a VC/foundation school
Section 5 inspectors do not inspect the content of denominational RE, but may visit the lessons and assemblies to evaluate teaching, spiritual, moral, social, cultural development, etc. They may also inspect any RE that is provided in line with the locally agreed syllabus following a request from parents.	Section 5 inspectors look at RE as part of the curriculum unless RE is provided in line with the designation following a request from parents.
Section 48 inspectors inspect the denominational content of RE, collective worship and the school's denominational ethos.	Section 48 inspectors inspect collective worship and the school's denominational ethos. Where the RE is provided in line with the designation, this will also be inspected by the section 48 inspectors.
Governors are responsible for deciding the content of the RE syllabus in line with the trust deed or designation. They may appoint all teachers on the basis of religious beliefs.	RE should follow the locally agreed syllabus unless parents request a denominational one. Governors may appoint up to 20% of teachers to teach the denominational curriculum.

Schools without a religious character

18. Schools, including academies, that are not defined as having a religious character must conform to the legal requirements for non-faith schools:

- RE in maintained schools (except voluntary aided, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus established by the local Standing Advisory Council for Religious Education (SACRE). RE should reflect the religious traditions in Britain, which are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.
- Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above. Non-faith academies must provide collective worship that is wholly or mainly of a broadly Christian character. Inspectors should note any requirements of their funding agreements.
- A school can reflect the religious backgrounds represented in its community in its collective worship and RE, as long as the majority of provision is broadly Christian. Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local SACRE to have the broadly Christian requirement disapplied and replaced by collective worship distinctive of another faith. The headteacher should consult the governing body before doing so. Academies should apply to the Secretary of State via the Educational Funding Agency (EFA).

RE Curriculum

Questions to think about

How does your RE curriculum:

- ensure pupils learn about Christianity and other principal religions (be specific – why some religions and not others)?

- develop the British values of mutual respect and tolerance of all faiths and beliefs

- enable students to develop:
 - spiritually

 - morally

 - socially

 - culturally

- help prepare pupils for life in modern Britain

- help pupils build up their knowledge and understanding of Christianity and religion?

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Report for NASACRE

Bursary 2013- Enquiry Project

Durham and South Tyneside SACREs

Project title: What does it mean to live in a religiously diverse society?

Introduction

Schools in County Durham and South Tyneside were invited to participate in a project to embed enquiry based learning in the RE curriculum. The enquiry would focus on developing questions, researching and making presentations about the diversity of religions and beliefs within and outside the North East region. Several schools were selected to participate in the project in order to build greater capacity and links between departments across the region. The project also aimed to enable Durham and South Tyneside SACREs to work together on a common project and jointly implement an aspect of their newly revised Agreed Syllabuses (the cycle of enquiry – see appendix).

Phase One – Autumn Term 2013 – Beginning the Enquiry

An initial meeting was held at the Durham Learning Centre where teachers from nine Durham schools and three South Tyneside schools met to discuss the concept of enquiry based learning and how to set up the enquiry project.

In this meeting teachers looked at photographs and census data from the North East region in order to shape an enquiry question relating to what it means to live in a religiously diverse society.

From this, teachers set up the enquiry project in their schools. Schools organised this in different ways. For example, some colleagues worked with more able and talented students through an extra-curricular project; others worked with a mixed ability class group. In some schools students from a number of classes met and worked together.

Teachers supported students at the beginning of their enquiry by providing resources e.g. the census data, photographs, newspaper articles about faith in the community. Students analysed these resources and used them to identify the questions they would want to explore further throughout the enquiry.

Phase Two – Autumn Term 2013 – Interfaith Conference

In order to gather a range of responses to their enquiry questions, students from each school were given the opportunity to attend an interfaith conference. Students met faith members from Durham SACRE and representatives from a variety of religions and beliefs in the local area. Students had the opportunity to ask their questions to individual faith members in small group sessions and through a formal question panel. This enabled students to compare and contrast responses from different faith traditions.

Phase Three – Autumn Term 2013 – Evaluating Further

Back at school students discussed and evaluated the outcomes of the interfaith conference and how this helped them address some of their enquiry questions about the diversity of religious beliefs. Some students fed back their findings to larger groups of students in school. Students in some schools created articles which were published in school newsletters or magazines. Some students produced presentations of their findings.

In addition, teachers met to discuss this phase of the enquiry cycle and evaluate the impact of the interfaith conference on the enquiry. It was widely acknowledged that the interfaith conference had been a huge success and it was suggested that it is repeated as a stand-alone event or as part of another enquiry. Feedback included comments such as *“it greatly enhanced learners understanding of the impact of faith on lifestyle”*. Some schools described the experience as a *“light bulb moment for some of our students meeting some of the different speakers. Massive learning curve. Great insight into the different faiths.”*

It is envisaged that schools may replicate the model of the interfaith conference on a local level and collaborate with each other to create a similar experience for students so that they can actively engage with faith members. The enhanced collaboration between schools and SACRE as a result of this enquiry project has increased the viability of follow up activities and projects.

Phase Four – Spring 2014 – Visiting Faith Communities

This phase was slightly delayed due to staffing issues; some teachers lacked the impetus to plan and arrange visits without central support and micro-management. A reorganisation of project management was implemented and a meeting was organised in order to support colleagues with their planned visit outside the region, to exchange ideas and to enable colleagues within similar enquiries to work together and share resources.

In this meeting teachers also looked at some successful enquiry based project models, one good practice resource from Ofsted included a report of from St. Anne’s C of E Primary School in County Durham who have successfully used enquiry based learning in geography. Other documentation expanding on the enquiry cycle, as well as the Durham Agreed Syllabus were also discussed in order to endorse the importance of following the enquiry cycle.

The visits which were arranged by participating schools were as follows:

Woodham Academy	25 th March 2014 - Visited Bradford with high ability Year 8 cohort of 30. Co-funded by school (through a specialist day budget). Visited the Mosque, including a guided tour and then additional time was provided for questions and discussion about the ‘Impact of faith’. Students prepared a set of questions in advance and visited Bombay Stores afterwards.
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Harton Technology College Jarrow School Hebburn Comprehensive School	4 th June 2014 – Visited Bradford and collaborated together in order to visit the Gurdwara and Mosque to understand what it means to live in a religiously diversity society, also to analyse the impact religious belief has on society and individuals. They also had lunch at the community centre with a multi-cultural buffet and activities.
Wellfield Community School	17th June 2014. Visited Bradford with a high ability Year 8 cohort of 25 students and visited a Mosque in order to get different perspectives on questions they believed were important to the enquiry.
Seaham School of Technology Wolsingham School and Community College The Hermitage Academy	23 rd June 2014 - Visited Bradford and collaborated to visit a Mandir and Gurdwara, with specifically prepared questions and tailored presentations requested surrounding the impact of religious belief in the local area, the impact of immigration and the growth of Bradford as a religiously diverse community. They also had buffet lunch in a local Indian restaurant after a morning of exploring faith traditions originating in India.
Sunnydale Community College Greenfield Community College	26 th June 2014 – Visited Bradford, a Mosque and Gurdwara with a cohort of 45 students and explored the key questions raised by the enquiry.
King James I Academy	28 th June 2014 – Visited Leeds, A smaller cohort of 6 students stayed overnight and visited a Mandir as well as the Roman Catholic Cathedral. Question and answer session in the Mandir was held and the students observed worship.
Park View School	November 2014 – Visiting Leeds Grand Mosque.

Phase Five – Spring 2014 – Evaluate and Present

This phase of the cycle allowed students to reflect on what they had learnt about religious diversity in another region and evaluate how visiting faith communities helped to address the enquiry questions.

Many schools created articles for school newsletters and magazines in order to present their findings about religious diversity in the region and in the country. Some schools gave students the opportunity to present their findings to their peers and school community e.g. through assemblies.

Phase Six – Summer 2014 – Present, Reflect and Evaluate

Due to time constraints, (for example, the demands of external examinations and curriculum planning in school) this phase of the cycle has not been well implemented; the delay in phase four

had a knock-on effect and thus many schools lacked the time to fully evaluate the project at this stage. Many schools therefore amalgamated phase five and six.

It was also decided that it was not feasible to re-create a conference attended by SACRE members at this stage in the academic year. Instead, a summary and evaluation of the enquiry project, will be presented to Durham SACRE at its scheduled meeting on 6th November 2014. Students from two schools will make presentations on their findings. Presentations will also be made at South Tyneside SACRE on 18th November 2014.

Despite the difficulty completing this phase of the project, a teacher meeting was held in Durham Learning Centre in summer 2014 to discuss the outcomes and impact of the project and develop ideas about ways forward for the future.

Phase Seven – Autumn 2014 – Promoting the project for the future.

A final evaluative meeting was held at the Durham Learning Centre in October 2014. In this meeting teachers were given their original plans and then asked to evaluate the different stages of the project as well as to analyse the overall impact of enquiry based learning in their school.

Some schools have used this opportunity to embed the enquiry cycle into schemes of learning in order to engage a wider range of students in the future. One issue noted by some participants was that without the support of SACRE and funding available, schools would find it hard to develop such a project.

One significant outcome of the enquiry project is the creation of a regional hub to look at the pedagogical approach of enquiry based learning in RE and create opportunities for networking across the wider region. This will help to develop new links for practitioners. The hub will serve as an opportunity for teachers to engage in their own professional development through action based research.

In feedback about the enquiry project teachers stated that they would welcome the opportunity to take enquiry based learning to the next level within their classroom and school. The enquiry based project has therefore acted as an impetus for engaging in wider enquiry in the classroom; its success has ensured that the results of the project will be widely disseminated within the region and that capacity will grow as a result.

Conclusion

The enquiry project has therefore succeeded in developing a deeper knowledge and understanding of religious diversity amongst the participating students, the results of which were disseminated within schools.

This enquiry project has been led by students and has given them the opportunity to develop their own questioning, direct their own research and evaluate their findings thus exploring the different impact that religion and belief has on individuals and communities within and outside the North East region. This has developed skills such as independent learning, collaboration, evaluation, presentation and organisation.

Students have benefited from the enquiry project through extending their knowledge and understanding about religion and belief, meeting faith members and exploring their views. The

enquiry cycle has helped strengthen the social skills of students as they have met a variety of people with differing backgrounds and experiences.

Teachers have benefited from the enquiry project as they have participated in CPD, collaborated, shared ideas and resources. An opportunity to create a regional hub will continue to support teachers as they look to embed enquiry based learning firmly within their scheme of learning.

Schools have benefited from the enquiry project as it has allowed them to develop links with SACRE, and demonstrate spiritual, moral, social and cultural development of students, particularly in relation to social and cultural issues.

SACRE have benefited from the enquiry project as members have been able to actively contribute to learning and networking with the schools they serve. It has raised the profile of the work of SACRE within both local authorities.

Acknowledgements

Isobel Short – Specialist Inspector for Religious Education
Education Development Service (EDS), Durham County Council
Durham Standing Advisory Council on Religious Education (SACRE)

Cathryn Newton – Greenfield Community School

Kim Jennings & John Middleton – King James I Academy

Rebecca Clancey-Maley – Park View School

Barry Dunn – Seaham School of Technology

Gayle Hackett – Sunnydale Community School

Paul Welch – The Hermitage Academy

Beth Watson – Wellfield Community School

Lianne Emmanuel – Wolsingham School and Community College

Janet Davison – Woodham Academy

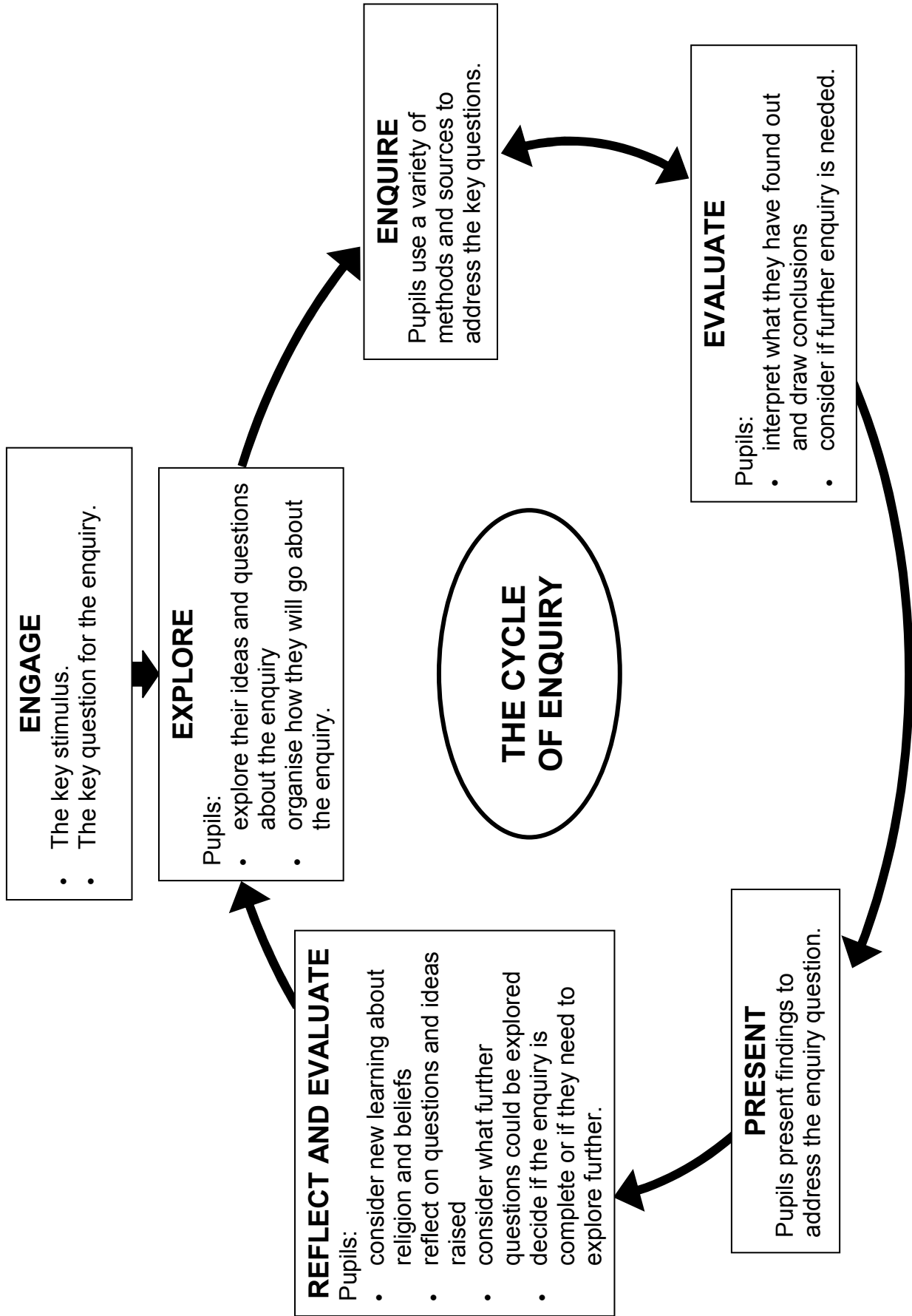
South Tyneside Standing Advisory Council on Religious Education (SACRE)

Ben Holyome – Harton Technology College

Claire Sharp – Hebburn Comprehensive School

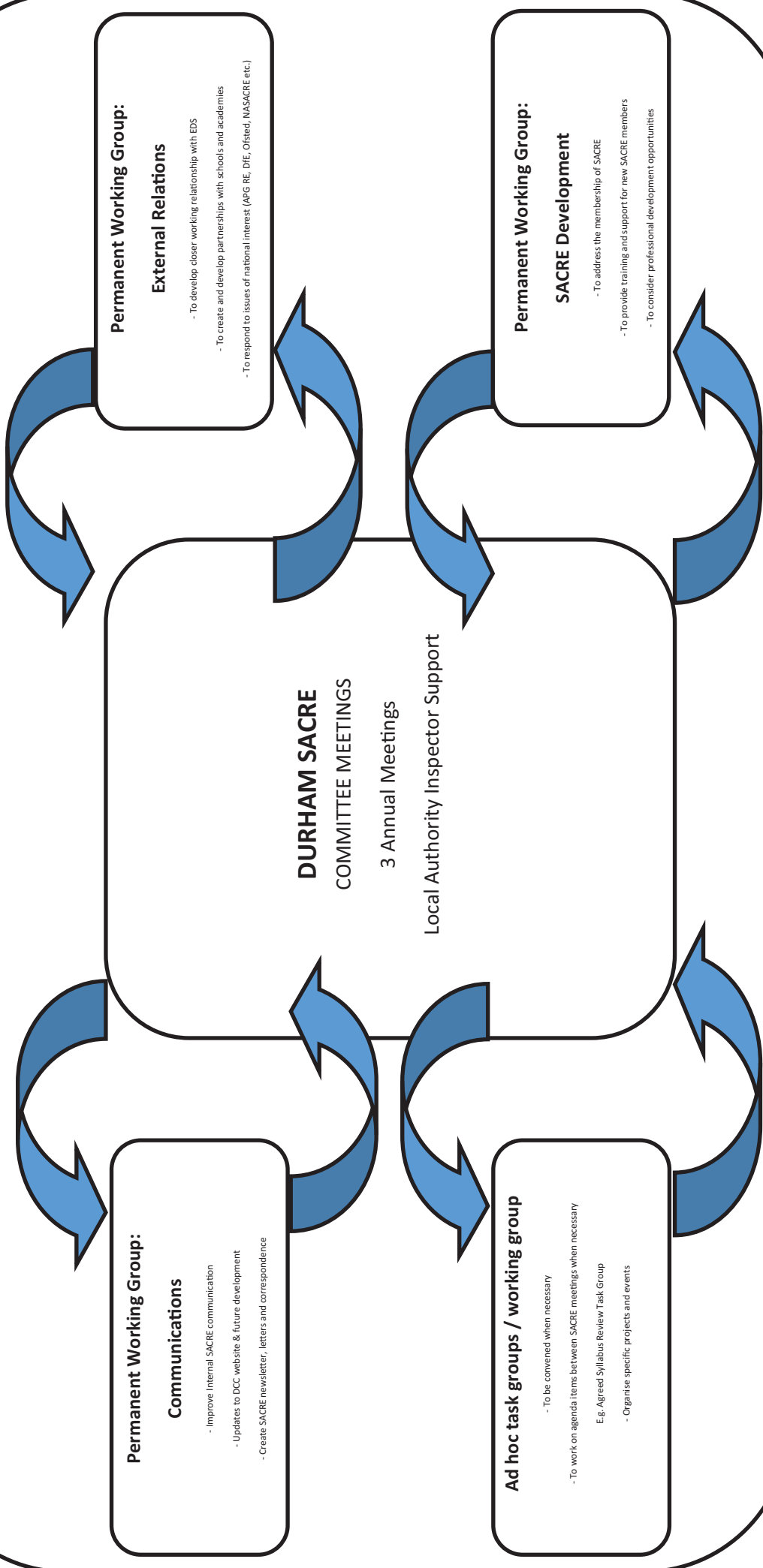
Monique Turnbull – Jarrow School

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Durham SACRE Draft Organisational Structure 2014-2015



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