

Buckinghamshire
Standing Advisory Council on
Religious Education



Annual Report
2017-18

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Foreword from the Chair of SACRE

September 2017 - July 2018

As with any organisation it is the inspiration given by the members that provides the character. I shall focus on some of the creativity we have valued in Bucks SACRE this year both from our members and during our visits to schools. In addition, we receive wise counsel from our Education Officer at Bucks CC, Katherine Wells and our RE Adviser Bill Moore.



At our meeting in October we learned that Suma Din our Muslim deputy had become a school governor and would no longer fulfil her role with SACRE. However, her legacy to us is her book published by the Institute of Education Press entitled 'Muslim Mothers and their children's schooling.' See SACRED 7, for a review. (For this and all other references to SACRED see the website at the end of this section).

In her contribution to SACRED 6 Suma wrote; From the Qur'an, I understand my role as being a 'steward' on this earth; one who will take care, take responsibility and hand on a legacy to those who come after them.

In addition, at this meeting at Curzon CE School we saw some of the children's work in RE and one that I shall never forget 'Healing the leper' in which the pupil described the loneliness of the leper as his reason for including a solitary crow to capture that concept. (See SACRED 6)

A new initiative has been introduced this year to enable SACRE members to understand some of the issues facing teachers delivering RE. Mary Saywood a CofE representative and Karen Crussell a co-opted member for Academies have prepared some guidelines intended as a model of good practice for other SACRE Members wanting to learn about the delivery of RE in their local schools. The comments are all to be descriptive; nothing judgemental, with a great emphasis on learning and teaching. We hope many schools will agree to taking part in this initiative which will help us to spread good practice.

We also learned that our Westhill application for some work on 'Identity' was accepted, enabling us to work with Art Beyond Belief to explore this topical subject with the title 'Resilient Me: Resilient You'. It involved working with 2 secondary schools and student presentations to be shared with feeder schools. During the summer term this project was progressing well thanks to the innovative material from Art Beyond Belief, under the leadership of Andrea Sparrow facilitating the students' use of i-pads for their explorations and recordings, and the enthusiasm from the 2 chosen secondary schools Chiltern Hills Academy and Chesham Grammar School. A 'market afternoon' for primary schools will be held in the autumn term 2018.

During his membership of SACRE, Toby Long invited us to hold a meeting at his school St Georges CE Infant where we learned from some year 2 pupils about the use of Prayer Spaces which had been introduced into the school 4 years previously and were greatly valued. Toby resigned during this year and was congratulated for two recent events: his headship at Radnage CE primary school and on becoming a father!

As a SACRE we aim to support schools in their delivery and also to show the importance of this unique subject that delivered at its best should enable students to express their beliefs, ideas and thoughts on what it means to be human in the 21st century. Therefore, we are concerned that overall only 29% of KS4 students were entered for the Full GCSE, which is less than one in three. This is worrying, especially in the light of recent concern nationally that schools are not fulfilling their duty to provide students with meaningful and assessable religious education. (See comments later).

To elaborate on this support: we discussed and agreed to the proposal of a competition for schools. (The last one we did was to design a logo for SACRE and that has been valued and widely used now for over 8 years). The suggested themes were to be: 'My Special Place' for primary schools and 'My Sacred Space' for secondary schools. Pupils were invited to enter images, art work, poetry or prose to express how a place or space helps them to feel closer to themselves, the world and/or God. The culmination of this competition would be a calendar for 2019.

I trust it will become evident when you examine the SACRE calendar for 2019 that pupils can have profound and challenging views on the world and the place of religion. This is available on our website: <https://schoolsweb.buckscc.gov.uk/curriculum-and-learning/sacre/>

Members of SACRE are all immensely proud of our informative news-letter distributed to schools twice a year with an illuminating topic in each issue. I have made reference to it on several occasions and I pay huge tribute to Ann Beaton who dedicates so much of her time and talents to publishing each issue. This year the topics have been Issue 7 Science and Religion and Issue 8 RE in the classroom with the leading article written by Lat Blaylock editor of the magazine RE Today. As we are fortunate enough to have members representing a variety of Christian and other religious perspectives, a Humanist and members of the world religions, we are able to include a range of beliefs and understanding on each topic. I thank all those members who have contributed with their knowledge, personal thoughts and reflections. In addition, Margaret Dean is our special needs expert and she contributes from her fund of wisdom, experience and a gentle humour. This is a sample:

The Ten Commandments RAP

Make the Lord your number one-got no others-no sir, none
Don't make gods of wood or stone-God is Lord and Lord alone
Do not take God's name in vain-God has made this very plain
Got to get your Sunday rest-God is the one who knows best

Humour then your Mum and Dad-do some good and don't be bad
Number 6 says do not kill-life is precious, that's God's will
If you marry just be true-it will be the best for you
The next one says do not steal-if it was you-how would you feel?
Speak the truth and tell no lies-big ones, small ones any size
Do not wish or want a lot-be content with what you've got.



If you invite raps from pupils in your schools, I am certain our editor of SACRED would welcome them in the next publication.

I hope you will find this report of interest and I thank everyone who has made it possible.

Val McFarlane, Chair of Buckinghamshire SACRE

1. Standards and quality of provision of RE

KS4 GCSE Examination RS in Buckinghamshire (See Appendix 1)

This was the first year of the new 9-1 GCSE and so exact comparison with previous years is not possible. However, when compared with schools nationally, schools in Buckinghamshire performed better in all categories except the non-selective schools in grades 9-7, where we were 6% below the national figure. Given that the prior attainment in non-selective schools is by definition lower, this still represents good achievement. SACRE congratulates all involved, particularly the students who put in such hard work.

There has been a significant drop of 11% in entries for 2018, most especially in our Grammar Schools. Overall only 29% of KS4 students were entered for the Full GCSE, which is less than one in three. This is worrying, especially in the light of recent concern nationally that schools are not fulfilling their duty to provide students with meaningful and assessable religious education. SACRE appreciates that just because students are not entered for the full GCSE does not necessarily mean that they are not fulfilling this statutory duty, either according to the locally agreed syllabus or in the case of Academies and Free Schools their funding agreement. However, SACRE is concerned that the subject is being sidelined in a number of schools. Referring back to our statement in the last Annual Report 2016-17:

SACRE believes that, in the current climate of examination success and valuing accredited courses, best practice is to provide a GCSE for all, even if not all are entered. If this is not possible because of other pressures such as the Ebacc, then the provision of a coherent and challenging KS4 non-examination course based on the Challenging RE Agreed Syllabus is most appropriate. The agreed syllabus gives expectations and curriculum guidance on this, from which to plan meaningful, relevant and important learning. SACRE is concerned that RE may not be provided for a significant number of students at KS4.

It has never been more important that our children and young people have an accurate knowledge and critical understanding of religion and belief and are able to empathize with the deep and rich traditions, whilst also having the skill and discernment to reflect critically for themselves on the questions, experiences and challenges that life throws at us. RE is a subject that contributes significantly to pupils' understanding of life in modern Britain and provides the best opportunity for them to make sense of their own as well as others' responses to the big questions that life throws at us; to explore meaning, purpose and value in a complex world.

SACRE will work with the LA to see how best to support schools in providing quality RE for all.

A and AS level entries are broadly in line with the previous year, though with more Secondary Modern students being entered and fewer Grammar School entries. This was the first year of the new A Levels and teachers and students clearly stepped up to the mark to maintain the higher than national attainment. Grammar School students did particularly well in the highest grades, with Secondary Modern students catching up with the mid- and lower-grades.

SACRE members thoroughly enjoy visiting schools for our meetings, where they have face-to-face discussions with teachers and often pupils. This helps us to keep in touch with what our work is really all about. Whilst we do what we can to support schools and help pupils, it is you, the teachers, who really make RE what it is: for that we are heartily grateful. **We are keen to hear your views and find out what is happening in schools, so please do contact us through Bill Moore (bjvmoore@aol.com 07749211997) whether to share your views, your practice, to tell us what you are doing, or to invite us in to see and meet you through one of our meetings.**

Examination Data summary 2017 (with 3-year trend)

GCSE Full Course		Number of pupils at the end of KS4	GCSE Full Course			
			% Entries (out of KS4 pupils)	% 9-7	% 9-5	% 9-1
2018	England			30%	60%	98%
Buckinghamshire Maintained and Academy Schools (incl. Special)		5635	29%	39%	75%	99%
Buckinghamshire Upper Schools		3335	29%	24%	64%	99%
Buckinghamshire Grammar Schools		2217	29%	61%	91%	100%
Previous A*-G grades. NB new Grade 4 = border-line C Grade				% A*-A	% A*-C	% A*-G
2017	England			30	72	98
Buckinghamshire Maintained and Academy Schools (incl. Special)		5554	40%	43	82	98
Buckinghamshire Upper Schools		3297	37%	22	68	97
Buckinghamshire Grammar Schools		2172	47%	68	98	100
2016	England			29.8	71.6	97.8
Buckinghamshire Maintained and Academy Schools (incl. Special)		5599	31%	38.0	79.6	99.1
Buckinghamshire Upper Schools		3295	32%	20.7	68.0	98.5
Buckinghamshire Grammar Schools		2177	32%	64.0	97.1	100.0

A and AS Levels		Number of pupils at the end of KS5	A LEVEL			
			% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E
2018	England			23%	70%	98%
Buckinghamshire Maintained and Academy Schools		3662	6%	29%	78%	99%
Buckinghamshire Upper Schools		1345	6%	6%	58%	97%
Buckinghamshire Grammar Schools		2317	5%	46%	93%	100%
2017	England			24.3	80.9	98.7
Buckinghamshire Maintained and Academy Schools		4034	6.2	32.4	90.0	100.0
Buckinghamshire Upper Schools		1560	4.1	12.5	75.0	100.0
Buckinghamshire Grammar Schools		2474	7.5	39.2	95.2	100.0
2016	England			24.3	80.4	98.9
Buckinghamshire Maintained and Academy Schools (incl. Special)		4109	6.3	30.7	84.4	99.2
Buckinghamshire Upper Schools		1665	5.5	5.4	70.7	97.8
Buckinghamshire Grammar Schools		2444	6.8	44.8	92.1	100.0

2. Managing the SACRE and Partnership with the LA and Other Key Stakeholders

2.1 Holding meetings

SACRE held three meetings and a development day during the academic year 2017-18.

Monday 16th October 2017 at Curzon CE School

Our first meeting of the academic year was in Curzon CE School in Penn Street, near High Wycombe. We welcomed our new Clerk, Sharon Evans and wished Allison Holley, our long-serving and highly valued former Clerk all the best in her new job.

It was most pleasing to be told, in the presentation by Headteacher and RE co-ordinator, that the SACRE INSET to places of worship in Slough in 2015 inspired the previous subject leader to develop the RE provision in the school. With support from the Diocese of Oxford and a visit from a consultant serving on our SACRE, an INSET from the adviser to SACRE and using the agreed syllabus more effectively, RE in the school has flourished. In 2017 the school was awarded a Silver Award RE Quality Mark and this was one of their most treasured achievements of the year.

One particularly exciting and innovative aspect of the school's provision was the personal pilgrimage organised with the local church around the village where children reflected on their life-journey so far and linked this with the concept of pilgrimage. SACRE members were struck by the way the school was taking RE so seriously, as a very high priority, and also so creatively, encouraging critical thinking and planning a lesson of reflection at the end of each unit. Evidence of the quality of provision and of learning was presented in examples of children's work and books.

As we were having a presentation from one of the commissioners in the second half of the meeting, the headteacher said she would really have liked to have stayed, but unfortunately the arrival of Ofsted the following morning drew her away to attend to other duties! How many schools would still provide such a presentation with that looming over them?! We were amazed!

As the two-year cycle was completed, we elected the Chair for the next two years. Val McFarlane agreed to serve again, but stated that this would be her last tenure, which whilst fully understandable, was sad news for members. Margaret Dean agreed to act as Vice Chair. Thanks to them both.

The business agenda included a review of the constitution in the light of changes in the education landscape, and it was suggested we revise in particular Group C, the teacher representation, to reflect the wider range of school settings. This was discussed and Bill Moore tasked with devising a draft new constitution to be discussed at the next meeting.

For the second half of the meeting we were delighted and honoured to welcome Joyce Miller from the Commission on RE to feedback on the interim report. Much discussion ensued, especially around the name and nature of the subject. It was agreed that the latter was more important and that there are some aspects of RE that need to be preserved, especially its contentious nature and the importance of enquiry and reflection. We recognised that it would be nigh on impossible to get full agreement nationally – and indeed reflected this in our discussions around the table – and expressed our thanks and admiration to Joyce individually and the Commission generally for the work they were doing.

Tuesday, 6th February 2018 at Chiltern Hills Academy

For our second meeting we visited the Chiltern Hills Academy in Chesham, sponsored by the Oxford Diocese and Buckinghamshire County Council.

The presentation was given by the Head of RE, Hannah Rayner, ably supported by two GCSE students. Hannah explained the RE curriculum and how they used the agreed syllabus. The students explained that RE is the study of what really matters to people and the world. Through studying RE, they learnt about what other people believe and how they live, as well as developing their own beliefs and self-awareness. Above all they enjoy the opportunity that the subject provides to ask the deeper questions that get them then to think more deeply about meaning, purpose and value and how these affect the way we live and act. Hannah also pointed out some of the challenges of leading RE in a secondary school. Time, or lack of it, is a huge issue, as there is so much to cover. Also, misconceptions about the subject and the effect these can have on attitudes of parents and students. Recruitment is challenging in RE. We need teachers who are both knowledgeable and who can inspire and engage the students. The school is aiming to gain RE Quality Mark and use trips and visitors to raise the profile of the subject.

SACRE members felt that her presentation and discussion helped them appreciate the needs of teachers and to plan how we can support schools more effectively.

Business attended to included: the constitution, which needed minor further amendments; the next edition of the newsletter SACRED; an update on the INSET day on 6th March; the school visits initiative; the Westhill Project, 'Resilient me, Resilient you'; and the issue of non-compliance. All of these will be mentioned further in this report.

Tuesday, 17th July 2018 at Haddenham Baptist Church



We were given a fascinating tour of the Church by Bill Johnson. He explained the history and the significant features and how these reflect the beliefs of the congregation. The Baptist Churches are independent, with no hierarchical authority. As part of the world-wide Christian church, Baptists form one of the largest families of faith. For Baptists the concept of a family is important. The church is not so much a particular place or building, but rather a family of believers, committed to Christ, to one another and to the service of God in the world. Each church community is led by a minister or ministers, supported by elected Elders.

Everyone is of equal value with different roles. The churches are run democratically, with the congregation having a genuine voice in decision-making. The range of belief within the Baptist Church can vary significantly, but guided by the three core principles:

1. That our Lord and Saviour Jesus Christ, God manifest in the flesh, is the sole and absolute authority in all matters pertaining to faith and practice, as revealed in the Holy Scriptures, and that each Church has liberty, under the guidance of the Holy Spirit, to interpret and administer His laws.
2. That Christian Baptism is the immersion in water into the Name of the Father, the Son, and the Holy Spirit, of those who have professed repentance towards God and faith in our Lord Jesus Christ who 'died for our sins according to the Scriptures; was buried, and rose again the third day'.

3. That it is the duty of every disciple to bear personal witness to the Gospel of Jesus Christ, and to take part in the evangelisation of the world.

The business meeting focused on how best to move SACRED on to support schools and to ensure every member could contribute in a timely manner, as well as updates on other matters.

Buckinghamshire SACRE Development Day Tuesday 05 June 2018: 9.30-3.30 at Green Park Conference Centre

At the Development Day, members shared their perspectives on their specific representative group and how to support the work of SACRE and schools. We had a particularly helpful update on the SACRE school visits and a new competition for schools.

3. Effectiveness of the Agreed Syllabus

The visits INSET day on 6th March 2018 in Aylesbury linked aspects and key questions from the agreed syllabus to the place of worship being visited. The theme was 'How can I teach diversity in Christianity' and we visited four different Christian places of worship. The aims of the day were:



1. To improve our teaching of diversity and denominations in Christianity.
2. To learn about the different beliefs and practices of some denominations and how worship expresses these beliefs and the features of the churches enhance and enable the worship.
3. To learn about and reflect on the significance of different styles of worship.
4. To consider how this can be used in and beyond the classroom using the Bucks Agreed Syllabus, Challenging RE

A group of about 14 teachers joined us on the tour of the Baptist Church, The Quaker Meeting House, St Mary's and an Evangelical Church. We learnt about the diversity in Christianity by exploring:

- The core beliefs of each denomination in relation to *God, Jesus and humanity*;
- The *style of worship* of the denomination and how this *reflects beliefs*
- How the building *reflects and expresses* the beliefs and practices
- How the church supports and enables *deeper worship* for the congregation
- How the Church *serves the community*

We experienced something of and learnt much about the contrasts between the elaborate liturgy of the Anglican Parish Church, the extempore, non-liturgical freedom of the Baptist and Evangelical Churches to the stillness of Quaker worship. However, what also was clear is what





these Christian communities share in common, which is serving God and the community. All denominations agreed that what happens on a Sunday is really a kind of re-energising and refocusing for the worshipping community. What is most important, however, is what people do between Sundays, living a Christian life in the local community, helping those in need and working together with others to create a real sense of living together and celebrating difference across all religions and beliefs.

4. Collective worship

The guidance for collective worship and other advice is now on our [website page](#).

Determinations

No determinations were sought in 2016-17. Please address any requests for a determination to bjvmoore@aol.com

5. SACRE and School Improvement

5.1 SACRED

SACRED, our biannual newsletter, is a key aspect of the support we provide to teachers and schools, and we hope that it gets through to subject leaders. It is also available on the SACRE website [here](#). This year we have been looking carefully at how we can improve the relevance and support that SACRED can provide to schools. We have agreed that the purpose of SACRED is three-fold:

1. To be a source of information and guidance for teachers
2. To provide personal, internal perspectives as well as the general tradition/interpretation
3. To challenge thinking and appreciate difference/diversity within and between religion and belief

The purpose is an important matter as it is more than a Newsletter, it is a resource that provides information and supports schools in providing better RE. We are ensuring that future editions are increasingly linked to aspects of the Agreed Syllabus, and the two next planned editions have focused on Sacred texts and attitudes to the environment.

5.2 INSET Day

Having run our fourth annual visits INSET day on March 6th, we plan to run another in Chesham in March 2019. These days are valuable to teachers who have attended them because they provide a direct link with and experience of faith communities. So far, we have visited Slough, High Wycombe, Milton Keynes and Aylesbury. It is important that schools work with their communities and those nearby to enrich pupils' learning of living faith and belief in Bucks and its borders. These visits bring religion to life and help pupils to appreciate that, as well as difference, there is also a commonality between people from different communities.



This edition of SACRED focuses on RE in the Classroom and we are extremely delighted that Lat Blaylock, the Editor of RE Today, has written for Buckinghamshire SACRE on this subject.

RE in the classroom: depth, creativity and inspiration

Out of touch?

As editor of the magazine RE Today and an adviser who meets thousands of teachers of RE every year, I'm always alert to a danger: forget the classroom at your peril! Ex-teachers can all too easily head off into some academic or idealistic atmosphere where the demands of theory restrict adolescents, or 28-runny nosed 5 year olds are forgotten amidst stratospheric concerns about hermeneutics, representation, dialogue or the right of withdrawal from RE since 1944.

So one great thing about my job for me is that every year, over a couple of days in August, I've been on the judging panel for NATRE's 'Art in Heaven' competition, which asks children and young people to create a work of art in RE and write about it. The entries, 20,000+ each year for 15 years, come from hundreds of UK schools and also from schools as far afield as Cyprus and Australia, Indonesia and South Africa and always remind me of the importance of the classroom frontline. RE is not so much about policy and legal status, syllabus and examination reform (important though these are). It is more about 4-19s thinking for themselves about the biggest questions of life.

To make my point, overleaf are three examples from this year's competition. Many more are on the website www.natre.org.uk. It is work like this that sometimes leaves me speechless, who admires for the pupils' insights and the teachers who enabled them. So if SACRE business is sometimes dull, and political process seems to grind on, let's be reminded by the young people that RE is dynamic, creative, engaged and inspiring at the front line, in the classroom.

Next year, supported by the All Saints Trust and the Westhill Foundation, there are five new themes for Art in Heaven. See these themes on page 3. There will be over 40 prizes of £25 each to winners. One of them could be in your school! The closing date is on 31st July 2018, and I look forward to a couple of exciting days next August once again.

Lat Blaylock, RE Today editor

To join NATRE and receive a subscription to RE today among other benefits, go online to www.natre.org.uk or email the author at lat@retoday.org.uk



5.3 SACRE visits to schools.

Over the course of this year, two members of SACRE has developed an initiative that sees members of SACRE visit schools to observe and find out about their RE. This is a supportive and affirming visit, and it also enable SACRE to find out how SACRE can support good RE, as well as proving us with links to schools and knowledge of the good practice and development needs in local schools, whether maintained or Academy. The feedback we have received from schools has been positive and we will be developing this further in 2018-19.

Appendix 1 Examination data

KS4 2018 GCSE Full Course Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data (note: GCSE Short courses no longer included in SPT data)
NE = No entries, SUPP = less than 6 pupils

URN	School Name	School Type	Number of pupils at the end of KS4	GCSE Full Course			
				% KS4 pupils entered for Full GCSE RS	%9-7	%9-5	% 9-1
137934	Alfriston School	ACCS	24	NE	NE	NE	NE
137343	Amersham School	ACC	129	NE	NE	NE	NE
136884	Aylesbury Grammar School	ACC	186	6%	67%	100%	100%
136846	Aylesbury High School	ACC	187	14%	81%	100%	100%
140893	Beaconsfield High School	ACC	148	15%	95%	100%	100%
140678	Bourne End Academy	AC	98	8%	25%	63%	88%
110484	Buckingham School	CY	156	4%	57%	71%	100%
139434	Buckinghamshire UTC	FUTC	38	NE	NE	NE	NE
137564	Burnham Grammar School	ACC	156	99%	52%	95%	100%
137091	Chesham Grammar School	ACC	155	8%	77%	100%	100%
137280	Chiltern Hills Academy	AC	125	NE	NE	NE	NE
142695	Chiltern Way Academy	ACCS	21	NE	NE	NE	NE
110500	Cressex Community School	FD	134	100%	27%	66%	100%
136419	Dr Challoner's Grammar School	ACC	186	33%	53%	95%	100%
137219	Dr Challoner's High School	ACC	155	51%	99%	100%	100%
110585	Furze Down School	CYS	16	NE	NE	NE	NE
136964	Great Marlow School	ACC	202	3%	29%	57%	100%
136858	The Highcrest Academy	ACC	142	37%	21%	51%	100%

138058	Holmer Green Senior School	ACC	146	88%	22%	75%	99%
137261	John Colet School	ACC	173	23%	35%	75%	100%
136771	John Hampden Grammar School	ACC	153	32%	69%	94%	100%
139897	Khalsa Secondary Academy	F	66	98%	15%	45%	100%
137372	Princes Risborough	ACC	158	NE	NE	NE	NE
137344	Royal Latin School	ACC	174	96%	39%	75%	99%
136845	Sir Henry Floyd Grammar School	ACC	190	9%	83%	100%	100%
139663	Sir Thomas Fremantle School	F	79	NE	NE	NE	NE
136781	Sir William Borlase's Grammar School	ACC	140	NE	NE	NE	NE
137256	Sir William Ramsay School	ACC	160	17%	26%	63%	93%
110516	St Michael's Catholic School	VA	107	97%	20%	59%	99%
110579	Stony Dean School	CYS	22	NE	NE	NE	NE
135879	The Aylesbury Vale Academy	AC	137	32%	9%	39%	98%
139367	The Beaconsfield School	ACC	146	8%	8%	58%	100%
137215	The Chalfonts Community College	ACC	241	11%	15%	81%	100%
110533	The Cottesloe School	FD	168	57%	25%	66%	97%
137864	The E-Act Burnham Park Academy	AC	106	NE	NE	NE	NE
110488	The Grange School	FD	218	11%	24%	48%	100%
110497	The Mandeville School	CY	124	17%	10%	43%	100%
110490	The Misbourne School	CY	139	22%	19%	58%	100%
136484	The Royal Grammar School, High Wycombe	ACC	198	6%	64%	91%	100%
137355	Waddesdon Church of England School	ACC	143	100%	34%	76%	99%
136723	Wycombe High School	ACC	189	13%	71%	100%	100%
Buckinghamshire Maintained and Academy Schools (incl. Special)			5635	29%	39%	75%	99%
Buckinghamshire Non Selective Schools			3335	29%	24%	64%	99%
Buckinghamshire Selective Schools			2217	29%	61%	91%	100%
National (All schools)					30%	60%	98%

KS5 2018 Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data
NE = No entries, SUPP = less than 6 pupils

URN	School Name	School Type	Number of students at the end of KS5	A LEVEL			
				% Entries	% A*-A	% A*-C	% A*-E
137343	Amersham School	ACC	102	NE	NE	NE	NE
136884	Aylesbury Grammar School	ACC	194	NE	NE	NE	NE
136846	Aylesbury High School	ACC	193	4%	29%	100%	100%
140893	Beaconsfield High School	ACC	130	19%	48%	92%	100%
140678	Bourne End Academy	AC	28	NE	NE	NE	NE
110484	Buckingham School	CY	62	NE	NE	NE	NE
139434	Buckinghamshire UTC	FUTC	33	NE	NE	NE	NE
137564	Burnham Grammar School	ACC	144	6%	11%	100%	100%
137091	Chesham Grammar School	ACC	183	Supp	Supp	Supp	Supp
137280	Chiltern Hills Academy	AC	45	NE	NE	NE	NE
110500	Cressex Community School	FD	1	NE	NE	NE	NE
136419	Dr Challoner's Grammar School	ACC	217	13%	71%	93%	100%
137219	Dr Challoner's High School	ACC	145	7%	40%	100%	100%
136964	Great Marlow School	ACC	111	NE	NE	NE	NE
136858	Highcrest Academy	ACC	52	NE	NE	NE	NE
138058	Holmer Green Senior School	ACC	55	NE	NE	NE	NE
137261	John Colet School	ACC	45	NE	NE	NE	NE
136771	John Hampden Grammar School	ACC	142	11%	44%	88%	100%
137372	Princes Risborough	ACC	67	NE	NE	NE	NE
137344	Royal Latin School	ACC	198	NE	NE	NE	NE
136845	Sir Henry Floyd Grammar School	ACC	169	10%	41%	94%	100%
136781	Sir William Borlase's Grammar School	ACC	223	NE	NE	NE	NE
137256	Sir William Ramsay School	ACC	61	21%	0%	54%	92%

110516	St Michael's Catholic School	VA	61	28%	0%	53%	100%
135879	The Aylesbury Vale Academy	AC	42	NE	NE	NE	NE
139367	The Beaconsfield School	ACC	46	17%	13%	38%	75%
137215	The Chalfonts Community College	ACC	134	NE	NE	NE	NE
110533	The Cottesloe School	FD	73	15%	9%	55%	100%
137864	The E-Act Burnham Park Academy	AC	0	NE	NE	NE	NE
110488	The Grange School	FD	65	9%	33%	67%	100%
110497	The Mandeville School	CY	68	NE	NE	NE	NE
110490	The Misbourne School	CY	63	13%	0%	50%	100%
136484	The Royal Grammar School, High Wycombe	ACC	192	NE	NE	NE	NE
137355	Waddesdon Church of England School	ACC	131	18%	4%	74%	100%
136723	Wycombe High School	ACC	187	3%	17%	83%	100%
Buckinghamshire Maintained and Academy Schools (incl. Special)			3662	6%	29%	78%	99%
Buckinghamshire Non Selective Schools			1345	6%	6%	58%	97%
Buckinghamshire Selective Schools			2317	5%	46%	93%	100%
National (All schools)					23%	70%	98%

Appendix 2

Buckinghamshire SACRE Teacher Inset: Churches in Aylesbury: Christian denominations. 6/3/18

Every academic year in March we organise a training day for local teachers of RE to visit places of worship in Buckinghamshire. The purpose of this is:

1. To improve their knowledge and understanding
2. To bring the locally agreed syllabus for RE (called 'Challenging RE') to life for pupils and teachers (you can see a copy of this on our web-site)
3. To engage teachers in living religion/faith
4. To build links between schools and local faith communities

This year we are focusing on diversity within Christianity and how this might be approached in a challenging way by exploring different church buildings.

- The core beliefs of each denomination in relation to *God, Jesus and humanity*;
- The *style of worship* of the denomination and how this *reflects beliefs*
- How the building *reflects and expresses* the beliefs and practices
- How the church supports and enables *deeper worship* for the congregation
- How the Church *serves the community*

Aims:

5. To improve our teaching of diversity and denominations in Christianity.
6. To learn about the different beliefs and practices of some denominations and how worship expresses these beliefs and the features of the churches enhance and enable the worship.
7. To learn about and reflect on the significance of different styles of worship.
8. To consider how this can be used in and beyond the classroom using the Bucks Agreed Syllabus, Challenging RE.

We will visit four different Christian places of worship to explore similarities and differences between their beliefs and worship and how the features of the building and furnishings help the worshipping community express these. We will spend an hour in each place.

Programme:

- 09.15 Southcourt Baptist Church
- 10.45 Aylesbury Friends (Quaker) Meeting House
- 12.00 St Mary's Church of England (observe the Eucharist)
- 12.30 Lunch (**please bring your own lunch**)
- 13.00 Granville Street Evangelical Church
- 14.10 St Mary's
- 14.45 Debrief: what have we learnt and how might this help in the classroom and for progression and transition?

	Agreed syllabus questions	Denomination: Features of place of worship; ritual/style of worship; structure and clergy
KS1	<p>What makes some places important in religions? (home; churches; synagogue)</p> <p>What can special places tell us about people? (beliefs, feelings, practices, values)</p>	
KS2	<p>How does worship express different beliefs about God, humans and the world? What do the religions teach about God? How do the different denominations express their beliefs about God? What beliefs do the different denominations share in common and how are they different?</p> <p>How do these places help believers feel closer to God and understand life better?</p> <p>How does worship help believers in their daily lives? Is there any point to worship? What role do places of worship play in the lives of the faith communities? Are religious buildings really needed? How do language and symbols express deep ideas, beliefs and feelings?</p> <p>What do different styles and places of worship and other religious practices and forms of expression within faiths show about their different beliefs? Given all these differences, how can communities learn to live together?</p>	

What do the denominations say about the nature and existence of 'God'? How are they similar to and different from each other and how do they differ within the denominations themselves, if at all?

What do the religions and beliefs teach about evil and suffering?
What does the denomination teach about what it means to be human?

What does worship tell us about people's beliefs and attitudes?
What, if anything, is the point of worship?
How does religious worship compare to modern celebrity culture in terms of values and positive living?
Do worship and prayer serve any purpose?

What do the religions teach about living with people who have different beliefs and practices?
Why do religious beliefs seem to divide people more than bring them together?
How can different faiths with different truth-claims work together?

How far is religion a positive or negative influence in the world?
Would the world be a better place without religion?
Is religion still relevant?

KS3

Learning and growing through challenging RE

Appendix 3 - SACRE Membership and Attendance (September 2016 – July 2017)

In accordance with statute, the Buckinghamshire Standing Advisory Council on Religious Education is composed of four groups:

Group	Name	Represents
A Other Denominations and Faiths	Val McFarlane, Chair	Quaker
	Frankie Fisher	Methodist
	Sushma Sahajpal	Hindu
	Zahid Jawed	Muslim
	Barry Shine	Jewish
	Ranvir Singh	Sikh
	Steve Terry	Buddhist
	Vacancy	Roman Catholic
	Marjorie Johnston	Baptist
	Elaine Lever	Humanist
	Other faiths yet to be represented	Pentecostal
B The Church of England	Vacancy	Church of England
	Rev'd Tim Harper	Church of England
	Toby Long (Till Dec 2017)	Church of England
	Mary Saywood	Church of England
C Teacher representatives	Sue Bowen	NUT
	Margaret Dean, Vice-Chair	ATL
	Sue Smithin	NAHT
	Vacancy	ASCL
	Vacancy	NASUWT
D The Local Authority	Cllr Ralph Bagge	County Council
	Cllr David Watson	County Council
	Ann Beaton	Chair of Governors
Co-opted	Karen Crussell	Academies
Co-opted	Anne Andrews	Oxford Diocese

Y =

Members	Group Represented	16 th Oct 2017	6 th Feb 2018	17 th Jul 2018	Dev. Day 5 th Jun 2018
Val McFarlane, Chair	Quaker	Y	Y	Y	Y
Frankie Fisher	Methodist	Ap	Y	Y	Y
Marjorie Johnston	Baptist	Y	Y	Y	Ap
Sushma Sahajpal	Hindu	Y	Ap	Y	Ap
Zahid Jawed	Muslim	Y	N	Y	Y
Barry Shine	Jewish	Ap	Y	Ap	Ap
Steve Terry	Buddhist	Y	Ap	Y	Ap
Ranvir Singh	Sikh	N	Ap	Res	N
Mary Saywood	Church of England	Y	Y	Y	Y
Rev'd Tim Harper	Church of England	Y	Ap	Ap	Y
Toby Long	Church of England	Ap	Res		
Margaret Dean	ATL	Y	Y	Y	Y
Sue Smithin	NAHT	Y	Ap	Y	Y
Sue Bowen	NUT	Y	Y	Y	Y
Cllr David Watson	County Council	Y	Y	Y	Y
Ann Beaton	Governors	Y	Y	Y	Ap
Elaine Lever	Co-opted	Y	Y	Ap	Y
Karen Crussell	Co-opted	Y	Ap	Y	Y
Anne Andrews	Co-opted	Y	Y	Ap	Y
Cllr Ralph Bagge (from 1/7/18)				Ap	

Attended Ap = Apologies accepted N = Absent Res = resigned

SACRE is advised and supported by Bill Moore, SACRE Adviser.
07749211997

bjvmoore@aol.com

www.justBmoore.com

For further information please make contact via the website:

<https://schoolsweb.buckscc.gov.uk/curriculum-and-learning/sacre/>