

To: All SACRE Members

Members, Kent County Council

Corporate Director, Education and Young People Services

Head Teacher / Chair of Governors all schools in Kent

NASACRE

**KENT STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**ANNUAL REPORT**

**2015 – 2016**

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## **Opening remarks from the Chair of SACRE**

Welcome to the 2015 - 16 Annual Report of the Kent SACRE. The SACRE has met three times during the academic year. We have continued our commitment to hold at least one meeting each year in a venue away from County Hall. This year's June meeting was hosted by West Malling Baptist Church. This reflected SACRE's ongoing desire to engage with the broad range of faith and denominational groups that are component parts of Kent SACRE.

SACRE has continued to make efforts to engage with all schools to ensure their compliance with requirements to provide high quality Religious Education and opportunities for Collective Worship. SACRE has worked with the Kent Association of Head teachers in order to seek membership of representatives of Primary and Secondary head teachers. Through communications with national appointing bodies, SACRE has tried to quickly fill vacancies that arise in Group 1. We believe it is important that we have a membership drawn from the Faith Groups and the range of schools found locally as they help to ensure that the SACRE is reflective of the diversity found in Kent. SACRE continues to benefit from its partnership with the different faith groups, the Anglican diocesan education boards of Canterbury and Rochester and with Canterbury Christ Church University. We are also thankful for the support that is provided by our former AST colleagues. Not only are they each members or co-opted to SACRE, but they do provide a valuable link between Secondary Schools / Academies and ourselves.

SACRE would like to remind schools of the recently published guidance on SMSC, RE and Collective Worship. This paper also links to Ofsted guidance on British Values. Since the removal of Assessment Levels from the National Curriculum, SACRE has provided some recent 'Interim Guidance on Assessment of RE'. The existing syllabus which requires the use of levels for assessment is currently being reviewed, with a new syllabus being in place by 2018.

As Chairman, I would like to give a very special mention and express thanks to Carol Wade, our retiring Clerk. For many years Carol has worked tirelessly and extremely effectively to keep us on the right path, to find the right answers, and to remind us of what needs doing. We will miss her presence and her quiet efficiency, but we all wish her a long and happy retirement.

I would like to thank all those who serve on Kent SACRE, teachers, Diocesan and faith group representatives, and fellow County Councillors. The professional support of our consultant /adviser and the democratic support are also gratefully acknowledged. This team has worked very hard this year to provide support so that we are able achieve our aims despite challenges in a time of ongoing austerity. We are grateful for the ongoing support and interest of the Local Authority and for the active involvement of senior officers and Members in our activities. I believe that Kent SACRE is very well placed to face the challenges ahead as we continue to ensure that Religious Education and Collective Worship retain their rightful place at the heart of our schools.

Steve Manion

Chairman, Kent SACRE

## INTRODUCTION

The 1988 Education Reform Act established the statutory requirement for all Local Authorities (LA) to establish a permanent body called a Standing Advisory Council for Religious Education (SACRE). The Kent SACRE is an independent body which advises the LA on matters concerned with the provision of Religious Education (RE) and Collective Worship.

### The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

“To advise the Local Education Authority upon such matters connected with religious worship in County schools and the Religious Education to be given in accordance with the Agreed Syllabus as the Authority may refer to the SACRE or as the SACRE may see fit”. (s.391 (1) (a))

Such matters include:-

“Methods of teaching, the choice of materials and the provision of training for teachers”.

A SACRE also:

- Can require the LA to review its current Agreed Syllabus (s.391(3))
- Must consider applications made by a head teacher that the requirement for Collective Worship in County schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of the pupils in a particular school - “determinations”. (s.394(1))

It is a legal requirement that the SACRE publish an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;
- Asking the LA to review its Agreed Syllabus.

This report covers the work of the Kent SACRE during the academic year from September 2015 to August 2016.

Three full SACRE meetings were held during the period covered by this report. Details of SACRE Membership and attendance at meetings can be found in Appendix 3 and agendas and minutes of meetings can be found on the KCC website - [www.Kent.gov.uk/SACRE](http://www.Kent.gov.uk/SACRE).

The report is sent to the Head teachers/Chair of Governors of all schools in the county, The National Association of SACREs (NASACRE), and the Local Authority. The report is also available on the SACRE pages of the Kent website.

## **THE SACRE'S MISSION STATEMENT**

Kent SACRE seeks to ensure that all pupils in our schools develop spiritually, academically, emotionally and morally, as well as socially, culturally and physically, so that they are able to understand themselves and others and cope with the opportunities, challenges and responsibilities of living in a rapidly changing world.

### **Kent SACRE aspires to:**

- Enhance the quality of religious education and collective worship in Kent schools, and
- Celebrate the religious and cultural diversity found in Kent

### **Our vision is:**

#### **For schools to be able to:**

- provide challenging learning through the RE Curriculum;
- promote an inspirational and aspirational ethos through meaningful and engaging Collective Worship; and
- contribute to community cohesion by engaging the whole school community in an exploration of identity and community in the local, national and global context.

#### **For the Local Authority to:**

- place a high priority on the role of RE and Collective Worship in schools;
- aim to provide sufficient resource to support schools in the above;
- work in partnership with SACRE to build links between schools and local faith communities.

#### **For SACRE members to:**

- represent their constituents in the spirit of promoting educational RE and Collective Worship within statutory regulations;
- represent fairly the views of their constituents as far as this is possible;
- work with other members of SACRE to model and promote respect for and understanding of different beliefs and lifestyles and a universal search for what it means to be human.

### **Our Aims:**

To work with the Local Authority to:

- place a high priority on the role of RE and Collective Worship in schools;
- aim to provide sufficient resources
- work in partnership with SACRE to build links between schools and local faith communities.

To support schools in:

- raising standards of pupil attainment in RE to equate to national expectations of performance levels in other core subjects
- developing the spiritual dimension of the school
- improving the quality of collective worship
- making appropriate provision to meet the needs of all pupils represented within their school community.

## EXECUTIVE SUMMARY

### Advice to the Local Authority (LA)

The SACRE advises the LA to bring this report to the attention of schools and governing bodies and, in particular, to highlight the following points:

- Following the introduction of the new National Curriculum in September 2014, schools will need to be aware that the existing statutory requirements of the Kent Agreed Syllabus (2012) are still valid. **Schools should use this syllabus as the basis of their R.E. curriculum planning.** The statutory requirements and the non-statutory guidance of this syllabus are available for download from the KELSI website.  
**<http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>**
- In all maintained schools other than Voluntary Aided schools or schools of a religious character, but including Voluntary Controlled Schools, **Religious Education has to be taught according to the Kent Agreed Syllabus. However, the Diocese of Canterbury continues to recommend that all Church of England schools also follow the Agreed Syllabus and the Diocese of Rochester recommends that its Voluntary Controlled schools use the Agreed Syllabus;**
- **Academies are reminded of their statutory requirement to teach Religious Education in accordance with their Funding Agreement.** Academies in Kent are recommended to use the Kent Agreed Syllabus to ensure that they fulfil their statutory requirements;
- In accordance with the expectations of the Kent Agreed Syllabus, schools are reminded of the **requirement to assess pupils' progress in Religious Education.**
- Following the introduction of the National Curriculum and the removal of the use of Levels of Attainment, Kent SACRE has recently published an **Interim statement on Assessment of RE** offering schools guidance on the assessment of pupils until the revised Local Agreed Syllabus for RE is published in the future. (attached as Appendix 5)
- SACRE's scrutiny of GCSE results data suggests that there are a number of Kent Secondary schools which are not entering any students for Religious Studies examinations. SACRE has not been able to access local data for GCSE Short Course RS. National data indicates that Short Course entry numbers are dramatically declining year on year. **Secondary schools are reminded that Religious Education is a statutory subject and that all KS4 students should follow an accredited course as required in the Agreed Syllabus.**
- **All schools are reminded of their responsibilities to provide opportunities for daily Collective Worship.** The place of collective worship in schools is upheld by statute and has been so since 1944. The basic requirement is that all registered pupils shall take part in an act of collective worship every day. There are only two exceptions to this: parents have the right to withdraw their child from collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not. The Education Reform Act (ERA) 1988 stipulates collective worship must be 'wholly or mainly of a broadly Christian character'; it is deemed to be

fulfilling this description if it 'reflects the broad traditions of Christian belief, without being distinctive of any Christian denomination'.

- Following publication of the Ofsted Inspection Framework 2014, SACRE has produced revised guidance to schools on the Ofsted criteria, ensuring pupils' SMSC development, and how schools can also demonstrate they are actively promoting fundamental **British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.** (attached as Appendix 4)
- Schools need to be aware that only a limited **CPD programme for RE is currently being initiated by the LA**; instead schools are expected to identify and access their own training needs through local and national organisations;
- Senior Leaders and Governing Bodies are urged to ensure that **RE Subject Leaders/RE Co-ordinators are adequately supported** in terms of professional development, opportunities to monitor and evaluate the subject, opportunities to train and support colleagues and in having an adequate budget in order to help raise standards in Religious Education;
- Schools are reminded that the Teachers' Standards (Part One:3) require all **teachers to demonstrate a good subject and curriculum knowledge** and this is crucial within RE in order that pupils develop clear and accurate understanding of different faith communities and world views. Schools are urged to access appropriate CPD to meet the needs of the staff teaching RE;
- Schools are recommended to **subscribe to "RE Today"** in order to access regular publications which provide teaching and learning resources, subject knowledge, access to CPD opportunities, and access to the RE Today web based resources.
- Schools are encouraged to **apply for the RE Quality Mark (REQM)**. Three levels – Bronze, Silver and Gold can be achieved and schools will be able to demonstrate their good practice in RE and have hard work recognised and rewarded ([www.reqm.org](http://www.reqm.org));
- All teachers are urged to ensure that **tasks set for all pupils are appropriately challenging** and meet the needs of the learners. Again, this is a requirement of the Teachers' Standards (Part One:1, 2 & 5);
- Schools are also urged to look at the range of activities provided for pupils. At all Key Stages there continues to be a difference in boys' and girls' attainment. **Teachers are asked to use strategies that are known to be more effective with boys** to try to narrow this gap;
- Kent SACRE continues to work with KCC to ensure that essential and appropriate supporting materials and resources are made available on the Kent Education Learning and Skills Information (KELSI) web pages. Currently the Agreed Syllabus and Non-Statutory Guidance can be accessed here:  
**<http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>**



## **AN OVERVIEW OF THE SACRE'S WORK:**

### **Meetings**

The full SACRE has met on three occasions over the academic year. Group pre-meetings are held from 9:15 a.m. The full meeting beginning at 9:30 a.m. Meetings end at 12:30 p.m.

#### **(1) Monday 23<sup>rd</sup> November 2015, County Hall, Maidstone**

In addition to the regular agenda items of Budget update, Review of the Development Plan, and local and national developments the main items on the agenda engaged the meeting in healthy discussions.

The draft Annual report was presented by Mr Foster. He pointed out that at the time of the meeting he was still awaiting the details of the examination results for 2015. The final report would be completed as soon as possible after results were made available, and would be circulated to members, and placed on the agenda for the next meeting. The report was well received by members with the recommendation that it be tabled for discussion at the next available meeting of the Education and Young People's Services Cabinet Committee.

Mrs Burke led a discussion on the recent DfE consultation outcomes for the revised GCSE and GCE examination specifications. She was concerned that opportunities for exciting dynamic courses were being lost. She much preferred courses which would enable more creative teaching and learning, and different approaches.

A draft paper providing updated guidance to schools on SMSC Development, Ofsted Inspection Specification, and British Values was approved by SACRE. This was published on the KELSI web site and is attached to this report as Appendix 4.

#### **Secondary Youth SACRE Event November 2015**

**WAR AND PEACE** - led by June Ben Rabah & Jamie Pauvaday.

June and Jamie used this session to look at different conflict situations from around the world (history) and use Critical Realism as a framework from which to approach the topics of Conflict/Peace and Resolution. They were able to demonstrate what a Critical Realist approach might look like in the classroom (thus providing some CPD for staff as well as extending the thinking for pupils).

Although the event was very well received by attendees, disappointment was expressed that once again only a relatively small number of schools had supported this event. SACRE agreed to discuss the future of such events, but remained determined to continue to seek ways of engaging with young people.

Mr Foster led a discussion on the recently published "A New Settlement for Religion and Belief in Schools". This paper had been written by Rt. Hon. Charles Clarke and Prof. Linda Woodhead. The key recommendations of this report included:

- (1) That collective worship should no longer be statutory; governors and head teachers being able to decide the form and nature of school assemblies.
- (4) That locally agreed syllabuses are replaced by one nationally agreed syllabus, determined by a 'National Standing Advisory Council on RE' made up of "relevant experts on religion and education"

- (11) That local SACREs are given a new role including participating in the consultations about the content of the national RE curriculum, helping local implementation, promoting community cohesion, educating for diversity and giving advice.

Members engaged in a lively and healthy discussion on these key points without reaching any conclusions. It was agreed that SACRE would await future developments and note responses from NASACRE.

## **(2) Monday 7<sup>th</sup> March 2016, County Hall, Maidstone**

Following updates on the Budget, progress on Development Plan points, and RE Quality Mark applications, Mr Foster presented the Final Annual report to members.

The Report was delayed because of a delay in obtaining examination results from KCC. Mr Foster expressed some concerns arising from scrutiny of the results data. No results for GCSE Short Course RS were available, but the expectation was that fewer students were being entered for the Short Course by fewer schools because the results were not considered as part of school performance data. A further concern was that an increasing number of schools were entering no students for RS examinations. Mr Foster reminded members that the Kent Agreed Syllabus required schools to teach an accredited RE course to all Key Stage 4 students. This matter had been raised at the recent Education and Young People's Services Cabinet Committee meeting.

Local developments included an update on the preparations for a SACRE Primary schools event to be held during the summer term 2016 at Highworth Academy, Ashford. This event would follow the successful format of the previous event held at CCCU in 2015. It was also agreed to hold a further Secondary student's Conference in November 2016.

The key discussions focussing on National developments concerned the recently published White Paper: "Educational Excellence Everywhere". The White Paper sets out the government vision for schools which, if the proposals become law, will have an impact on SACREs and Agreed Syllabus Conferences.

Firstly, there is the intention that every school will become an Academy by 2022. As agreed syllabuses do not have to be used by Academies, the question arises as to whether a local authority will need to review its agreed syllabus as required by the 1996 Education Act and the Statutory Instrument 1304 (1994). Similarly, SACREs were established to advise the local authority on RE and collective worship. If local authorities have no schools for which they are responsible, will they need advice on these two areas of school life?

Secondly, the White Paper indicates that the government will reconsider the role of local authorities and their functions. It is not clear whether this includes SACREs or not. If they are to be reformed, on what basis would this happen? Or, will they simply be abolished? The White Paper is silent on this issue.

Thirdly, statements on the National Curriculum in the White Paper are significant. The government seeks to set a standard that Academies will be able to go beyond in the National Curriculum but no Academy will have to follow it. Will the government seek to establish a national standard for RE given that no locally agreed syllabus would have to be followed? What is strongly indicated in the White Paper, is that Multi Academy Trusts

will have responsibility for curriculum and therefore, what will be the requirements placed upon them for religious education and, further, collective worship? The issue of funding agreements is significant here, especially as all existing Academies (without a specifically religious foundation) have the current definition of RE and collective worship written into those agreements – which cannot be retrospectively changed – and a clear reference to Agreed Syllabuses. It was expected that the NASACRE AGM would enable further discussions and a clearer picture of the likely future position for RE in schools to emerge.

### **(3) Wednesday 15<sup>th</sup> June 2016, West Malling Baptist Church**

As part of Kent SACRE's policy of hosting one meeting each year in a place of worship, SACRE member Miss J Webb welcomed the meeting to her local church. At the end of the meeting Miss Webb provided a short talk about the key features of the church building, and the different approaches to worship and belief by its members.

As part of the Budget update discussions took place about the funding of the Agreed Syllabus Review. Representation had been made to KCC Cabinet Member for Education, Mr Roger Gough, to request additional funds to enable the review to take place. In the past members had given their time freely to take part in Working Group meetings, but due to financial constraints that many organisations and institutions are facing, such goodwill participation is no longer available, and for many members, attendance would need to be funded. The Review would be suspended until a decision was made and funding was available.

Following the announcement that the Religious Education Council (REC) for England and Wales was to establish an Independent Commission on Religious Education, SACRE agreed to invite Mr Rudolph Elliot-Lockhart (CEO of the REC) to attend a future meeting to inform members of progress of the Commission's work.

As a result of the removal of the use of levels of attainment from National Curriculum subjects, SACRE felt it was important to provide guidance to schools as the current Agreed Syllabus required the use of levels to assess RE, and this requirement was causing confusion for teachers. An Interim Guidance paper was approved and is attached to this report as Appendix 5.

The SACRE Primary Event scheduled for July 2016 was postponed until October 2016 to enable greater participation.

### **SACRE Development Plan**

In 2015, SACRE reviewed its development plan to set out some areas of achievable activities over the coming years. Updates included initial thinking about the next review of the Kent Agreed Syllabus, in the light of recent national developments, and the future of Youth SACRE activities following the successful events that had been held previously. The focus for this plan is to ensure that statutory requirements are met. The 2015 – 2017 Development Plan can be found as Appendix 2, attached to this report.

## Professional Administrative Support

The Local Authority provides support in the following ways:

- a dedicated clerk to support the Committee
- funding for a dedicated Consultant Adviser to support and advise SACRE
- an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions
- space on KELSI web pages for RE and Collective Worship resources

## ADDITIONAL SACRE ACTIVITIES

### National Links

Kent SACRE is a member of NASACRE (National Association of SACREs) and representatives attend national meetings. A representative also attends the regional meetings for SACRE.

### NASACRE AGM. 21<sup>st</sup>. May 2016

Unfortunately, no representative from Kent SACRE was able to attend this year's AGM. The AGM was described as a "Shaping the Future" conference, following the publication of three significant reports with recommendations that impact on RE. The conference speakers were co-authors of these reports. The Conference discussed in detail the key recommendations from these reports:

- **'Living with Difference: community, diversity & the common good.'**  
**Butler-Sloss (Dec 2015) Recommendation 4**  
"All pupils in state-funded schools should have a statutory entitlement to a curriculum about religion, philosophy and ethics that is relevant to today's society, and the broad framework of such a curriculum should be nationally agreed. The legal requirement for schools to hold acts of collective worship should be repealed, and replaced by a requirement to hold inclusive times for reflection."
- **'RE for REal: The Future of Teaching & Learning about Religion & Belief'**  
**Dinham-Shaw (Nov 2015) Recommendations 1 and 2**  
"A statutory National Framework for Religion and Belief Learning should be developed, and be applicable to all schools, balancing shared national approaches with school level determination." "Since SACREs currently play a leading part in religion and belief learning, there is an urgent need for review of their role, and the role of others, such as professional bodies, local authorities, schools themselves, and other experts, in the forming of learning. This should inform and result in the appointment of a national panel to develop the framework."
- **'A new Settlement: Religion & Belief in Schools' Clarke-Woodhead (June 2015)**  
Recommendation 4  
"The nationally-agreed syllabus would be determined by the Secretary of State in agreement with a newly created 'National Standing Advisory Council on Religious Education (NASACRE)' comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems. This nationally agreed syllabus should be reviewed every 5/7 years"  
Recommendation 11  
"The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction."

Further details of the AGM can be found at: <http://www.nasacre.org.uk/conference-and-agm/2016/2016-materials>

### **Local and National Developments**

During the period of this report Kent SACRE has supported five schools to apply for the RE Quality Mark. Outcomes for a number of these are still awaited.

The Kent and Medway RE Teacher's Hub has continued to provide local CPD opportunities for local primary and secondary teachers. It is also a valuable centre for teacher networking for support and ideas exchange. Kent SACRE has continued to provide support to this initiative.

Lord Nash, the Parliamentary Under-Secretary of State for Schools, had written to all SACRES to encourage them to consider ways the locally agreed syllabus could help pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

A working group met in early February 2015 to revise the Shaping the Spirit document following the publication of new guidance from the Department of Education on SMSC and British Values. It was noted that the previous document was out of date and contained expired links but in light of the latest Ofsted Framework for School Inspections guidance to schools on SMSC was essential. This new guidance has been published to schools and is also attached to this report as Appendix 4.

SACRE, in partnership with the Local Authority, continues to work behind the scenes to support schools as they fight to keep an exciting and stimulating, broad and balanced curriculum at the heart of what they offer to pupils of all ages. RE should be a significant part of that curriculum, because it creates opportunities for pupils to grapple with those deep and challenging questions about who they are, and what their place is in the rapidly-changing world around them. Kent pupils deserve the best RE that we can give them, because they are our future

During the period of this report a series of National reports have focussed on aspects of RE, Beliefs and Worship. Kent SACRE has been involved in discussions, updates and providing feedback to consultations on many of these papers. SACRE will continue to keep itself up to date on developments and endeavour to play an active role in national and local developments.

## **RELIGIOUS EDUCATION**

### **The Locally Agreed Syllabus 2012**

Section 390 of the Education Act 1996 requires Local Authorities to institute a review of the locally Agreed Syllabus five years after the completion of its last review. The last review process took place in 2011. The current syllabus, 'REact 2012', was required to be implemented in county schools from September 2012 and is being used successfully in many county schools. Feedback about the syllabus has been extremely positive. Academies, Independent and Free Schools in the County are invited to use the locally Agreed Syllabus. SACRE is now developing its approach to the next review of the locally Agreed Syllabus. Careful consideration is being given to the extent to which it will utilise the recent Religious Education Council's Review of RE.

### **Continuing Professional Development (CPD)**

During this year, with the support of KCC, a limited number of CPD opportunities were offered to schools. Additional local networking meetings have been held, and the emerging RE Teacher's Hub has held a number of meetings in collaboration with Canterbury Christ Church University and Teacher Associations.

SACRE does have concerns that schools do not seem willing to support CPD opportunities that involve costs. If schools are expected to support their staff with CPD opportunities provided by national bodies, e.g. NATRE, RE Today etc. then additional costs will be incurred.

### **MONITORING STANDARDS IN RELIGIOUS EDUCATION**

#### **Ofsted Reports**

SACRE has been considering, and analysing, OFSTED reports for Kent schools over the past year where there are references to RE and SMSC. This has helped in monitoring standards of RE. There have been very few issues raised for Kent school with regard to RE or SMSC.

#### **School Self-Evaluation**

The SACRE recommends that all subject leaders for RE in all schools should regularly evaluate the quality of provision in the subject to identify strengths and areas for development.

### **EXAMINATION RESULTS**

#### **National GCE A and AS Level Religious Studies results 2016**

**The key outcomes of the 2016 A level results in England and Wales for Religious Education are as follows:**

- 24,966 RS A level entries were recorded, an increase of 6.8% on 2015 and more than double the number in 2003 (11,132 entries were recorded in 2003)
- The number of entries for RS A level has increased by 124% since 2003, more than for any arts, humanity or social science subject (the nearest subject is Economics with an increase of 69%). Among all subjects, only Further Maths has seen more rapid growth than RS
- 3% of entries for RS A level were awarded an A or an A\*
- There were 35,808 entries for RS at AS level, a decrease of 2% on 2015, a far smaller fall than across all subjects where the drop was 14.1%, and still more than double the number in 2003 (15,482 entries were recorded in 2003)

**The contextual evidence shows the growing status of RS as a subject for Higher Education entry:**

- The Russell Group of top universities has made it clear that RS A level provides 'suitable preparation for University generally'
- Both Oxford and Cambridge University include Religious Studies in the top level list of 'generally suitable Arts A levels'
- Applicants with Religious Studies A level were more likely to gain admission to study History at Oxford University in 2012 than those with A levels in many 'facilitating' subjects such as French, Geography, Biology and Chemistry

- Almost 21% of students admitted to Oxford University to study English and 13.5% to study History in 2015 had an RS A level (more than those with Economics, Physics and Business Studies A levels)
- Research from the Centre for Evaluation and Monitoring at Durham University on the comparative difficulty of different subjects at A level showed that RS was 'in the middle difficulty range, similar to Geography and more demanding than English'.
- Career prospects for those that take Religious Studies/Theology at degree level are very bright with 25% of 2015 graduates going on to work in the fields of legal, social and welfare, 11% choosing to become educational professionals and almost 5% managers.

The increase in the number of pupils taking A level and AS level Religious Studies is all the more impressive for coming at a time when there is a shortfall in recruitment for teacher training in Religious Education. Evidence collected by NATRE suggests that headteachers are finding it increasingly difficult to recruit RE specialists.

### **Kent GCE A and AS Level results 2016**

Results for Kent schools at GCE A and AS Levels are still not available at the time of publication of this report.

### **National GCSE Full and Short Course Religious Studies results 2016**

The number of pupils in England and Wales taking the GCSE Religious Studies full course is at its highest since 2002. There were 284,057 entries, up 0.1% on figures for 2015. This increase is particularly impressive given an overall fall in full course GCSE entries across all subjects of 0.5%. This shows that the full course in Religious Studies is bucking the trend.

The increase in entries for Religious Studies has been achieved despite the subject having been excluded from the EBacc performance measure. This means that the increase in entries has been due to the popularity of the subject with pupils and the desirability of the qualification, rather than as the response to incentives created by government policy.

The increase in entries for the full course GCSE parallels the increase in A level entries, released last week, which are up by 6.8% this year compared with 2015.

However, there has been a drop in the number of entries for the short course GCSE in Religious Studies. There were 22.9% fewer entries in England for the short course GCSE in RS than there were in 2015. This represents a continuation of a steep decline in entries for the short course, down from 254,698 in 2010 to just 53,093 in 2016. This drop is due to Department for Education performance tables, which no longer taking account of results in short courses. The short course is delivered at GCSE standard but covers half the content of a full course and is therefore worth half a GCSE. Changes in entries for short courses have a disproportionately significant impact on RS than on other subjects: almost two thirds of all short course GCSEs taken in England and Wales are in RS.

The impact of the exclusion of short course GCSEs from performance tables in England can be seen by the stark contrast with figures for Wales where performance tables are calculated according to a different formula. In Wales there were 18,206 entries for the GCSE short course this year, up 2.3% on last year and only slightly down on the 19,683 entries in 2010.

The decline in entries for the short course GCSE in RS means that despite the positive news of increasing numbers of pupils taking the full course GCSE, there are now more than 100,000 fewer pupils in England taking a GCSE (either full or short) in RS than there were in 2010. This represents a decline of 23.6% over six years. The Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE) are concerned that there appears to have been such an increase in pupils who are not being given the opportunity to study Religious Education at key stage 4. The findings of the RE for Real report (2015) showed that young people think that learning about religion and belief is becoming increasingly relevant, and yet a growing number of schools seem to be failing in their duty to provide this entitlement to their students.

It has been encouraging to hear that Ofsted intends to pay closer attention to whether schools are meeting their requirements to teach Religious Education. Today's figures show how important it will be for Ofsted to do this.

**The key outcomes for Religious Education in England and Wales at KS4 in 2016 are as follows:**

- There were 284,057 entries for the full course in GCSE RS, a rise of 0.1% from 2015 (283,756)
- There were 71,299 entries for the short course in GCSE RS, a decline of 17.7% from 2015 (86,679)
- There were 355,356 entries for GCSE RS (combined short and full courses), a decline of 4.1% from 2015 (370,435)
- In 2014 there were 1,197 schools making no entries for any RS qualification; a rise from 268 in 2010. This echoes research by NATRE (published in January 2016) that found that 30% of community schools and 40% of academies without a religious character are still failing to meet their legal or contractual agreements to provide religious education for this key age group.
- 29.2% of entries for the full course in GCSE RS were awarded an A or an A\*
- 19.2% of entries for the short course in GCSE RS were awarded an A or an A\*

**Kent GCSE Full and Short Course Religious Studies results 2016**

**Religious Studies GCSE Short Course** results have been made available for 2016. In line with National trends the overall number of entries continues to fall to only 684 in 2016 compared to 4457 in 2013. Kent students have achieved outstanding results with 89.1% achieving A\* - C (59% Nationally) and 98% achieving A\* - G (94% Nationally).

**In 2016 RS GCSE Full Course** entries from Kent schools have fallen, in contrast to the National rise in entries. This year the total number of entries was 5675 (5902 in 2015). This is only a very small proportion of the number of students on roll – 15,704. This means that almost 60% of Kent students are not being entered for an accredited course for their study of Religious Studies in Key Stage 4. Data provided by the local authority suggests that approximately 25% of Kent schools are entering no students for an accredited Religious Studies course. The Kent Agreed Syllabus (2012) states that: **“Religious Education must be taught to all students in this key stage. This syllabus requires that it should be taught through a course leading to an accredited qualification.”**



The provisional results for 2015 show that the number of students achieving A\* - C grades has risen from 68.5% of entries in 2015, to 70.4%. (The National A\* - C rate in 2016 being 70.1%). A similar rise in the A\* - G rates is also noted (96.9% in 2016 compared with 95.6% in 2015). The improvements for Kent schools have not kept pace with the continuing rise for National results which now average 98% on 2016.

**SACRE would like to acknowledge the successes of Kent students and recognise the continued dedication of RE teachers across the county whose skill and hard work have supported students in their achievements at all levels.**

**SACRE continues to be concerned about the decline in the number of students being entered for GCSE Religious Studies courses, and also about the increasing number of schools that are entering no students at all for GCSE Religious Studies**

### **Complaints about Religious Education**

No formal complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Kent schools.

### **COLLECTIVE WORSHIP**

Schools are reminded that the publication, "Gathering Together – Policy and Practice for Collective Worship" produced by the Kent SACRE in 2008, gives support as well as guidance on Collective Worship for Kent Schools. This is currently being updated, and will be linked to the KELSI web page for RE in the near future.

### **Determinations**

The 1996 Education Act (section 394 – 1) empowers a SACRE to grant the request of a head teacher for alternative Collective Worship, where it is considered that the nature of a pupil population makes it inappropriate to be wholly or mainly Christian.

In the year of this report, the SACRE has not received any requests from schools for a determination.

### **Complaints Concerning Collective Worship**

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Kent schools.

Appendix 1

Examination Results 2016

Year	Exam type	Boys entries	Girls entries	Total entries	Kent % A*-G	Nat % A*-G	Kent % A*-C	Nat % A*-C
2011	GCSE Full Course	1703	2160	3863	98.4	98.4	77.7	73.2
2012	GCSE Full Course	1760	2181	3941	98.7	98.5	77.6	73.6
2013	GCSE Full Course	2128	2351	4479	98.7	98.3	74.5	72.4
2014	GCSE Full Course	2656	2991	5647	98.1	97.9	72.2	70.1
2015	GCSE Full Course	2776	3126	5902	95.6	97.8	68.5	70.6
2016	GCSE Full Course	2614	3061	5675	96.9	98.0	70.4	70.1
2011	GCSE Short Course	2907	3018	5925	94.8	94.9	50.9	51.8
2012	GCSE Short Course	2688	2876	5564	94.2	95.6	51.2	52.8
2013	GCSE Short Course	1796	2661	4457	95.5	95.0	59.2	53.9
2014	GCSE Short Course	N/A	N/A	N/A	N/A	95.8	N/A	56.7
2015	<b>GCSE Short Course *</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
2016	GCSE Short Course	<b>174</b>	<b>510</b>	<b>684</b>	<b>98.0</b>	<b>94.0</b>	<b>89.1</b>	<b>59.0</b>
					<b>Kent % A*-E</b>	<b>Nat % A*-E</b>	<b>Kent % A*-B</b>	<b>Nat % A*-B</b>
2011	GCE AS	76	129	205	89.3	92	35.1	45
2012	GCE AS	80	132	212	94.2	92.5	44.6	44.8
2013	GCE AS	78	114	192	94.3	92.2	40.1	44.6
2014	GCE AS	80	118	198	78.1	86.4	23.4	27.1
2015	<b>GCE AS**</b>	<b>366</b>	<b>563</b>	<b>929</b>	<b>92.1</b>	<b>92.7</b>	<b>44.0</b>	<b>43.1</b>
2016		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>93.0</b>	<b>N/A</b>	<b>95.9</b>
2011	GCE A	192	349	541	99.6	98	59.5	56.9
2012	GCE A	182	309	491	99.8	98.6	56.4	55.9
2013	GCE A	189	302	491	99.6	98.8	54.2	55.3
2014	GCE A	184	329	513	99.8	99.8	49.3	53.4
2015	<b>GCE A***</b>	<b>275</b>	<b>440</b>	<b>715</b>	<b>98.6</b>	<b>98.9</b>	<b>58.7</b>	<b>54.5</b>
2016		<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>98.4</b>	<b>N/A</b>	<b>54.6</b>

**Appendix 2**

**SACRE Development Plan 2015 - 2017**

**SACRE Development Plan 2015 - 2017****PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus**

<b>What?</b>	<b>and How?</b>	<b>Reporting</b>	<b>Resources</b>	<b>Legal Requirements</b>
Monitor implementation of Agreed Syllabus, and provision of RE	Short Annual questionnaire to Chairs of Governors	Written summary to SACRE annually	Consultant – 2 days Admin. support	Monitor the provision and quality of RE
Monitor provision and compliance for Collective Worship	Short Annual questionnaire to Chairs of Governors	Written annual summary to SACRE	Consultant – included above Admin. support	Reporting to LA on CW in schools
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report to NASACRE Annual Report to LA Education Cabinet Committee	Consultant – 2 days SACRE Chairman	Publish an Annual Report which is sent to NASACRE
Review of Agreed Syllabus for implementation after Sept 2017	Plan for establishing Agreed Syllabus Conference Prepare successful business plan to achieve funding for Review Set out Timeframe for Review process	ASC and timeframe agreed by SACRE Principles for new KAS agreed by SACRE	SACRE members ASC members Consultant Budget for meetings and resources	To review locally Agreed Syllabus

**OBJECTIVE: Management of SACRE**

<b>What?</b>	<b>and How?</b>	<b>Reporting</b>	<b>Resources</b>	<b>Legal Requirements</b>
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	Booked in County Hall and Oakwood House Calendars	Agendas and Minutes Financial Budget Annual Report	Consultant – 6 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/written reports/briefings	Annual Report Verbal/written reports/briefings	Consultant – 4 days Admin. support SACRE Chairman	Produce and publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate

**SACRE PRIORITIES**

<b>What</b>	<b>and How</b>	<b>Reporting</b>	<b>Resources</b>
SACRE Key Stage 4 Conference	Working group Half-day conference Nov 2016 Link to KYCC?	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
SACRE Primary Conference	Working group Half-day event May 2016	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
Raise profile and status of Kent SACRE	Youth SACRE events Communications with LA and schools Attendance at local and national events SACRE members visits to schools Relationship with LA	Evaluation and feedback to SACRE  SACRE Annual report	SACRE members SACRE Chairman Consultant Admin. support
Deliver high quality CPD	LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU and Regional (NATRE) Hub	Financial support from budget as appropriate Evaluation and feedback to SACRE	SACRE members SACRE Budget
Development of SMSC Guidance for schools	Working Group reviewed 'Shaping the Spirit' to reflect recent DfE and Ofsted guidance	Reviewed guidance by SACRE published on KELSIs web page	Consultant Working Group

**Appendix 3**

**KENT SACRE Membership and Attendance at meetings 2015 – 2016**

**GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)**

<b>MEMBERSHIP</b>	<b>23/11/15</b>	<b>7/3/16</b>	<b>16/6/16</b>
<b>Free Church (4)</b>			
Miss J Webb – (Baptist)	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Mrs E Talbot - (Methodist)	<b>No</b>	<b>No</b>	<b>Yes</b>
Mrs E May – (United Reformed Church)	<b>No</b>	<b>No</b>	<b>No</b>
Mrs J Wigg -(Salvation Army)	<b>No</b>	<b>No</b>	<b>No</b>
<b>Roman Catholic (3)</b>			
Mrs A Donnelly	<b>No</b>	<b>No</b>	<b>No</b>
Mrs F Hawkes	<b>Yes</b>	<b>No</b>	<b>Yes</b>
Miss S Malone	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Buddhism (1)</b>			
Mrs C Elapatha	<b>Yes</b>	<b>No</b>	<b>Yes</b>
<b>The Greek Orthodox Church (1)</b>			
Mr M Papadopoulos	<b>Yes</b>	<b>No</b>	<b>No</b>
<b>Hinduism (1)</b>			
Mr R Chakkedath	<b>No</b>	<b>No</b>	<b>No</b>
<b>Islam (1)</b>			
Mrs N Younosi ( <i>Group Convenor/SACRE Vice-Chair</i> )	<b>Yes</b>	<b>Yes</b>	<b>No</b>
<b>Judaism (1)</b>			
Rabbi C Cohen	<b>No</b>	<b>No</b>	<b>No</b>
<b>Sikhism (1)</b>			
Mrs Deepinder Kaur Gill	<b>No</b>	<b>No</b>	<b>No</b>
<b>Co-opted Members</b>			
Mrs J Grant (Baha'i)	<b>No</b>	<b>No</b>	<b>Yes</b>

**GROUP 2: CHURCH OF ENGLAND (6)**

<b>MEMBERSHIP</b>			
<b>Rochester Diocesan Board of Education (3)</b>			
Mrs V Corbyn ( <i>Group Convenor</i> )	<b>No</b>	<b>Yes</b>	<b>No</b>
Miss N Brownfield	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Vacancy			
<b>Canterbury Diocesan Board of Education (3)</b>			
Mrs B Naden	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Mrs N Paterson	<b>No</b>	<b>Yes</b>	<b>Yes</b>
Miss R Walters	<b>No</b>	<b>Yes</b>	<b>Yes</b>
<b>Co-opted Members</b>			
Mr A Gillespie	<b>No</b>	<b>Yes</b>	<b>No</b>

<b><u>GROUP 3: TEACHER ASSOCIATIONS (6)</u></b> <i>(Having regard to local circumstances)</i> <b>MEMBERSHIP</b>			
<b>National Union of Teachers</b> Mr W Chambers	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>National Association of Schoolmasters/Union of Women Teachers</b> Ms K Burke ( <i>Group Convenor</i> )	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Association of Teachers and Lecturers</b> Vacancy 1.4.2014			
<b>Kent Association of Head Teachers Primary</b> Mrs N Caisley	<b>No</b>	<b>No</b>	<b>No</b>
<b>Kent Association of Head Teachers Secondary</b> Mrs R Joyce Mr A Fowler	<b>No</b> <b>No</b>	<b>Yes</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
<b>National Association of Head Teachers Kent Branch</b> Vacancy			
<b>Co-opted Members</b> Miss T Kelvie Miss E Pope	<b>No</b> <b>No</b>	<b>Yes</b> <b>No</b>	<b>Yes</b> <b>No</b>

**GROUP 4: LOCAL AUTHORITY (4)**

<b>MEMBERSHIP</b>			
<b>Nominees of Conservative Group (2)</b>			
Mr S Manion ( <i>SACRE Chairman and Group Convenor</i> )	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Mr M J Northey	<b>Yes</b>	<b>No</b>	<b>Yes</b>
<b>Nominee of the Labour Group (1)</b>			
Mr T Maddison	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<b>Nominee of UKIP Group (1)</b>			
Mr A Crowther	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

## Appendix 4

### Kent SACRE Interim statement on Assessment of RE

As part of the reforms to the national curriculum, using levels in assessing pupils' progress was removed from the curriculum in 2015. The removal of levels was to "allow teachers greater flexibility in the way that they plan and assess pupils' learning. Instead the new National Curriculum sets out expectations for the end of each key stage" (see DfE, 'National Curriculum and assessment from September 2014: information for schools').

However, RE is not a part of the National Curriculum. The locally agreed syllabus remains a statutory requirement for community and voluntary controlled schools as part of the 'Basic Curriculum'. Church of England voluntary aided schools in our area also use the locally agreed syllabus with additional advice provided by the relevant dioceses. Academies must continue to provide RE under their funding agreement.

Our current RE syllabus, "REact" (2012) includes the use of levels. The Kent syllabus is due to be reviewed in the near future, and it is expected that there will be new assessment guidelines set to begin in September 2018. In the meantime, some schools are developing their own approaches to monitoring pupil progress.

A recent 'National Association of Head Teachers' report on assessment commended models of assessment that involved teachers in making simple judgements about whether pupils were '**exploring**', '**meeting**' or '**exceeding**' targeted levels of knowledge and understanding. An alternative way of expressing this is in the 3 'e's of '**emerging – expected – exceeding**', or the 3 'w's of '**working towards**', '**working at**' or '**working beyond**'.

This model could be used in a fairly straightforward way by using the 'learning outcomes' linked below as staging posts or benchmarks for making such assessments.

For example, to give feedback on a pupil's progress in their understanding of Christianity at the end of key Stage 1, a task may be set for pupils to show that they can recall the key features of the Easter story (such as a picture-sort exercise). The teacher needs to evaluate how well pupils have responded to the task: and to make a judgement about whether each pupil's response meets the expectation that they can 'recall the key features of the Easter story'. If the work is judged almost to reach that standard their response may be judged as 'emerging' or 'working towards'; if it not only meets, but goes beyond the expectation, then it may be judged as 'exceeding' or 'working beyond' the expectation.

The existing eight levels of attainment in the Kent Agreed Syllabus (2012) provide a basis for making judgements about pupil performance within and at the end of key stages. The assessment guidance shows the range of levels appropriate for each key stage, and the expected level of attainment for most pupils by the end of each key stage



Kent SACRE recommends that as an interim arrangement, schools can report on pupil progress and attainment by making judgements as to whether pupils are **‘working towards’, ‘working at’ or working beyond’ (or similar)** learning outcomes appropriate to their key stage and to the topic / aspect / theme of Religious Education currently being studied.

	Range of levels within which the great majority of pupils are expected to work	Expected attainment for the majority of pupils at the end of the key stage	Example end of Key Stage Learning Outcome
Key Stage 1	Levels 1 - 3	At age 7 – Level 2	Can you <b>suggest a meaning</b> to each story / symbol / image? Can you <b>ask questions</b> about other people’s experiences & feelings?
Key Stage 2	Levels 2 - 5	At age 11 – Level 4	Can you <b>describe in detail</b> , using correct religious words & phrases, key features of a religion? Can you <b>describe</b> who or what is <b>important</b> to you & other people?
Key Stage 3	Levels 3 - 7	At age 14 – Level 5 or 6	Can you <b>apply</b> religious beliefs & teachings to specific ethical & ultimate questions, giving an <b>informed explanation</b> using religious & philosophical words? Can you <b>express</b> your view clearly, with detailed reasons & evidence, on an issue or ultimate question?

The key requirement is that schools continue to provide feedback to pupils and parents on how well pupils are doing in RE and what they must do next to make progress.

Kent SACRE  
June 2016

## Appendix 5

### **Kent Standing Advisory Council on Religious Education (SACRE) Guidance for Head teachers and Governors on Ofsted criteria (September 2014) for SMSC, RE and Collective Worship**

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

#### **Introduction**

This guidance supports the Ofsted Inspection Handbook July 2014 for inspections from September 2014. This new Ofsted schedule has been written in the light of the Ofsted enquiry into the apparent shortcomings that were highlighted in some Birmingham schools and academies during 2014.

The so-called 'Trojan Horse' enquiry highlighted issues to do with protecting students from possible extremism and ensuring that the curriculum is sufficiently broad that pupils would be well equipped to live in modern Britain. Much of this new inspection guidance therefore seeks to ensure that schools are offering students a broad, balanced and rich curriculum that will ensure that they understand core British values and learn to live with difference well.

This new inspection framework also serves to recognise the key role that Spiritual, Moral, Social and Cultural development (SMSC), Religious Education (RE) and Collective Worship (CW) all play in ensuring a security and breadth of education that will offer children and young people a vision and understanding of Britain and the wider world as populated by diverse peoples.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental **British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**\*

#### **Inspection of Religious Education and Collective Worship**

Part 1 of the new Ofsted inspection handbook gives a detailed re-iteration of the legal status of RE and CW for all types of schools and academies, the implication being that RE and CW will be an element of the focus for inspection. (see paragraphs 14-18)

#### **Religious Education**

RE in non-faith schools should be based on the agreed syllabus established by the local Standing Advisory Council on Religious Education (SACRE). Academies may follow the locally agreed syllabus or they may devise their own syllabus which must reflect the religious traditions in Britain which are Christian in the main, and must

take account of the teachings and practices of the other principal religions represented in Britain.

*\*Promoting fundamental British Values as part of SMSC in schools; DfE, 2014*

### **Collective Worship**

Non-faith schools and academies must provide CW that is wholly or mainly of a broadly Christian character. (Academies may need to refer to any requirement of their funding agreements.) A school can reflect the religious backgrounds represented in its community in its CW and RE as long as the majority of provision is broadly Christian.

Alternatively, the family backgrounds of some or all pupils may lead the head teacher and governing body to conclude that broadly Christian collective worship is not appropriate. The head teacher can apply to the local SACRE to have the broadly Christian requirement disapplied and replaced by CW distinctive of another faith. The head teacher should consult the governing body before doing so. Academies should apply to the Secretary of State via the Educational Funding Agency (EFA).

### **Inspection of Spiritual, Moral, Social and Cultural development**

A school can now be judged as requiring improvement if SMSC is having no impact and is ineffective:

#### **In judging the school's overall effectiveness, inspectors consider whether:**

- the school requires improvement as it is not a good school because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development

#### **Defining spiritual, moral, social and cultural development:**

##### **The spiritual development of pupils is shown by their:**

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

##### **The moral development of pupils is shown by their:**

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

**The social development of pupils is shown by their:**

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

**The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

***In this respect, creating the time and space to reflect on, and design approaches to, meeting the statutory requirement to promote SMSC development may also be a path to re-envisioning our schools as first and foremost human places – places that are both stimulating and kind to their constituents, imbued with spirit and soul.***

(RSA Schools with Soul, p30, <http://www.thersa.org/action-research-centre/learning.-cognition-andcreativity/education/reports-and-events/reports/schools-with-soul>)

## A Basic Framework for Understanding SMSC

<p><b>Curriculum elements</b></p> <p>Self knowledge Esteem Confidence</p>	<p><b>SPIRITUAL</b></p> <p><b>Capacities</b></p> <p>Self awareness &amp; reflection Finding meaning Otherness – the beyond</p>
<p><b>Curriculum elements</b></p> <p>Public institutions Law Responsibility</p>	<p><b>MORAL</b></p> <p><b>Capacities</b></p> <p>Sense of right and wrong Decision making &amp; consequences of decisions</p>
<p><b>Curriculum elements</b></p> <p>Self knowledge Esteem Confidence Democracy Contribution Public institutions</p>	<p><b>SOCIAL</b></p> <p><b>Capacities</b></p> <p>Interpersonal relationships within community</p>
<p><b>Curriculum elements</b></p> <p>Democracy Contribution Tolerance and harmony Respect</p>	<p><b>CULTURAL</b></p> <p><b>Capacities</b></p> <p>Celebrating diversity A sense of belonging</p>

## What makes for 'Outstanding' SMSC in the Classroom?

<b>SMSC elements</b>	<b>Classroom Examples</b>
<b>Spiritual</b>	<b>Reflection – e.g. empathy, stillness, awe &amp; wonder</b>
<b>Spiritual</b>	<b>Appreciation of beauty</b>
<b>Social Cultural</b>	<b>Challenging stereotypes</b>
<b>Social Cultural</b>	<b>Celebration – achievements and of diversity</b>
<b>Social Spiritual</b>	<b>Sharing experiences</b>
<b>Moral</b>	<b>Conflict resolution</b>
<b>Moral Social</b>	<b>Circle time</b>
<b>Moral</b>	<b>Class rules, Golden rules</b>
<b>Cultural</b>	<b>Display</b>
<b>Cultural</b>	<b>Resources</b>
<b>Social</b>	<b>Democracy</b>
<b>Social</b>	<b>Responsibility</b>
<b>Social</b>	<b>Participation, Active learning</b>

## What makes for Whole School 'Outstanding' SMSC?

<b>SMSC elements</b>	<b>EVIDENCE</b>
<b>Moral</b>	<b>Ethos &amp; documentation</b>
<b>Social</b>	<b>School Council</b>
<b>Spiritual</b>	<b>Collective Worship</b>
<b>Cultural</b>	<b>Whole school celebrations</b>
<b>Social Cultural</b>	<b>Assemblies</b>
<b>Social</b>	<b>Extra-Curricular activities</b>
<b>Social</b>	<b>Welcome</b>
<b>Cultural</b>	<b>Notices &amp; Display</b>
<b>Social Cultural</b>	<b>Community visitors</b>
<b>Cultural</b>	<b>School links: local, national &amp; international</b>
<b>Social Cultural</b>	<b>School Visits &amp; educational trips</b>
<b>Spiritual, Moral, Social, Cultural</b>	<b>Focus days &amp; Conferences</b>
<b>Moral</b>	<b>Behaviour &amp; manners</b>
<b>Social</b>	<b>Pride in institution, staff &amp; pupils</b>
<b>Social</b>	<b>Engagement &amp; Parental participation</b>

## A diagnostic check-list for governors and Head teachers

<b>The quality of education provided in the school</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
1. Is your curriculum rich, relevant broad and balanced - is there no unexplained narrowness?			
2. Is there a teaching of and a support for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs?			
3. Do pupils have opportunities to engage in extra-curricular activities and volunteering within their local community?			
4. Are pupils being given opportunities to learn how to resolve conflicts effectively?			
5. Is there a balanced approach to the pupil's RE that is broadly Christian but takes account of the teaching and practices of the other principal religions in Britain?			
<b>Quality of leadership and management in the school</b>			
6. Can all members of your school community articulate what it understands as SMSC and can relate this to the school's overall purpose and ethos?			
7. Is your school auditing where it is planning for and delivering SMSC? Avoid a scattergun approach. RE, CW, PSHE and Citizenship are areas that are of key importance.			
8. Is the responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account? Are those responsible, given appropriate support through continuing professional development, and governor scrutiny and challenge?			
9. Is the responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account. Are those responsible given appropriate support through continuing professional development, and governor scrutiny and challenge?			
10. Are there clear lines of intelligent accountability and self-evaluation frameworks for SMSC, RE and CW? Does your school have a lead governor with responsibility for SMSC who liaises with school leadership, teachers and pupils to develop a system for monitoring and evaluating SMSC with realistic targets and an appropriate framework for analysing the effectiveness of any provision?			
11. Is SMSC built into the core life and work of your school as a tool for human flourishing? Do you include SMSC in reporting systems to parents and students? Do you recognise and plan for SMSC as a tool for raising attainment and as a supporting strategy for closing attainment gaps?			



12. Does your school include a rounded programme of assemblies that help to promote pupils' SMSC, providing clear guidance on what is right or wrong?			
13. Do governors and the school promote tolerance of and respect for people of all faiths (and those of no faith), cultures and lifestyles – do they support through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain?			
<b>The behaviour and safety of pupils at the school</b>			
14. Are there safeguarding arrangements that include keeping pupils free from the dangers of radicalisation and extremism? Do these include checking and monitoring (e.g. of external speakers at school assemblies)?			
15. Does the school have effective systems for ensuring a school culture where pupils conduct themselves with respect courtesy and good manners and do they understand how such behaviour contributes to school life, relationships, adult life and work?			
16. Does the school have effective systems for monitoring and tackling all forms of bullying and harassment? (This includes cyber bullying, prejudice based bullying related to SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment.)			

**Actions:**

Yes = What is your evidence? Are there any further questions to ask about the provision?

No = Then this needs to be an action for development.

Unsure = Investigate further.

***“Schools should focus on a limited number of activities or approaches for the implementation of SMSC. Done well, these are likely to be more effective and more open to a critical evaluation than many spread too thinly to make any real difference.”***

(RSA Schools with Soul p25 2014) <http://www.thersa.org/action-research-centre/learning,-cognition-andcreativity/education/reports-and-events/reports/schools-with-soul#download-report>)