

Kirklees Standing Advisory Council on Religious Education (SACRE)

Annual Report 2016 - 2017



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This annual report is prepared for Kirklees Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. It may only be reproduced with permission from SACRE. For further information on the report or on RE and Collective Worship in Kirklees, please contact Ian Ross at ian.ross@kirklees.gov.uk.

Foreword by Chair of SACRE

Here is the SACRE report for 2016- 2017.

SACRE members continue to give their time to meet to monitor RE and Collective Worship in the area and discuss current issues within education. We welcome new and diverse members to the Council and would encourage anyone who understands the value and importance of Religious Education in the school curriculum to think about joining us.

We have continued to work with neighbouring SACREs. The collaboration of a variety of minds is helping us to think of new ways of raising the profile of RE to increase awareness of its importance to the full education of our children.

The concerns raised by our collaboration have been echoed by the Interim report of the Commission on Religious Education. The Commission has reiterated:

‘RE remains a vital academic subject for education in the 21st century. Studying RE gives young people the knowledge, understanding and motivation they need to understand important aspects of human experience, including the religious, spiritual, and moral. It gives insights into the arts, literature, history, and contemporary local and global social and political issues. It provides them with a space in the curriculum to reflect on their own worldview and to engage with others whose worldview may be different.’

As noted last year, the impact of the English Baccalaureate is taking its toll as is the necessity for schools to pursue league tables. RE is being downgraded, given less time, not taught by specialists and in some cases given no time at all. Thankfully, we are supported by Kirklees and excellent officers who continue to provide training for teachers in the widely welcomed Syllabus as well as British Values and SMSC. Our hand to act will be strengthened by the SACREs working together.

However, we remain passionate about RE and its contribution to Community Cohesion and the wider educational context. There are some concerning statistics in this report showing that the once popular Short Course GCSE is no longer in favour.

In conclusion, I would like to thank all SACRE members, Alastair Ross and Ian Ross for their steadfast support. With their help, and with the publication of the full commissions report, we will ensure RE is given the prominence in the Curriculum it warrants.

Carol Waters Chair of SACRE

Part 1: The Work of Kirklees SACRE

The Annual Report and SACRE's responsibilities

SACRE is required to produce an annual report as one of its statutory responsibilities. The main purpose of the annual report is to inform the Secretary of State and key partners about RE and collective worship in schools, together with any advice SACRE has given to the local authority during the year and the response to such advice.

SACRE has responsibility for advising a Local Authority (LA) on its schools:

- For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.
- For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

Although not part of its compulsory statutory role, Kirklees SACRE also seeks to serve and support all schools and academies within the area and makes its agreed RE syllabus freely available to all.

SACRE can report with insight and authority on the matters included in this report but does not have the resources to comment in detail on every aspect of the detailed provision of RE or collective worship in every school. However, through offering training and monitoring visits the RE Consultant is able to gain insight into many aspects of the provision of RE and collective worship in Kirklees. This knowledge has been included in this report. Detailed analysis of public examination results is also included.

Meetings of SACRE

There were four meetings of SACRE during the year 2016-2017. The meetings were held on the following dates and the minutes are included in Appendix 1: 11th October 2016, 15th December 2016, 23rd March 2017 and 11th July 2017. A full programme has been arranged for 2017-2018 with meetings scheduled for 12th October 2017, 4th December 2017, 13th March 2018 and 27th June 2018. Venues will be published once these have been confirmed. Any subcommittee or working group arrangements will be published as appropriate.

In addition, a joint SACRE conference with Calderdale, Leeds and Bradford has been arranged for March 2018.

Membership

SACRE membership includes representatives from all four constituent committees.

Committee A	Faiths and denominations except Anglicans
Committee B	The Church of England
Committee C	Teachers and schools
Committee D	Kirklees Council

A full list of members is included in Appendix 2.

Joint working and West Yorkshire SACREs

During the year there has been a commitment to work together among SACREs in West Yorkshire. This has developed through the implementation of joint and similar syllabuses in Leeds, Calderdale and Kirklees. Though not sharing this syllabus, Bradford has also been involved in this inter-SACRE collaboration. Joint meetings of West Yorkshire SACREs (WYSACRE) were held on 26th September 2016 in Leeds and on 23rd March 2017 in Heckmondwike. At this latter meeting, members were addressed by Tracey Brabin, MP for Batley and Spen focusing on importance of community cohesion. This was on the day after a terrorist attack near the Westminster Parliament. Notes of these meetings are also included in Appendix 1. Chairs and vice-chairs also met on 15th December, 31st January and 26th April.

The commitment to joint working will be developed in the year ahead. Ideas discussed included:

- Supporting teachers in dealing with controversial issues
- Exploring new cross curricular units of work with PSHE and citizenship
- Creating video material on 'hot potatoes' from faith perspectives
- Producing a SACRE presentation for heads and governors
- Instituting a West Yorkshire community cohesion award

Some of these ideas were being developed by other groups, while some were beyond the scope and resources of SACRE. However, a few clear possibilities are emerging, including the

development of offering a WY RE accreditation, as a way of helping schools toward entering for the national RE Quality Mark. A development plan is being developed by the team of chairs and vice chairs to include this and other priorities.

Events and Developments

During 2016-17 the principle goal of SACRE has been to continue to embed the revised syllabus and non-statutory units of work. During the year a number of resources for the syllabus have been edited. These include:

- A slimmed down and more consistent version of the assessment protocols at the end of each unit
- A progression map in key concepts for Islam to support teachers plan effectively for progression. A Christianity version is due by the end of September 2017.
- A new Islam unit of work for KS3 and a simplified version for Y5 at KS2.
- A general review of all resources in the units of work and adding/ removing links to websites and videos.

We have also produced an information leaflet for LGBTQ and Faith which is included in the hub resources.

SACRE does not provide other training but recognises and encourages the comprehensive provision of training and support through Kirklees Learning Services. It has also funded and supported specific events from time to time. Details of the provision for training and support are in Appendix 4.

Kirklees Learning Service also provides separate network meetings for teachers of RE at primary and secondary level. These are held each term and are part of the Kirklees Network Package.

Some priorities for 2016-17 included:

- **To support the professional development of RE teachers in Kirklees.**
- **To support the development of collective worship within schools**
- **To support the professional development of SACRE members**
- **To monitor and support RE in Kirklees**

Financial support

Kirklees SACRE has a budget of £15,000 a year provided by Kirklees Council as part of its statutory duties. Most of this budget funds RE training and consultancy and other statutory roles. As part of the local agreed syllabus the sale of the units of work has increased the budget that SACRE can use to support RE. This will be discussed as part of the work plan for SACRE in 2017 -18. The budget for 2016-2017 remains as £15000 for the sixth successive year, though SACRE will share additional income from schools' subscriptions to the units of work.

During 2016 -17 the RE advisors, Alastair Ross and Ian Ross, are contracted to support SACRE and are funded by Kirklees Council. They are also contracted to deliver training in RE and other areas through Kirklees Learning Services. The total amount of time allocated for SACRE and other related areas of RE is 40 days a year.

Partners, Support and advice

SACRE is grateful for the expertise of its members. Teacher and governor representatives continue to advise on the needs and progress of schools.

SACRE receives advice and information from a number of sources including: Kirklees MBC, NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs), The RE Council of England and Wales, Culham St Gabriel's.

There were no formal complaints registered to SACRE throughout the academic year.

Part 2: Provision of Religious Education

The Local RE syllabus

The Agreed Syllabus for Kirklees was revised during 2013 - 14 with an entirely new syllabus created to reflect national priorities and local needs. It was jointly produced and funded with Calderdale and also the Anglican Diocese of Wakefield. A joint steering group helped to guide this process. A scheme of work with over 50 units has been written to support the delivery of the syllabus and approximately 90% of schools now have access to these across Kirklees.

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

- A. Investigate the beliefs and practices of religions and other world views (Religious Studies);
- B. Investigate how religions and other world views address questions of meaning, purpose and value (Philosophy);
- C. Investigate how religions and other world views influence morality, identity and diversity (Ethics and Community Cohesion).

To fulfil these aims, teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future.

The law requires all schools to teach about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

Teaching should explicitly include study of both religious and other world views at every key stage. This recognises that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures.

Resources

The syllabus is supported by an extensive range of units of work for use by teachers. These are housed in the West Yorkshire RE Resources Hub shared by Leeds, Kirklees and Calderdale.

The Hub also contains a range of other support materials including:

- Anthology of religious stories
- Faiths background information
- Governors' guidance
- Ofsted guidance
- RE Council national framework
- RE policy template

The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities. About 400 schools in West Yorkshire and beyond now subscribe to the Hub.

All units at KS1-2 have also been revised with information about learning outside the classroom and to include new assessment criteria that does not depend on level descriptors.

In the last few years a number of factors have put pressure on RE at KS3. These include a substantial number of schools implementing a two-year KS3 and a new GCSE specification making it important to prepare students with knowledge and skills in a different way.

In the light of these changes new exemplar units have been prepared for schools and the resources offer an alternative pathway for schools to follow at KS3. These units of work have been prepared by teachers in Leeds, Kirklees and Calderdale and supervised by the RE consultant. The new units of work are:

- 7.6 How do the Five Pillars guide Muslims?
- 8.6 Was the universe created by God?
- 8.7 How do beliefs grapple with evil and suffering?
- 9.6 Can religion cause or cure extremism?
- 9.7 How do beliefs make a difference to caring for the environment?

The new units offer an alternative pathway using these units of study. This does not change the statutory requirements of the syllabus; it is simply an alternative way of fulfilling the requirements while also recognising the different scenarios faced by schools. This pathway enables schools to fulfil the requirements by focusing on Religious Studies in Y7, Philosophy in Y8 and Ethics and Community in Y9. In reality, because the units do not purely cover one of these areas, students study Religion, Philosophy and Ethics throughout KS3, but the focus and emphasis is different in each year group. It also means that where schools start GCSE in Y9, they can cover the ethical issues within the GCSE, though in this case, schools must take care to ensure robust coverage of community cohesion and tolerance of diversity.

Visits and visitors

As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school. This is often a difficult practical issue for schools. To assist, a directory of contacts was prepared and issued during the year. This list is provided to help schools to make contact with faith communities and so enrich students' religious education and, more widely, enhance awareness, understanding and tolerance of religious diversity in our region.

It includes individuals who are willing to come into schools to support RE and to bring some direct engagement with faith communities. It also includes some general information about places and organisations. The list covers Calderdale, Kirklees and Leeds. The list can only be

as good as the information offered and received. Additions and suggestions are welcomed from schools, faith communities and individuals.

It is clear that the purpose of visits is to support the education of young people, not in any way to persuade or proselytise. However, direct engagement with people of faith will enliven and inspire pupils' thinking so they can make their own judgments and develop their own understanding. Useful guidance has been published by the National Association of Teachers of RE (NATRE), 'Religious Believers Visiting Schools: guide and code of conduct' (2013).

Although due care was taken to check that individuals and organisations are appropriate and bona fide, it is neither apt nor possible for SACRE or the Council to conduct safeguarding or quality assurance checks in a comprehensive way. It is the responsibility of individual schools to undertake normal safeguarding and quality assurance procedures for themselves.

RE Quality Mark

This report also notes continuing positive developments in RE. The RE Quality Mark (REQM) has been developed to celebrate high quality religious education, providing community schools, church schools and academies with a framework to capture good practice. It encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education. There are three award levels: bronze, silver and gold. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team. SACRE wishes to encourage schools to enter for the REQM and wants to make the achievement of the REQM in schools a priority for the next year. Kirklees SACRE would like to congratulate Lindley CE Infant School, Spring Grove Junior Infant and Nursery School, Norristhorpe Junior and Infant School, Headfield Junior School and Newsome High School for their achievement and attainment of the RE Quality Mark.

Public examination results

Exam entries for GCSE full course have decreased this year compared to 2016. This year 1856 students were entered compared with 2185 students being entered in 2016. 42.3% of the total Yr11 cohort within Kirklees schools sat the full course. This is a decrease from 48% entered in 2016. The numbers entered for full course RS is still below the national figure of 45%. As the short course option is not as valued as before due to Progress 8 and the EBACC, the number of entries for any examination at GCSE has dropped drastically. Another 572 students were entered for short course GCSE in 2017 and this then increases the figure entered for any GCSE exam in KS4 to 53%. SACRE is once again concerned that it appears students are not offered entry for RS GCSE and would like to investigate what provision is in place for RE at Key Stage 4 for these students.

Only six schools in Kirklees entered more than half of their cohort for RS GCSE Full course. SACRE is naturally concerned that the low entry for GCSE in Kirklees is a reflection on how RE is valued in Kirklees schools.

Twenty three schools entered students for GCSE. Some schools entered students for both full course and short course GCSE and two further schools entered only short course. SACRE would like to congratulate the students who achieved so well in their examinations this year. 62.6% of students entered for GCSE Religious Studies attained A* - C. This, however, was below the national average of 71.2%. Comparison data with neighbouring local authorities was not available at the time of this report being prepared.

Students that attained A* – G in GCSE full course compares well to the national average with Kirklees students achieving 97.5% and the national average being 97.9%. These high scores must be seen as a contributing factor for the percentage of GCSE students attaining 5A*-C (or equivalent) grades including English and Mathematics.

More girls were entered for GCSE than boys locally and the girls scored higher grades. 68.75% of girls entered scored A*-C compared to boys in Kirklees who scored 54.21%.

Five schools entered students for A Level Religious Studies with 46 entries at this level. This number is lower than the number of entries in previous years. The same schools also entered students for AS level with 42 entries being made. There is no national comparative data for A Level and AS Level when this report was being prepared. Boys did better than girls in A Level this year with 63.6% attaining A*-C compared with 55.6% for girls, though it is worth noting that the statistical set size is quite small.

From all of the analysis, SACRE has many questions for schools regarding how RE is valued and will be pressing the local authority to investigate further.

These are the questions SACRE would like to investigate:

1. What provision is in place for statutory RE for students at KS4 who do not take a GCSE in RS? This equates to about 45% of students in the local authority.
2. What timetable allocation is offered to teachers of RS as the new GCSE specifications require a longer teaching time? We are aware that some schools start GCSE in Year 9 to fulfil the specifications brief, this then has an effect on how much RE is taught from Year 9 as well as in Key stage 4.

The recent State of The Nation report published by NATRE examined some of our concerns nationally. As one of our priorities for 2017 -18 we will be examining the State of the Nation Report in detail and making comparisons with the Kirklees figures. Here are some of the findings in their report:

- 28% of secondary schools told the Department for Education that they gave no dedicated curriculum time to RE. It is estimated that this equates to 800,000 pupils being deprived of their legal right to learn about major religions and beliefs, leaving them without the religious literacy they need for life in modern multi-faith Britain.
- The level of provision of RE is largely dependent on the type of school pupils attend, leading to widespread variation across the country.
- Schools with a religious character typically provide a higher level of provision of RE, suggesting that these schools place a higher priority on the subject than other types of school. 96% of schools with a religious character offer RE at KS4.2 90% dedicate at least 3% of their timetables (around 40 minutes a week) to RE at KS4.

- Academies are the least likely type of school to offer RE at KS4, with just 73% of schools reporting that they offer RE at this level, and just 27% providing more than 3% curriculum time to RE. Just 66% of academies said that over half of their RE lessons are taught by a teacher with a relevant post A-Level qualification.
- Schools following a locally agreed syllabus for RE tend to have higher levels of provision than academies, but lower than schools of a religious character. At KS4, 45% dedicate 3% or more of their timetables to RE. As these schools convert to academy status and are no longer required to follow their locally agreed syllabus, there is a real concern that their level of RE provision may drop.
- Full course Religious Studies GCSE students should receive 10% curriculum time (more than two hours per week) of RE lessons and pupils taking the short course GCSE should spend 5% of curriculum time (one hour) on this subject. This standard is very rarely met, meaning that RS is not being treated fairly in comparison with other GCSE subjects and students across the country are not receiving the level of provision they deserve.
- A worrying number of schools are teaching RE full course on short course hours. Almost half (42%) of academies and agreed syllabus schools (43%) reported that students taking the full course GCSE receive just one hour or less per week.
- Non-examined RE is often not sufficient to meet the aims of the subject and leads to schools simply not teaching it, which fails pupils. Of the schools claiming to offer non examined RE to Year 11 pupils, 83% admitted their students receive zero minutes of teaching per week.
- The number of schools removing GCSE RS from their curriculum entirely has risen steadily between 2014 and 2016 (3% overall). Schools with a religious character are least likely to not enter any pupils for GCSE RS but more than 14% of academies do not enter a single pupil for any GCSE in RS.
- Only 47% of academies have at least 75% of their RE lessons taught by a fully qualified specialist. This compared to 58% of agreed syllabus schools. Once again schools with religious character perform best, with 77% of respondents reporting this standard.

- Students at schools with religious character are significantly more likely to be taught RE by a teacher with a relevant post A-Level qualification than students in an academy, meaning that once again, academy students are missing out.
- The number of schools entering between 90 and 100% of their year 11 cohort has fallen steadily from 49% in 2014 to 45% in 2016.¹⁵ This reflects a move away from entering whole cohorts for either the short course or the full course, almost certainly prompted by the removal of the short course from accountability measures.

Part 3: Collective worship

The Law and Guidance

During the year updated and clarified guidance on collective worship was drafted and approved by SACRE. This guidance is provided to support schools in fulfilling statutory obligations and promoting good SMSC development. It applies to maintained schools within Kirklees. It does not apply to schools with a religious character which may have guidance from dioceses or other bodies. It does not apply to academies or free schools, where arrangements are governed by the trust deed or funding agreement. However, the basic legal requirements apply to all schools and this guidance may be useful in conjunction with any issued by other authorities.

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend;
- The legal framework outlined here applies to maintained LA schools. In schools with a religious character collective worship is governed by the trust deed. Arrangements in free schools and academies is determined by the funding agreement.
- There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.
- It may take place at any time during the school day and should normally be on school premises.
- It must be appropriate to the age, aptitude and family background of pupils.
- Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.
- Details of arrangements for collective worship, including the policy, must be documented and available to the public.

The 1988 Education Act required collective worship to be wholly or mainly of a broadly Christian character. This allows schools to focus on some broad, universal and important themes, common to world faiths and non-religious world views: compassion, forgiveness, generosity. It also allows schools to remember specific festivals or stories from Christianity and all world faiths, as well as secular perspectives.

Determinations

A determination may be authorised by SACRE to maintained schools which have a distinctive non-Christian religious make up. These schools must make provision for any minorities but a determination should not mean that there are separate acts of collective worship. This would negate the description 'collective'. A determination should be renewed every five years. Free schools and academies need to apply to the Education Funding Agency rather than to SACRE. In Kirklees there is only one school that has a determination for collective worship and this school has agreed to annual monitoring visit from the RE consultant.

The purpose and nature of collective worship

During the year, SACRE discussed the purpose and nature of collective worship. At national level, recent reports have suggested that compulsory collective worship should be abolished. Kirklees SACRE believes that collective worship is an important part of every day school life and that their response to the 'New Settlement' report included the statement – 'Collective worship in variety of formats can be a valuable experience and any legislation abolishing requirement would undermine its continuation.'

Support and Monitoring

During the year schools were offered a visit to support collective worship through a visit to an assembly and a review of school policy and practice. It was offered to all schools in Kirklees (including academies and free schools) and was available for up to ten schools. The RE Consultant visited the school with a determination, though no other schools requested collective worship monitoring as part of the offer. This offer will be repeated in 2017 – 18.

Complaints

There were no complaints made during the year to SACRE about Collective Worship.

Part 4: Summary of achievements and priorities

Achievements and good practice during 2016 -17

These include:

To support the professional development of RE teachers in Kirklees.

- Termly networks for primary and Secondary teachers, Primary coordinator course, Teaching and learning strategies and subject knowledge through British Values.
- Developing the West Yorkshire RE Hub (WYRE) for nurturing the skills and knowledge of subject leaders. Since the period of this report, Culham St Gabriel's have given a grant of £2000 to this project which also involves Bradford, Leeds and Calderdale.
- Supporting hub bid to develop leading teachers and coordinators of RE.

To support the development of collective worship within schools

- Written and agreed guidance for all schools. Provided a training session on planning inclusive collective worship

To support the professional development of SACRE members

- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.
- PREVENT strategy training

To monitor and support RE in Kirklees

- Through Kirklees Learning Services made available reviews of RE and fundamental values in up to ten primary schools.

To develop collaboration between SACREs in West Yorkshire

- See notes above on how this has developed.

Priorities for 2017 -18

To support the professional development of RE teachers in Kirklees

- Termly networks for primary and Secondary, Primary coordinator course, Teaching and learning course and subject knowledge of three faiths.
- Develop a website for local schools linked to faith centres and as a portal of links for teachers to use.
- Continue to support schools in applying for REQM.

To support the development of collective worship within schools

- Provide a training session on planning inclusive collective worship this could be funded through Learning Services
- Offer a follow up visit from the training to support collective worship in a selection of schools

To support the professional development of SACRE members

- Annual West Yorkshire meeting of SACREs to agree actions and developments across authorities.
- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.

To monitor and support RE in Kirklees

- Visit 10 primary schools to support the development of quality RE
- Begin the review process for the Local Agreed Syllabus

Appendix 1 – Minutes of Meetings

KIRKLEES METROPOLITAN BOROUGH COUNCIL KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

MINUTES OF SACRE MEETING 11th October 2016

Held at Huddersfield University, Lockside Building LS1/40 starting at 5:30pm

Minutes taken by Ian Ross

Status Draft

Members

Committee A

Representing Other Denominations and Faith Groups

Suzanne Bridges (Methodist)

Christine Deihim (Baha'is)

Wayne Clarke (Baptist)

Committee B

Representing the Church of England

Committee C

Representing teachers

Janice Leam

Carol Waters

Committee D

Representing Kirklees Council

In attendance

Alastair Ross

Emma Salter

Agenda	Action
<p>Apologies and Welcome CW welcomed everyone to the meeting. Apologies were received from Mehrun Mohamed, Andrew Marchington, Emma Stone, Ayub Bismillah. Anita Raggett and Fatima Mamaniyat have tendered their resignations from SACRE SACRE would like to thank Anita, Fatima and Helen for the work and commitment to SACRE over the last few years.</p>	<p>IR/ DS to write to diocese and to seek representation from network</p>
<p>Minutes of the Previous Meeting These were discussed and all agreed as a true record. Proposed: Suzanne Bridges. Seconded: Emma Salter.</p>	
<p>Matters Arising SACRE asked if the visits and visitors list had been sent to schools. AR confirmed that this had been done in July 2016 and a revised list had been posted on websites in October 2016. SACRE asked how schools had been identified for the British Values health check. AR explained that Learning Services have agreed to fund 10 free visits this year and will identify schools in need. A summative report of findings will be included in the SACRE report. Change of dates was brought forward from the end of the agenda. IR is stepping down as SACRE clerk in order to serve SACRE better as an RE consultant. Debby Simpson who is the clerk to Calderdale SACRE has been approached to take over, but unfortunately could not make the dates proposed in the last meeting. The next dates for SACRE will be: December 15th at Diamond Wood Academy March 23rd at Dalton Methodist Church July 11th at a Masjid or Madrassah in Batley</p>	<p>E stone to confirm S Bridges to confirm A Bismillah to confirm</p>
<p>Work Plan development and evaluation (AR) AR explained that the SACRE work plan is a document that furthers the work of SACRE in Kirklees. He asked for a steer from SACRE how they would like it to be presented. After a consultation and discussion about the next agenda item it was agreed that the priorities this year would be:</p> <ul style="list-style-type: none"> • To develop collaboration of SACREs in West Yorkshire including a website to support RE teaching. • To agree guidance for Collective Worship and disseminate to schools through training and newsletters. • To continue to develop the West Yorkshire RE Hub. 	<p>IR and AR to include in draft report for December meeting and produce a working document for discussion.</p>
<p>Report on joint meeting in Leeds 26th September (CW) CW led SACRE through a recent meeting of joint SACREs. This included a presentation by Dr Joyce Miller (RE Council and RE Commission) and 3 working parties which looked at RE, Collective Worship and Community Cohesion. Each work party had addressed three questions i.e. what are the threats, opportunities and future actions for each area.</p>	<p>CW to take some of our concerns and ideas to then next joint meeting of chairs.</p>

<p>SACRE discussed the points raised by this joint meeting and this fed into the work plan for SACRE this year.</p> <p>Members felt it was worth remembering that some issues can only be discussed locally rather than in a regional organisation.</p> <p>ES commented that the number of bodies examining RE is a strength as it keeps RE fresh. She recently heard some research presented by a PhD student who was looking at children's responses to collective worship and this could form the basis of a joint discussion with other SACREs.</p>	
<p>Draft Annual Report(IR)</p> <p>IR explained that the draft report has been written and shared with the chair in the first instance. When GCSE and A Level data is available from the LA then this will be analysed and included in the report. Once this is complete then all members will receive the report ready for discussion at the December meeting.</p>	<p>IR to analyse data and include within the report.</p>
<p>Support for RE Teaching – Changes to the West Yorkshire RE Hub (IR)</p> <p>AR demonstrated some of the changes to the RE Hub and the resources available to subscribing schools. These include changes to the assessment protocols on schemes of work so that they are in line with life after levels and the need to broaden and deepen learning rather move to the next 'level', all infant and junior schemes have a learning outside the classroom element now included in them.</p> <p>AR also showed SACRE an alternative pathway for schools at KS3 as some schools start GCSE in Y9.</p>	<p>IR to include changes to the RE Hub in the newsletter.</p>
<p>Collective Worship Guidance (AR)</p> <p>AR led the meeting through a set of guidance for collective worship which has been written with the most up to date advice from NASACRE. SACRE agreed that this guidance be adapted (with some minor changes) and sent to schools and used within further training or monitoring of collective worship.</p>	<p>IR to amend and send to schools</p>
<p>Diversity guidance (AR)</p> <p>AR shared a leaflet produced by Cambridgeshire SACRE on supporting RE teachers on inclusion and LGBT in the classroom. Kirklees is a Stonewall Education Champion and enters the equality index each year. This year the aim is to widen the scope of outreach to LGBT young people and all areas of the council to produce plans of how they could support inclusion. SACRE discussed the document and agreed to postpone decisions until other faith documentation could be gathered on this issue.</p>	
<p>Dates of next meetings</p> <p>December 15th at Diamond Wood Academy</p> <p>March 23rd at Dalton Methodist Church</p> <p>July 11th at a Masjid or Madrassah in Batley</p>	<p>E Stone to confirm S Bridges to confirm A Bismillah to confirm</p>
<p>AOB</p> <p>ES showed SACRE the summary of the first round of consultation of SACREs on 'What is RE for?' This will be shared in much more detail at the next meeting.</p>	

KIRKLEES METROPOLITAN BOROUGH COUNCIL
**KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS
 EDUCATION**

Minutes of SACRE Meeting on 15 December 2016
Held at Hudawi Centre, Great Northern Street, Huddersfield, HD1 6BG at 5.30 pm

Members in attendance:

Committee A

Representing Other Denominations & Faiths	Ayub Bismillah (AB) Suzanne Bridges (SB) Eileen Webb (EW)
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Committee B

Representing the Church of England	Pamela Kent (PK)
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Committee C

Teachers/Unions	Carol Waters (CS) - Chair Janice Leam (JL)
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Committee D

Representing Kirklees Council

In attendance

Debby Simpson – Clerk (DS)
 Ian Ross (IR)
 Alastair Ross (AR)

Quorum for the meeting is 1 representative from each of the 4 Committees

Agenda Item	Action
<p>1. Welcome and Apologies</p> <p>CW welcomed everyone to the meeting.</p> <p>Apologies were received from Wayne Clarke, Christine Deihim, Emma Stone, Emma Salter.</p> <p>Introductions were made and AR gave an explanation of the role of SACRE for new members, the statutory duties being that SACRE's are responsible for the RE syllabus and supporting collective worship in schools. They also have to approve any determinations requested.</p> <p>It was explained that although at the moment Kirklees had a lot of educators as members, SACREs required a broad spectrum and that you didn't have to be a teacher to be on SACRE, faith was just as important.</p> <p>Members were informed that Emma Stone was currently ill and requested that a card be sent with good wishes from everyone. DAS said she would find Emma's address.</p>	DAS
<p>2. Minutes of Previous Meeting – 11 October 2016</p> <p>The minutes were agreed as a true and accurate record.</p>	
<p>3. Matters Arising</p> <p><i>Dates of Next Meetings:</i> The dates remained the same, however, the venue for the meeting on the 23 March 2017 had now changed. This would be discussed later in the meeting.</p> <p>AB would confirm the venue for the 11 July 2017 once it was booked.</p> <p><i>Diversity Document:</i> JL felt that other members of the faith communities needed to have an input into this. AR explained that LA's needed to send this information out as part of their statutory duties, the statement in the information being about anti-bullying and not same sex relationships. It was agreed that once the document had been drafted it would be brought back to SACRE to see if they would support it.</p>	AB
<p>4. Report from Joint SACRE Chairs Meeting</p> <p>A joint meeting had taken place looking at What is RE? It was felt that SACRE was not being promoted well enough and that by joining SACRE's together this would help with this. The more SACRE's involved would provide greater capacity for promotion so for the next meeting Leeds, Bradford and Wakefield would be invited as well as Calderdale and Kirklees.</p> <p>In order to promote SACRE it was felt that "what is the point of RE" needs to be looked at. RE is the centre pin for breaking down misunderstandings and</p>	

<p>helping with community cohesion and promotes tolerance, understanding and breaking down barriers.</p> <p>CW informed members that the meeting on 23 March 2017 would be a joint meeting held at Heckmondwike Grammar School – 6.00 pm – 8.00 pm. Tracy Brabin, who is Jo Cox’s replacement would be the key note speaker. The theme of the meeting would be “What is good RE and how to support community cohesion’. A meeting between chairs was due to be held on 31 January 2017 at 5.00 pm (venue to be confirmed) to finalise arrangements, however, asked if any members wanted something discussing at the meeting to email CW.</p> <p>It was agreed that a regular meeting between all SACRE’s took place during the spring term as well as the local SACRE’s throughout the year.</p>	All
<p>5. Draft Annual Report</p> <p>Members had already received a copy of the report, however, there was still no data on the Kirklees GCSE or A Level results and therefore IR had used the national figures.</p> <p>Although there had been an increase in long courses being taken there had been a big decline in short courses. IR explained short and long courses to new members adding that one possibility for the decline in short courses could be they are not being counted as part of the progress 8. However schools were still required by law to teach RE in schools all the way through to sixth form.</p> <p>Members thanked IR and AR for the work carried out in producing the report and wanted them to know how much it was appreciated.</p>	
<p>6. What is RE</p> <p>Members undertook an exercise that was given to teachers during training to see what members views were regarding “What is RE”.</p>	
<p>7. Get Recognition for your SACRE’s work – National Award</p> <p>IR explained to members that this was a National Award for SACRE’s however the deadline for this had now passed. It was felt that this could be looked at for next year as it would help raise the profile of SACRE.</p> <p>It was agreed that the work plan be brought to the meeting in July so new members could see what was happening within Kirklees SACRE.</p>	IR/DAS
<p>8. Understanding Christianity for C of E Representatives</p> <p>Members had received a copy of this document. IR explained the context to members, however, this was purely for information and no action was required by SACRE.</p> <p>IR informed members that the Leeds Anglican Diocese were writing their own syllabus, however, they can only force VA schools to use this and no other</p>	

category of school.	
<p>9. Membership Review</p> <p>Membership was discussed. It was agreed that EW become a member as well as ES – rather than co-opted. IR went through the vacancies with members.</p> <p>It was agreed that DAS would write to Leeds Anglican Diocese to confirm PK's appointment.</p> <p>Hashim Sacha and Amy Donovan would need to be removed due to none attendance.</p> <p>DAS would get contact details from AB of where possible representatives could be found within the Muslim community.</p> <p>IR agreed to contact Dermot to find a Humanist representative.</p> <p>DAS agreed to get Chris Devanny's contact details off AR in order to find a Roman Catholic Representative.</p>	<p>DAS</p> <p>IR</p> <p>DAS</p>

Notes of the Joint SACRE Meeting
Held on 23 March 2017 – 6.00 pm at Heckmondwike Grammar School

Present at the meeting:

Name	SACRE	Representing
D Maudi	Bradford	ATL
M Colbert	Bradford	Moravian Church
S McWhinney	Bradford	C of E
M DeVilliers	Bradford	C of E
D Bolton	Bradford	Humanist
R Garside	Bradford	Chair to Bradford SACRE
A Layer	Bradford	Council for Mosques
G Cooper	Bradford	Clerk to SACRE
A Linehan	Calderdale	Buddhism
J Butterfield	Calderdale	Bahai
R Constantine	Calderdale	Roman Catholic
J Hellewell	Calderdale	Chair to Calderdale SACRE - C of E
D Foster	Calderdale	Elected Member
S Press	Calderdale	Elected Member
J Hargreaves	Calderdale	Methodist
M Mohamed	Kirklees	Primary Teacher
P Kent	Kirklees	C of E
C Waters (Chair)	Kirklees	Chair to Kirklees SACRE - NUT
A Marchington	Kirklees	Elected Member
S Bridges	Kirklees	Methodist
E Webb	Kirklees	Church of Jesus Christ & Latter Day Saints
L Patel	Kirklees	Islam
A Bismillah	Kirklees	Indian Muslim Welfare Society
C Deihim	Kirklees	Bahai
J Leam	Kirklees	ATL
M Edon	Leeds	Humanist and vice-chair, Leeds
SACRE		
R Martin	Leeds	ATL
R Yeoman	Leeds	C of E
A Mohammed	Leeds	Supply/NASWT

In Attendance:

T Brabin	Speaker	MP for Batley & Spen
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D Simpson (Clerk)	Calderdale	
I Ross	Pennine Learning	
A Ross	Pennine Learning	
N Bulley	Headteacher	Heckmondwike Grammar School

Apologies were received from:-

Calderdale	Kirklees	Leeds
S Hirst	G Johnson	J Buttanshaw
F Farooq	E Salter	M Dorsey
R Billson		N Nedd
M Stephenson		M Halsey
P Caffrey		H Sagoo

This was a special meeting incorporating 4 SACRE's. The aim of the meeting was to work together in order to:

- Discuss how good RE enhances community cohesion
- Explore key challenges facing community cohesion
- Share ideas of how individual SACRE's are supporting community cohesion

1. Introduction

Carole Waters chaired the meeting and welcomed everyone to the event. She explained the focus of the meeting was on community cohesion and asked that owing to the sad events of the previous day, a moment's silence be held for those who had lost their lives or were injured

2. Key Note Speaker – Tracey Brabin, MP for Batley and Spen

Tracey gave a presentation on the importance of community cohesion and some of her experiences in Batley/Spen. She emphasised the importance of the work that SACRE's were doing in schools and within the community.

A number of concerns were raised from members and they asked her to take some of their comments/questions back to the Education Secretary. These included:

- Concerns that RE was being squeezed out of secondary schools after Y8 because of the overwhelming priority of league tables
- The importance of encouraging RE teachers to work on community cohesion in schools

- Issues with apprenticeships
- The importance of holistic education
- Grammar schools

3. Exercise

Members split into 6 tables with a mixture of different SACRE's on each table. Discussion took place about the threats/opportunities and actions that can be done in our schools with regard to SMSC/school ethos, collective worship and RE contributing to community cohesion. The following ideas were raised:

RE and Community Cohesion – Threats

- Reduction in RE curriculum time
- Funding cuts
- Fear through lack of understanding
- Withdrawal of students from lessons by parents
- Lack of support from SLT because of reduction in curriculum time and funding cuts
- Lack of specialised RE trainers
- Perception that there are no links to other curriculum areas
- Time is an added pressure
- Emphasis in schools on core subjects – RE therefore put under pressure
- How schools are choosing to do RE
- RE treated in isolation – Christianity is on the back foot – is this media led?
- Marginalisation of faith in a secular society

RE and Community Cohesion – Opportunities

- All teachers should have training in RE to link with all subjects
- Teachers input to the resources already available
- Different faiths to come together through music and RE
- Speakers in schools
- Visits to places of faith by schools
- Contemporary and relevant content
- Utilise social media – value community cohesion
- Training – lunchtime clubs/debating and curriculum content
- Engage young people with curriculum content – philosophy/ethics/debate/public speaking/critical thinking
- Twinning schools – primary – secondary

RE and Community Cohesion – Actions

- Faith communities working together to promote RE
- Encourage volunteering in non-religious centres such as St Augustines in Calderdale

- Change focus to community cohesion and work backwards – what already happens?
Visitors from non-religious centres to schools.
- Physical activity/music/hobbies/drama/community celebrations
- Inspiration for young people to engage with RE – dispelling myths about the “dull and dusty” image
- Lampedusa Project to be rolled out in all schools and not just Catholic schools

SMSC/School Ethos and Community Cohesion – Threats

- Budget
- Limited time
- SATs targets
- EBAC focus
- Diminished status
- Ethos focused on religious practices
- Too much focus on attainment at expense of broad education
- Selection in – grammar – admissions - parental faith
- Teacher ‘fear’ lack of skills and confidence in RE/SMSC (PREVENT)

SMSC/School Ethos and Community Cohesion – Opportunities

- Ethos based on common values
- School leaders to support and encourage teachers to do active SMSC
- Inclusive ethos and values
- Giving children a voice
- Children involved with ethos development
- Golden hello for RE teachers
- Promoting understanding creating safe spaces to discuss difficult issues
- Cross curricular space to think

SMSC/School Ethos and Community Cohesion – Actions

- Inclusive labels eg reflection room/collective reflection
- Tackle/engage with difficult topics
- Embed ethos across the curriculum
- School leaders to report on SMSC activities and ethos
- Upskill teachers and boost confidence – CPD/RE/SMSC and courage
- Leadership role models
- Twinning schools
- West Yorkshire wide/approach

Collective Worship and Community Cohesion – Threats

- Politicians who fail to recognise commonality of Abrahamic faiths
- Communities with single heritage/faiths

- Lack of religious literacy
- Parents' understanding of difference between education and proselytising

Collective Worship and Community Cohesion –Opportunities

- Muslims and Christians worshipping together
- Shared values across faiths
- Common narratives of Q'ran and Bible
- Interfaith dialogue eg Bradford Cathedral
- Determinations – balance of inclusive and separate faith worship
- Youth service projects in Ba'hai faith – united through activities

Collective Worship and Community Cohesion –Actions

- Radical scheme of work for RE
- RE as part of whole ethos of school
- Include RE in EBACC
- Make links between communities – eg Roma from India – faith in action living religion being about respect, helping less fortunate, community cohesion through food banks, accommodation, bringing people together to share perspectives

Feedback was shared and the chair thanked Tracey Brabin for her input and encouragement.

Outcomes and future plans

1. The chairs of the four SACREs represented agreed to meet and a date was set
2. They would discuss the ideas and suggestions brought forward on behalf of the four SACREs
3. A summary action plan would be put together to include practical future joint work. This might include a possible annual teacher event, shared newsletter and specific community cohesion priorities.
4. There will be an annual WYSACRE in the Spring term

FORMAL AGM BUSINESS

The Clerk took the meeting. The meeting was not quorate and therefore no decisions could be made – however in order to continue the meeting the clerk said that no nominations had been received for either Chair or Vice Chair and asked that the procedure take place and ratification be confirmed at the next meeting when quorate.

a. **Apologies and Welcome**

Members introduced themselves as not all had met. Apologies were received from Suzanne Bridges, Andrew Marchant, Andrew Palfreman and Emma Salter.

b. **Election of Chair**

No new nominations for Chair were received so the previous Chair agreed to continue if everyone was happy with this. Members present agreed this and that this be ratified at the next meeting.

c. **Election of Vice Chair**

CW proposed Ayub Bismillah to stand as Vice Chair as no nominations had been received. JL Seconded this. AB accepted the nomination and this will be ratified at the next meeting.

d. **Election of Group Chairs and Vice Chairs**

No groups had ever been required to vote and therefore it was felt that no Chair or Vice Chair would be required for Committees and this could be agreed as and when it happened.

e. **Membership Review**

There were currently vacancies from Sikh, Jewish, Evangelist, Islam, primary and secondary headteachers and C of E representation.

JL informed members that she would be moving from ATL to the Education Union. DAS went through the actions that had been taken from the last meeting in order to find representation, indicating how far she had got with this, however, nothing further had happened with people putting themselves forward. She said that she would carry on trying to find membership, but this was not an easy task. The Chair thanked the Clerk for her contribution to this.

f. **Minutes of the last Meetings – 15 December 2016 and 23 March 2017**

The minutes of 15 December 2016 were agreed as a true and accurate record. The meeting on 23 March 2017 were more notes and therefore did not need agreeing.

g. **Matters Arising**

15 December 2016:

Draft Annual Report: This was no longer a draft.

Humanist Representative: IR had contacted Dermot Bolton for a Humanist Representative. As yet no-one had been found.

23 March 2017:

Kirklees Representation at Meeting: This was the joint meeting between Kirklees, Calderdale, Bradford and Leeds SACRE's and the Chair emphasised how proud she was of the number of Kirklees members who turned up to the meeting. It was a sad day for Tracy Brabin due to the London attacks the previous day, however, it did enable everyone to look more closely at community cohesion and the input RE can have into this as well as a better understanding as a result.

GENERAL SACRE BUSINESS

1. Work Plan and Budget 2017-18

IR went through last year's work plan and budget with members explaining that some of the items would continue to roll into the next year.

Next year the syllabus would need reviewing in September and members needed to start thinking about what might need changing. Feedback was showing that teachers were happy with the current syllabus, so there might only be minor amendments that need to be made.

Members discussed the new syllabus that the Diocese was bringing out. It was due to be released in June, however, this had not happened as yet. The suggestion was that all C of E schools follow their syllabus, however, it was explained that only Voluntary Aided schools can be forced to follow the syllabus and that Voluntary Controlled schools could continue with the Kirklees Syllabus if they so wished.

It was felt that the syllabus was very good when looking at the C of E faith, however, other faith modules were not of the same quality. He suggested that if this was forced then the C of E module be used and the other faiths modules be used from the Kirklees syllabus.

The Chair said that even though the Wakefield Diocese had helped write the Kirklees and Calderdale Syllabus, because they had now amalgamated with the Leeds Anglican Diocese, this had resulted in a new syllabus being written.

Members asked if there was a coming together of all Syllabuses. IR explained that Leeds, Calderdale and Kirklees are similar syllabuses, however, the Leeds syllabus has been refined and is now easier to follow, so this is something that members need to bear in mind and maybe looking to adopting the Leeds syllabus.

Another item on the work plan was supporting professional development for teachers. This would be done through networks a primary co-ordinator course, teaching and learning strategies and subject knowledge through British Values. A new initiative in the plan was developing the West Yorkshire RE Hub (WYRE) for nurturing the skills and knowledge of subject leaders.

Other items on the plan were:

- Review and revise resources on RE Hub
- Monitor and support RE in Kirklees
- Monitor collective worship
- Support the professional development of SACRE members

As part of the collaborative action plan, the Chairs of Kirklees, Calderdale, Leeds and Bradford and met – as there was currently no clerk for Wakefield, they could not make contact, but hopefully in the future, Wakefield will join. The 4 Chairs produced the following suggestions for the plan:

- Support teachers in dealing with controversial issues
- Explore new cross curricular units of work with PSHE and citizenship
- Create videos on ‘hot potatoes’ from faith perspectives
- Produce SACRE presentation for heads and governors
- WY Community Cohesion award

IR asked that members split into groups of 2 and look at each priority to see which they felt needed to be the top priority and which needed to be the bottom. Members fed back on their thoughts on this with the results showing:

- WY Community Cohesion Aware – priority 1
- Produce SACRE presentation for heads and governors – priority 2
- Support teachers in dealing with controversial issues – priority 3
- Create videos on ‘hot potatoes’ from faith perspectives – priority 4
- Explore new cross curricular units of work with PSHE and citizenship – priority 5

Members handed their sheets to the Chair to submit at the next joint Chair’s meeting.

2. Consultant’s Report

Members had already received a copy of the Consultant’s report to read. IR said that this would form the backbone of the Annual Report.

3. **Joint Chair's Meeting**

Already discussed.

4. **Report from NASACRE**

Not received.

5. **Any Other Business**

Support from LA: Members asked how much support SACRE got from the LA. IR said that the reports go to Scrutiny and explained what Scrutiny was to members who were unsure. As well as this Councillor representatives should take things back to discuss any issues.

6. **Dates of Next Meetings**

- Thursday 12 October 2017 – Dalton St Paul's – JL to book with a 10 min talk from John Fraud.
- Monday 4 December 2017 – Overthorpe Academy – MM
- Tuesday 13 March 2018 – Venue tbc
- Wednesday 27 June 2018 – Huddersfield University – ES to arrange – IR to email ES

Appendix 2 - SACRE membership 2015-2016

	No		Exp	Attendance
GROUP A – ALL FAITH GROUPS EXCEPT ANGLICANS				
Roman Catholic Church	1	VACANCY		
Baptist	1	The Rev Wayne Clark	Jun 19	50%
Methodist	1	Suzanne Bridges	Sep 19	75%
United Reformed Church	1	VACANCY		
Baha'i	1	Christine Deihim	Sep-19	75%
Islamic representatives nominated by mosques	4	VACANCY		
		VACANCY		
		Lukman Patel	Jul 18	25%
		Ayub Bismillah	Mar-19	75%
Evangelical Churches in Kirklees	1	VACANCY		
Buddhist rep	1	VACANCY		
Hindu rep	1	VACANCY		
Jewish rep	1	VACANCY		
Sikh rep	1	VACANCY		
Humanist rep	1	VACANCY		
Church of Jesus Christ and Latter Day Saints	1	Eileen Webb	Mar19	75%
GROUP B – C OF E				
Church of England (lay & clergy)	5	VACANCY		
		Pamela Kent	Mar19	50%
GROUP C – SCHOOLS				
Primary School Head Teacher	1	VACANCY		
Secondary School Head Teacher	1	VACANCY		
Primary Teachers	3	Mehrun Mohammed	Nov 18	50%
ATL	1	Janice Leam	Jun 19	100%
NUT	1	Carol Walters	Sep 19	75%
Secondary School Teacher	1	Douglas Rice-Bowen	Sep 18	0%
GROUP D – COUNCIL MEMBERS				
Elected Members of Kirklees Council	4	Cllr Nosheen Dad	2016-17	0%
		Cllr Andrew Marchington	2016-17	75%
		Cllr Andrew Palfreeman	2016-17	0%
			2016-17	0%
CO-OPTED MEMBERS				
Not to exceed 1/4 of members appointed to Group A	4	Dr Emma Salter (Hudds Univ)	2016-17	25%
EX-OFFICIO MEMBERS				
		Alastair Ross/ Ian Ross		100%

Appendix 3 – Examination results

Kirklees Summative Data 14- 17

	National Average	Kirklees Average
2014 Religious Studies GCSE Grade A* - C	69.6%	64.9%
2014 Religious Studies GCSE Grade A* - G	97.8%	98.1%
2015 Religious Studies GCSE Grade A* - C	71.8%	67.9%
2015 Religious Studies GCSE Grade A* - G	97.9%	98.0%
2016 Religious Studies GCSE Grade A* - C	71.5%	63.7%
2016 Religious Studies GCSE Grade A* - G	97.8%	97.4%
2017 Religious Studies GCSE Grade A* - C	71.2%	62.6%
2017 Religious Studies GCSE Grade A* - G	97.9%	97.5%

The reporting on grades at GCSE has changed to first entry rather than best so there may be a slight decline in the percentage pass rates.

RS GCSE Full Course Gender Comparisons (Kirklees)

	NOE Boys	NOE Girls	A*-C Average Boys	A*- C Average Girls
2014	1090	1283	56.2%	72.2%
2015	1022	1265	59.4%	74.9%
2016	942	1243	53.5%	71.4%
2017	784	1072	54.2%	68.7%

A level Grades 2017 Kirklees vs National

A Level Grades	A*	A	B	C	D	E	A*-A	A*-C	A*-E
National	5.7%	18.5%	30.7%	25.7%	13%	4.7%	24.2%	80.6%	98.3%
Kirklees	0%	2.2%	28.2%	28.2%	30.4%	8.6%	2.2%	58.6%	100.0%

RS GCE A Level Gender Comparisons (Kirklees)

	NOE Boys	NOE Girls	A* - B Average Boys	A* - B Average Girls
2014	8	55	12.5%	40.0%
2015	13	49	38.5%	28.5%
2016	12	38	41.6%	34.2%
2017	11	35	36.4%	28.6%

Appendix 4

Professional development and consultancy provided by Kirklees Learning Services

Courses during 2016 - 2017

<u>Training</u>	<u>Date</u>	<u>Attendees</u>
RE Secondary Network	20 th Sept 2016	9
RE Primary Network	22 nd Sept 2016	35
Don't Panic! How to Lead RE in an Effective and Practical Way	14 th Oct 2016	18
SMSC & British Values	8 th Nov 2016	10
RE Primary Network	16 th Feb 2017	35
Religious Education Secondary Network	14 th Feb 2017	9
RE Primary Network	6 th June 2017	35
Religious Education Secondary Network	8 th June 2017	9

Schools were visited by Kirklees Learning Partners for a range of purposes including SMSC training, RE syllabus training. Further training on RE was also provided for ITE trainees on both the primary and secondary SCITT programme.