

Royal Greenwich SACRE

Standing Advisory Council in Religious Education

Annual Report 2016



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I. Overview and Chair's Introduction

This year has once again been characterised by a developmental approach by the SACRE. Attendance at meetings, held in a variety of faith settings, has been good enabling full and balanced discussions providing the basis of SACRE's work for schools in the Borough. Denise Chaplin, our part time adviser and Geraldine Turton the LA officer have continued to provide very high level support for schools so helping them in their own development needs.

Training remains a high priority with two sessions put on for SACRE members. The session put on for teachers at the Jamyang Buddhist Centre received very good feedback from those attending.

The SACRE is committed to ensuring schools are supported in developing curriculum Religious Education as an important and distinct subject experience for all pupils.

The response has been positive with entries at GCSE in line with entries nationally and some schools achieving higher than average results. Two schools in the Borough have been awarded the Gold Standard Religious Education Quality Mark, details of which are in the report, an enviable accolade demonstrating that Religious Education and collective worship provide a strong learning and developmental platform for pupils so enriching their life experiences.

The SACRE continues its strong networking with other agencies including attendance at the Annual NASACRE (National Association of SACREs) Conference and contributing to discussions on national initiatives and developments.

During the year an application was made for an award which is given by ACCORD to SACREs which can show that their work is highly effective in a number of areas. The application required us to analyse our strengths and areas for development which in itself was a very beneficial self evaluation exercise providing a useful tool for the SACRE to plan for the future and continue to strive to provide the best support possible for schools, which is at the heart of what we do.

I present this report for your consideration

Michael Cullinane
Chair



Royal Greenwich SACRE is a member of the National Association of SACREs <http://www.nasacre.org.uk/>

2.Contact Information, Introduction and SACRE meeting dates

2.1 Contact information

Chair of the SACRE: Mr Michael Cullinane Contact via the clerk	Vice-Chair of the SACRE: Mr. Robert Morgan R.A.Morgan@greenwich.ac.uk
Chair of the Agreed Syllabus Conference: Mr. Robert Morgan R.A.Morgan@greenwich.ac.uk	Contact from Royal Greenwich Local Authority: Geraldine Turton Geraldine.turton@royalgreenwich.gov.uk
Consultant RE Inspector/ Adviser: Denise Chaplin Denise.chaplin@lewisham.gov.uk	Clerk for SACRE & ASC: Carol Ladbrook Carol.ladbrook@royalgreenwich.gov.uk Telephone 020 8921 5631

2.2 Introduction

SACRE has continued to make good progress on a number of areas of work this year as well as endeavouring to tackle challenges as detailed in this report.

SACRE members have participated in several national and regional activities including events organised for Holocaust Memorial Day, the annual conference organised by the National Association of SACREs (NASACRE) including the NASACRE AGM and local Inter faith group events.

2.3 SACRE Meeting dates for the year January - December 2016

Spring Term	3rd March 2016	Catford and Bromley Synagogue
Summer Term 1	9th May 2016	The Slade Evangelical Church Plumstead
Summer Term 2	30 th June 2016	The Hindu Temple, Bannockburn Road
Autumn Term 1	16th October 2016	St. Margaret's CE Primary School
Autumn Term 2	5th December 2016	St Mary Magdalene secondary site, Old Dover Road

An executive group, consisting of the Chair, the LA Consultant, RE Adviser and Clerk, meet prior to each meeting to review actions and plan the agenda.

Training was held for new SACRE members in 2016, shared with new SACRE members from the Lewisham and Lambeth SACREs.

3. Religious Education (RE)

3.1 The Locally Agreed Syllabus

The Agreed Syllabus Conference has been scoping out the work required to review the Agreed Syllabus. Robert Morgan is Chair of the Agreed Syllabus Conference.

In the October SACRE meeting, headline information for GCSE and A Levels nationally was circulated. A local examination analysis was presented at the next SACRE meeting. SACRE appreciated that it is important that they have information that the whole cohort in the school is being taught statutory RE.

SACRE members have been concerned that the KS4 position of RS and indeed all subjects has an impact on the Agreed Syllabus review. The current Agreed Syllabus states all students should be taught an accredited examination course in Greenwich. However members realise that if numbers show not all are being taught that, there is nothing in the Agreed Syllabus to say what teachers might offer as an alternative.

Concern was again expressed about provision for RS in the Academies. Working with partners in other Local Authorities, the ASC has begun to consider a change to the KS3 programme to fit in with changes to entry times for GCSE. However this will not solve the issue of students not receiving their statutory entitlement.

3.3 Teacher Network meetings

These have provided a chance to discuss issues related to the Agreed Syllabus and also to ascertain concerns of subject leaders.

In March SACRE heard about the Secondary RE curriculum leads' network meeting held at Crown Woods on the 1st March. Attending schools had taken the opportunity to look at the school websites and how they could best be updated. It was suggested this activity would prove a useful way of RE leaders deciding whether their school website gave a clear picture of the delivery and ethos of RE in their school. It also gave them another conversation to have with their managers.

Termly meetings through the year engaged teachers in reviewing the syllabus both alone and for secondaries in partnership with other LAs. It was regrettable that no meetings were well attended.

3.2 Standards in RE

During the year SACRE members were kept informed about local and national issues relating to RE and standards. In March SACRE discussed a review prepared by their RE adviser on the Ofsted reports for 3 Royal Greenwich community schools: one nursery and 2 primary schools. All were Good or Outstanding schools.

The aim of the exercise was to draw out references to RE or SMSC in order to provide some evidence to inform SACRE's work. Although there were references to the British Values elements of SMSC in the reports, there was limited specific mention of RE or Collective Worship.

One report praised a school for its 'school values, which reinforce the outstanding provision for pupils' social, moral, spiritual and cultural development.' The Jewish rep on SACRE noted that he had visited the school to speak to the children very recently.

SACRE members felt that it would be beneficial to hear further about the provision and how the inspection experience had enabled them to showcase their work.

In May SACRE welcomed the Headteacher of the Primary School in question and found out more about the changes that had taken place in the school, the place of smsc in the curriculum and school life and the impact of the Ofsted inspection.

The Headteacher referred to the plans for SMSC/RE during this time and reported on the following actions:

- A separate section of the Self Evaluation Form was written to evidence the school's work.
- The school introduced a values-led approach, identifying eleven values which are displayed all around the premises, including the dining hall and playground. A particular value is highlighted every month and each class has a 'Values Tree'.
- The Headteacher ensures that the Royal Greenwich Agreed Syllabus is taught across the school. Each child has a dedicated RE book that travels with them as they move through the school. There are RE displays for all religions and children have the opportunity to record or write a comment about their own religion. The school marks religious festivals and parents are invited to attend.
- The values have been very important as they are embedded through all the teaching. Children were able to articulate what the values were when OfSTED arrived. Children talk about each value at Circle Time and contribute to the Values Tree.
- Children fund-raise regularly for several different charities and provide support for other schools in the local community.
- There is a speaker system and they play music from different faiths and cultures.
- The RE leader conducts lesson observations and book looks. She also talks to children about what they are learning and developing in RE. Pupil voice is very important and how it is driving other things in the school. Evidence of pupil voice was collected for OfSTED through folders, books, recordings and comments.

SACRE discussed and asked questions about several of these issues. The Headteacher commented that it was essential to tackle difficult events and be brave. She referred to an assembly the day after the Paris terrorist attacks and how another Primary School is preparing for the anniversary of the death of Fusilier Lee Rigby and involving the service families in the school.

During the session, the Multi-Faith Guidelines were discussed and SACRE members considered the need to address difficult issues around Christmas in that document. This was pursued later in the year.

The Agreed Syllabus promotes the use of its Assessment guidance that utilises the 9-level scale of attainment from the non-statutory National Framework for Religious education. It also incorporates a modification of the 'P' scales for use with children achieving below level 1 mainly in special schools and also incorporates a set of 'pupil – speak' levels developed by the National Association of Teachers of RE (NATRE). Levels have been removed from all other subjects by the government so Greenwich needs to revise the current advice for a 'post level' curriculum. Revision of the Assessment Advice have begun as part of the early work for the Agreed Syllabus review.

3.4 RE Quality Mark

In June Ms. Redman, RE subject leader at St. Mary Magdalene circulated the folders she had compiled for the school's RE Quality Mark assessment based on the questions from SIAMS. (Statutory Inspection of Anglican and Methodist Schools) Over the past year she had shared the process of collating these with colleagues at the Teacher Network meetings.

Gathering the evidence is very time-consuming and covers subject knowledge, teaching and learning, subject leadership and general SMSC. During the process an Assessor will interview the Head teacher and the RE subject leader as well as talk to children. St Mary Magdalene was now virtually ready for its assessment and Christ Church, another primary school in the same Federation was also applying.

SACRE members suggested Ms. Redman also contact schools that have been awarded the Quality Mark to see

what questions were asked and the evidence collected.

Mrs. Partap asked why it was only church schools applying for the Mark. It was explained that it is primarily because church schools are used to preparing and collecting evidence for SIAMS. This would be unlikely in a community school and sadly many Primary subject leaders had reported at network meetings that they are not allocated time to manage the subject to the same level. However, it was pointed out to members that all schools can apply for the Quality Mark and that local schools are being encouraged to consider doing so. In the summer, both St Mary Magdalene and Christ Church schools were awarded the Gold Quality Mark. This was a cause for celebration in the LA and SACRE members heard about the experience in October. Mrs. Harrison reminded SACRE Members that Emma Redman had shared the folders she had prepared for the Quality Mark at the last meeting.

St. Mary Magdalene was successful in its application and was awarded the Gold Mark. The award recognised the hard work from Ms. Redman and the excellent work done in the school. The school had received a certificate for the Gold Mark and is entitled to 20% off any orders from 'Articles of Faith'.

Mrs. Harrison also explained that, at the end of term a different assessor had visited Christ Church who were also awarded the Gold Mark, rather than the Silver Mark that they had been expecting.

The Chair suggested a formal vote of congratulations to Ms. Redman and Mrs. Harrison for the Gold Quality Mark awards at St. Mary Magdalene and Christ Church. It was an excellent achievement and promoted RE in a very positive way.

The awards had been promoted through the Greenwich Bulletin and the Director of Children's Services, Gillian Palmer and Tracy Russell (AD) had written to the schools offering their congratulations.

SACRE members were keen to encourage some schools that do not have a religious character to apply.

3.5 Royal Greenwich Religious Studies Performance in 2016

Royal Greenwich SACRE conducts an annual review of GCSE and A Level religious studies examination entries and outcomes. In December SACRE welcomed Mr. Tiarnan Doherty from the RBG Performance and Statistics Department.

Mr. Doherty spoke to SACRE members about the new headline performance measures, Progress 8 and Attainment 8 (which replace the 5+ A*-C measure). This change has had a big impact of GCSE selection because of the main focus on the EBACC subjects (English, Maths, Science, Humanities and Modern Foreign Languages). Most EbBacc subjects have seen a significant increase in the number of entries this year despite a fall in the number of pupils in the GCSE age cohort.

There was a long and engaging discussion about the possible impact on RE / RS of changes at both primary and secondary phases. SACRE members felt that there should be a conversation with some of the schools about what their intended course of action is for offering RE to students who are not being entered for an examination.

Nationally there has been a slight drop in the number of Religious Studies entries in full course GCSEs however the drop is not as large as that in the number of pupils taking GCSEs. Therefore proportionally there has been a slight increase in number of entries compared to number of pupils since last year (up 0.5%). GCSE short course entries have continued to fall both as a number of entries and a proportion (down 2.5%). GCSE

RE entries increased in Greenwich in 2016 as a total number of entries and also as a proportion of students compared to last year (5.5%).

SACRE members discussed that some students may be taking a short course (for those schools that want to meet the statutory requirement). Mr. Doherty said this information was not included in the report – nationally the short courses are dropping significantly (about 60k of students nationally taking the short course).

A Level Nationally the number of A level entries has risen over the last three years with results broadly consistent. RBG saw an increase in A Level entries which have doubled between 2014 and 2016. Four schools offered A level courses in RE in 2016 – Philosophy and Ethics outcomes were not included in the figures.

Mr. Doherty also supplied information by contextual factor, i.e. gender, disadvantaged pupils SEND etc. It was interesting to see non-English pupil doing better than English students. (SACRE members were reminded that, for the LA, disadvantaged and white British pupils are the most vulnerable group.). Whilst it would interest SACRE to know how many students achieving A*-C belong to a faith community, there is no way to get this information.

3.5 GCSE Religious Studies

GCSE Religious Studies entries have increased in Greenwich as a total number of entries and also as a proportion of students compared to last year (up 5%).

Table 1 National and local pupils and entries in GCSE Religious Studies 2014-2016

	2014	2015	2016
National number of pupils at end of KS4	618,437	611,024	603,203
National entries RS	259,359	269,511	268,915
RBG number of pupils at end of KS4	2,146	2,159	2,215
RBG entries RS	1,200	1,157	1,300

Religious studies GCSE A* - C performance dropped 5% in 2016. Performance across most subjects has been fairly volatile due to changes in entry to comply with Attainment 8 and Progress 8. In 2016, the two secondary special schools did not enter any of their pupils for GCSE religious studies and neither did Royal Greenwich UTC.

Table 2 Religious Studies GCSE A* - C results compared to national

	2014	2015	2016
A* - C Royal Greenwich	75%	75%	70%
A* - C National	72%	72%	72%

Table 3 Religious Studies GCSE A* - G results compared to national

	2014	2015	2016
A* - G Royal Greenwich	98%	98%	98%
A* - G National	98%	98%	98%

Table 4 Religious Studies GCSE A* - C results compared to English, Geography and History results for the borough

	2014	2015	2016
A* - C Religious Studies	75%	75%	70%
A* - C English	75%	70%	78%
A* - C Geography	63%	64%	62%
A* - C History	65%	67%	69%

Table 5 Religious Studies GCSE A* - C results by school 2014-2016

School	2014	2015	2016	No of entries in 2016	Entries as % of total cohort
St Ursula's	95%	85%	92%	116	99%
St Thomas More	92%	94%	88%	121	99%
Thomas Tallis	62%	56%	55%	223	96%
Plumstead Manor	66%	68%	64%	230	97%
St Paul's Academy	83%	81%	75%	221	95%
Stationers' Crown Woods	69%	78%	58%	257	97%
Corelli College	N/A	69%	78%	54	30%
Eltham Hill	96%	94%	90%	29	20%
Harris Academy Greenwich	89%	80%	81%	36	24%
Woolwich Polytechnic	100%	29%	100%	5	2%
Royal Greenwich UTC	N/A	0%	N/A	0	0%
The John Roan	N/A	0%	88%	8	4%
Charlton Park Academy	N/A	N/A	N/A	0	0%
Moatbridge	N/A	N/A	N/A	0	0%
LA Average	75%	75%	70%	1,300	62%
National Average	72%	72%	72%	268,915	51%

Table 6 Religious Studies GCSE A* - G results by school 2014-2016

School	2014	2015	2016	No of entries in 2016	Entries as % of total cohort
St Ursula's	100%	100%	100%	116	99%
St Thomas More	100%	100%	99%	121	99%
Thomas Tallis	97%	94%	99%	223	96%
Plumstead Manor	98%	98%	97%	230	97%
St Paul's Academy	98%	100%	97%	221	95%
Stationers' Crown Woods	97%	99%	95%	257	97%
Corelli College	N/A	100%	98%	54	30%
Eltham Hill	100%	100%	100%	29	20%
Harris Academy Greenwich	100%	100%	100%	36	24%
Woolwich Polytechnic	100%	100%	100%	5	2%
Royal Greenwich UTC	N/A	100%	N/A	0	0%
The John Roan	N/A	100%	100%	8	4%
Charlton Park Academy	N/A	N/A	N/A	0	0%
Moatbridge	N/A	N/A	N/A	0	0%
LA Average	98%	98%	98%	1,300	62%
National Average	98%	98%	98%	268,915	51%

Charts 7 Religious Studies GCSE A* - C and A* - G results by school for pupils entered (% entered)

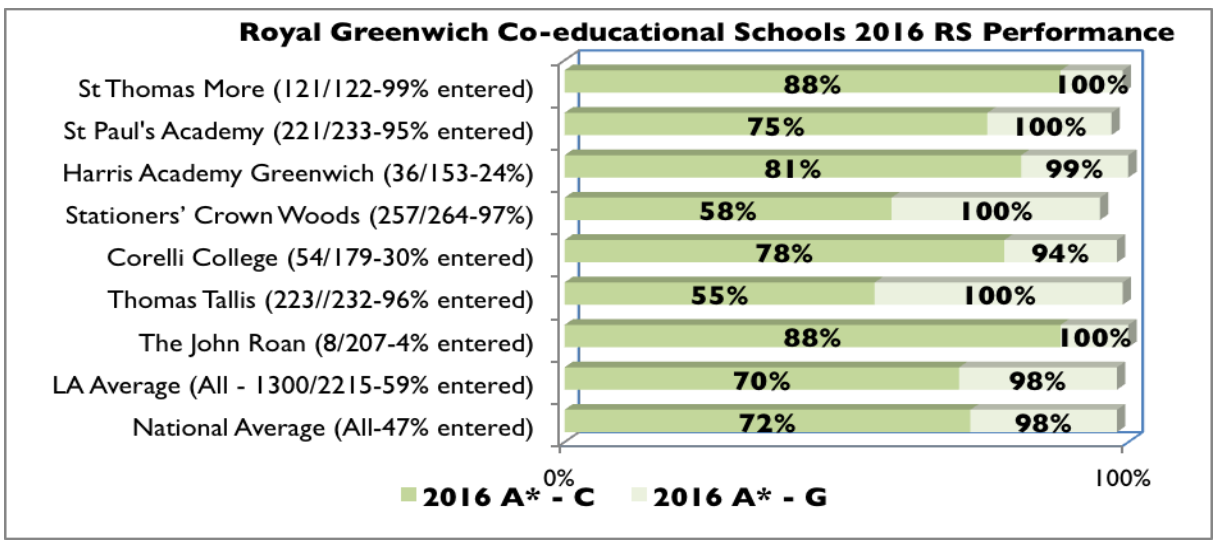
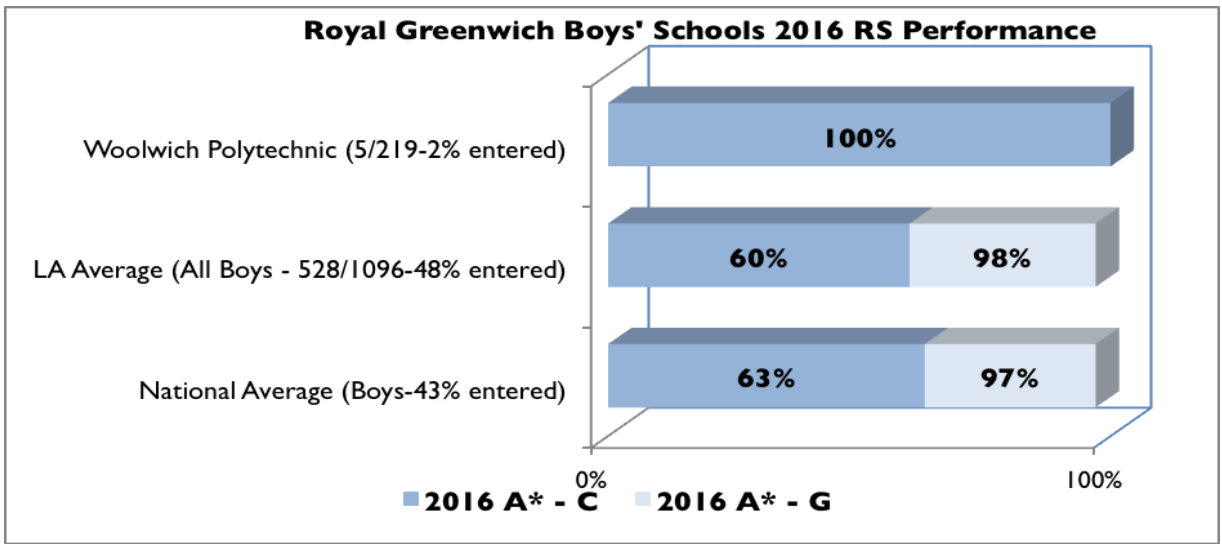
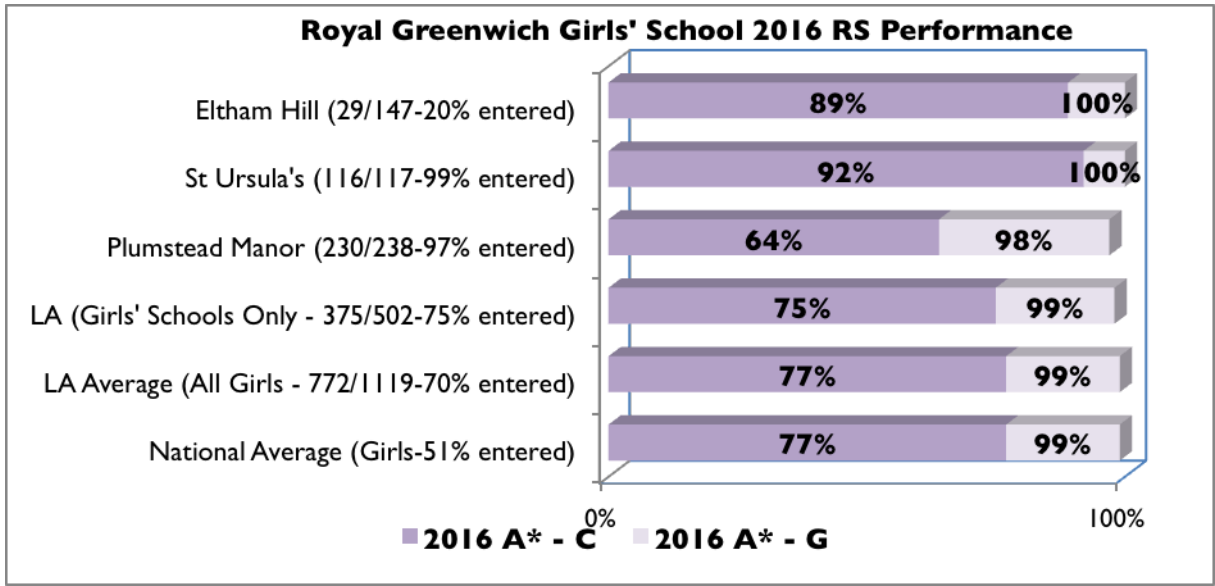


Table 8 Religious Studies and English GCSE A* - C results in 2016 by contextual factors

		Religious Studies A* - C		No. of entries	English A* - C		No. of entries
		No.	%		No.	%	
Gender	Male	318	60%	528	810	74%	1,096
	Female	591	77%	772	912	82%	1,119
Disadvantaged Pupils¹	Not Disadvantaged	596	77%	779	1,024	84%	1,221
	Disadvantaged	313	60%	521	698	70%	994
SEN	No Special Needs	864	72%	1195	1,598	83%	1,914
	Special Needs	45	43%	105	124	41%	301
First Language	English	574	66%	864	1,065	76%	1,398
	Not English	333	77%	434	649	80%	809
Ethnicity	White British	325	61%	535	625	73%	852
	White Irish	5	71%	7	7	70%	10
	Gypsy, Roma and Traveller of Irish Heritage	0	0%	2	1	13%	8
	Any Other White Background	69	74%	93	134	75%	178
	White and Black Caribbean	16	57%	28	40	70%	57
	White and Black African	21	72%	29	37	80%	46
	White and Asian	13	87%	15	27	87%	31
	Any Other Mixed Background	29	83%	35	62	84%	74
	Indian	18	90%	20	31	89%	35
	Pakistani	15	79%	19	26	90%	29
	Bangladeshi	10	77%	13	23	77%	30
	Any Other Asian Background	54	77%	70	96	83%	116
	Black Caribbean	37	79%	47	66	75%	88
	Black African	229	79%	291	399	85%	467
	Any Other Black Background	23	77%	30	41	79%	52
	Chinese	9	82%	11	21	88%	24
	Any other ethnic group	31	63%	49	67	71%	95
	Unknown	5	83%	6	19	83%	23
LA Average		909	70	1,300	1,722	78%	2,215

¹ Disadvantaged pupils consist of those who have been eligible for free school meals at any point in the past six years, looked after children and children adopted from care. The aim is for schools to use funding to help close attainment gaps between disadvantaged and non-disadvantaged pupils.

3.6 A Level Religious Studies

Nationally, the number of A Level entries has risen steadily between 2014 and 2016 and results are broadly consistent year on year. There has also been an increase in A Level entries in Royal Greenwich which have doubled between 2014 and 2016.

Table 9 National and local entries in A Level Religious Studies 2013-2015

	2014	2015	2016
National	19,838	21,273	22,638
Royal Greenwich	20	35	40

Table 10 National performance (A* - A, A* - B and A* - E) 2014-2016

	No of candidates	A* - A	A* - B	A* - E
2014	19,838	26%	54%	99%
2015	21,273	24%	54%	99%
2016	22,638	24%	55%	99%

Four Royal Greenwich schools delivered A Level courses in religious studies in 2016. It is important to apply caution when looking at performance over time because of the low number of entries year on year.

Table 11 A Level A* - B results

School	2014	2015	2016	No of entries in 2016
Stationers' Crown Woods	33%	0%	38%	8
Harris Academy Greenwich	N/A	67%	44%	9
Plumstead Manor	67%	18%	22%	11
Thomas Tallis	55%	50%	42%	12
LA Average	55%	34%	35%	40

Table 12 A Level A* - E results

School	2014	2015	2016	No of entries in 2016
Stationers' Crown Woods	100%	100%	100%	8
Harris Academy Greenwich	N/A	100%	100%	9
Plumstead Manor	100%	100%	100%	11
Thomas Tallis	100%	100%	100%	12
LA Average	100%	100%	100%	40

Note

Analysis of GCSE and A Level performance in 2016 is based on provisional data. The DfE will publish final data in January 2017. Performance in 2014 and 2015 is based on final data.

It was agreed that the RE Adviser and the LA should pursue the issue of schools who were not entering 100% of students to find out about what is happening about the provision of statutory RE to all students.

3.7 Teaching & resources

During the year SACRE members have been kept informed of RE initiatives, events and resources. Information has been made available to schools though, for example, the Children's Services Schools Bulletin and has included Farmington Fellowships, Holocaust Memorial Day and CPD opportunities.

Buddhism Course at the Jamyang Buddhist Centre.

In October a free course was offered at the Jamyang Buddhist Centre in Kennington and the Imperial War Museum to support teaching about Buddhism across the age ranges. A small group of teachers took advantage of the day, which was extremely successful.

3.8 Complaints about RE

There have been no complaints about RE in Greenwich schools brought to SACRE this year.

4. Collective Worship

SACRE has not engaged in any work on Collective Worship this year, although it has been referenced in the Multifaith Guidelines materials.

4.1 Advice

The SACRE reviewed and made available its advice on collective worship in 2014

4.2 Monitoring

SACRE's role is to monitor the quality of Collective Worship in local schools but notes with concern its limited ability to collect information to make a judgement. During the year scrutiny of Ofsted reports and school websites have given some information.

4.3 Training

No training has been provided on Collective Worship for schools this year.

4.4 Complaints

There have been no complaints about Collective Worship brought to SACRE this year.

4.5 Determinations

No Determination applications have been received this year.

5. Links with other agencies

5.1 Local

Several Greenwich SACRE members attend other SACREs and local Inter Faith Forums and therefore SACRE is informed by their ability to bring to the group information from other areas.

4.2 National

The RE Council of England and Wales (REC): The work of the REC has been disseminated throughout the year to inform SACRE, faith communities and local schools.

Government Departments: SACRE discussed the content and implications of a the Government's White Paper.

The Association of RE Inspectors Advisers and Consultants (AREIAC): The RE Adviser supporting the SACRE is a member of AREIAC; information from this body informs SACRE's work.

The National Association of SACREs (NASACRE): Greenwich SACRE is a member of NASACRE. Several members attended the NASACRE AGM and Mr. Love and Mr Cullinane reported back to SACRE. The most popular part of the meeting for them were the keynote speeches by the Right Hon. Baroness Elizabeth Butler Schloss, Professor Adam Dinham and Charles Clarke.

Professor Dinham spoke about religious literacy and his work on this at Goldsmiths. SACRE had already discussed this as part of their interest in the work of the APPG (All Party Parliamentary group on RE)

RE for Real – Mr. Cullinane advised that he has written to ask the RC Diocese to use part of this for training. He felt it could provide some good introduction training.

Baroness Butler-Schloss spoke about the rationale for collective worship being dropped because nobody does it any more. Mr. Cullinane reported that he has seen some excellent acts of worship and spiritual reflections in community schools and that he felt her opinion was not informed by best practice.

The conference included a discussion on the RE Council's commission where they will be reviewing and creating something like the national curriculum. They want to include the views of consultants and faith leaders in writing this document. Mr. Marcigaglia highlighted the fact that they had not included any Buddhist representative (and other faiths) in this group.

Mrs. Chaplin suggested it was important to know there is a sense of change even though SACRE do not know what it may bring.

Concern was expressed that there seems to be a trend to drive collective worship and RE out of education. It was difficult to know how SACREs can address this problem.

NASACRE Constitution

In October SACRE discussed the proposal based in a consultation document that had been previously circulated. A lively discussion ensued with some supplementary questions agreed to raise with NASACRE. At the December meeting the changes were approved by the SACRE

6. SACRE Arrangements

6.1 Local Authority Support

The SACRE's support is provided by a Clerk; who provides a central contact for SACRE business, distributing papers for meetings and servicing the meetings.

SACRE is supported by an external RE Consultant Adviser / Inspector from another LA and an Officer from Greenwich Children's Services. Salaries and administration costs for these posts and a budget for the work of SACRE and the Agreed Syllabus Conference were met by Greenwich Children's Services.

6.2 Membership

During the year SACRE have been sorry to see several members move on. The clerk has endeavoured to fill vacancies and check up on absences. This had led to a series of quorate meetings and a reduction in vacancies.

6.3 SACRE Training

SACRE members are concerned to ensure that new members can understand SACRE's work and participate actively as soon as possible. Training sessions were provided twice this year for new or inexperienced members.

7. Other Work of the SACRE

7.1 Ramadan Advice

The SACRE advice approved last year on Ramadan has been sent to all schools via the E-Bulletin in good time for schools to consider it and make any relevant timetable changes to support pupils.

Members were reminded that the start of Ramadan in 2016 is earlier and will coincide with the examination period. Advice for schools was therefore going to be prepared earlier.

SACRE had approved the guidance for schools in December 2015 when they suggested the title be amended to 2016-2018. The finalised document was circulated to schools early in 2016.

7.2 The Multi Faith Guidelines

Through working parties, contacts with schools and SACRE meetings the Multifaith Guidelines were revised this year and circulated to schools. They can also be found on the Royal Greenwich website.

http://www.royalgreenwich.gov.uk/downloads/file/3278/royal_borough_of_greenwich_sacre_multifaith_guidelines

Towards the end of the year a supplement was devised by SACRE to support school asking for advice during the Christmas period . This was not generally circulated or made available.

7.3 Holocaust Memorial Day

In March, Mr. Rose, substituting for Rev Rome, gave feedback to the group on The Holocaust Memorial Day Event he had attended at the Greenwich Town Hall. Overall, he felt that there were development opportunities to learn more from the occasion by encouraging school participation in a wider way. It was noted that a number of Greenwich schools marked the occasion with in school events and that the Holocaust Memorial Day Trust information had been circulated to schools during the year.

7.4 A New Settlement: Religion and Belief in Schools

In March, SACRE again discussed the document in some depth with a view to feeding back via the consultation launched by the National Association of SACREs.

The SACRE discussed the document under 3 main areas

1. Collective worship
2. Religious Education
3. Faith Schools

There was a lively discussion and a response to NASACRE was subsequently submitted on SACRE's behalf.

SACRE's completed response, as approved at their next meeting and submitted read as follows:

7.5 NASACRE consultation on 'A New Settlement'

Responses from the Royal Borough of Greenwich SACRE

I. Collective Worship

- a) *How would government ensure that individual schools and academies would take this new arrangement seriously if they are not taking the current settlement seriously, according to the report?*

Ofsted is a major driver for schools and if they do not make judgements and report on compliance with statutory requirements changes do not always happen. High level policy changes will not necessarily change the daily reality. Some schools nationally, particularly secondary, already choose not to practice a daily act of collective worship. For some this is because they would rather provide fewer experiences of a better quality, for others it may be that senior teams do not consider the collective worship to be a valuable experience. The terms faith and worship could be the issue for a number of schools. Research into school attitudes and practice should inform the debate. Perhaps what needs to change is the overall perception of the meaning and purpose of collective worship. Developing spirituality is key and some values based assemblies can be very spiritual.

- b) *How would it ensure the Governing bodies acted with due diligence in relation to the ethos of such assemblies and their delivery so as to not be accused of pursuing a partisan agenda?*

Unless there is effective monitoring or validating of a school's judgements it will not happen. The guidance is non-statutory and, as Ofsted have reduced the number and intensity of their inspections, if this is left only to the discretion on the governors there is a risk that collective worship could disappear altogether. Parents and communities will seek reassurance so SACRE still needs to have a role. Any role for SACREs needs to be statutory, publically accountable and funded.

- c) *If some schools or academies continued to have an act of collective worship as part of an assembly, especially in light of their foundation documents, would parents still have the right to withdraw their child from such assemblies?*

This is a legal issue and would need to be reviewed under the human rights act. Collective worship constitutes an opportunity for the consistent promotion and active application of values, building cohesion across a community.

2. Religious Education

a) *Given that the religious make-up of different parts of the United Kingdom is so diverse, how would a national document allow for a study of 'the local' in RE?*

The Agreed Syllabus needs to have a local dimension, even a national document, would need to have the flexibility for local adaptation. Any national document would need to be produced by a body with which all partners could have confidence.

b) *Would the delivery of a national syllabus for RE be a requirement of any funding agreement between the DfE, EFA and academy chains or individual academies and free schools in light of the proposed removal of the parental right of withdrawal?*

All schools should be required to adopt the agreed syllabus, including academies, free schools and even schools of a religious character. It is important for all children to have an understanding of the perspectives of others and the diversity in their community. Schools with a religious character could have additional faith input during the day/week related to their own community and beliefs.

3. Faith Schools

a) *How would a decision be made as to which religions would be required to be taught as part of a national agreed syllabus and which non-religious belief systems should be included?*

This is a very complex issue, with local and national variations to be taken into account. The important issue noted is that the Agreed Syllabus should provide children with an understanding of different perspectives, the development of spiritual values (not necessarily religious) and of critical enquiry skills.

b) *How would experts, who would share the confidence of the broad spectrum of traditions from within each religion and non-religious world view, be appointed to such a body?*

The crucial thing would be having the right people developing the syllabus, whether that is at a national or local level, to ensure the group are genuinely representative of their communities and not just the easiest to recruit.

c) *Would any one 'committee' or 'group' have a veto over the whole process as currently happens in local agreed syllabus conferences? If so how would disputes be resolved?*

This is a legal question. The proposed National SACRE needs to have a role with purpose and meaning and consideration needs to be given as to who they will be publicly accountable to. This is true of SACREs local or national. Particularly bearing in mind the autonomy academies have been given from Local Authority.

6.5 The Accord Coalition's 2016 Inclusivity Award

Following an invitation to SACREs to apply for an Inclusivity Award, a working party met to draft an application and this draft was amended and approved at full SACRE meetings.

The application was formally submitted in December.

Appendix A:

Membership as at December 2016

Group A	Representing	Name
	African-Caribbean Churches	Pastor Segun Adenuga
	Bahai	Mr. Allen Duncan
	Baptist Churches	Vacant
	Buddhism	Mr. Mariano Marcigaglia
	Evangelical Churches	Mr. Jeff Laws
	Hinduism	Ms. Lakshmi Vyas
	Hinduism	Mrs. Renu Partap
	Islam	Mr. Adel Khaireh
	Islam	Imam Swaleh Kabocho
	Judaism	Rev. David Rome
	Methodist Church	Mrs. Lin Coplestone
	Roman Catholic Church	Mr. Mike Cullinane (Chair)
	Sikhism	Mr. Balbir Singh Bakhshi
	URC	Vacant
Group B	The Church of England	Mr. Bob Love
	The Church of England	Mr. Jeremy Lunnon
	The Church of England	Vacancy
	The Church of England	Mr. Shaun Burns
Group C	Teachers in the LA	Mrs. Claire Harrison
		Mr. Joe Spark
		Ms. Ruth Handyside
		Ms. Jo. Richardson
		Vacant
	HE representative	Mr. Robert Morgan
Group D	The Local Authority	Cllr. Mandy Brinkhurst
		Cllr. Christine Grice
		Cllr. Ololade Babatola
		Mrs. Geraldine Turton
	RE Advisor	Mrs. Denise Chaplin

Appendix B:



Extracts from the Royal Greenwich SACRE application to ACCORD Inclusivity

3. SACRE remit and resources: (no more than 250 words)

Please describe the characteristics of the area the SACRE covers and the number of schools that are currently required to adhere to its syllabus. This is also an opportunity to describe the access to subject expertise and the level of material support the SACRE receives, including from the local authority.

The Royal Borough of Greenwich, an Inner London borough in south-east London, was formed in 1965 following the amalgamation of the former Metropolitan Boroughs of Greenwich and Woolwich. Royal Greenwich prioritises culture and heritage as a route to community cohesion and economic regeneration. Greenwich was one of six host boroughs for the 2012 London Olympics and to mark the Diamond Jubilee Greenwich became a Royal Borough, due to its historic links with the Royal Family, its status as home of the Prime Meridian and as a UNESCO World Heritage Site.

All six major world faiths are to be found in Greenwich as well as a diverse and ever changing cultural mix that ensures that these faith communities include a wide range of cultural heritages. This recently includes the families and soldiers of the Gurkha regiment based in Woolwich. In 2015 the Greenwich School population was 34,220. 43% of Greenwich school goers were ethnically white, 32% Black or black British, 10% were mixed, 9% were Asian and 5% were Chinese or from another ethnic group.

There are 62 primary schools, including 3 academies and 12 Secondary schools, including 5 academies. 61 of the 74 schools follow the local agreed syllabus including the Church of England Schools and the academies. The syllabus is also shared with the 13 Catholic schools in the borough.

4. Implementation of being an inclusive SACRE: (no more than 850 words)

The judges... are especially interested in the way that the SACRE have sought to boost inclusion, community cohesion, mutual understanding and mutual respect between those of different religions and non-religious worldviews. Please provide specific examples of how these aims are met. It is also recommended to set out at least one innovative approach that has been particularly important or successful. Judges will be interested to find out how the Agreed Syllabus directly advances these aims, but other areas of the SACRE's work that could prove of interest include:

The Award judges are also interested in the provision of high quality RE more generally, so please consider drawing upon examples that highlight how the SACRE has helped in achieving this. Examples might include:

Royal Greenwich SACRE members, including faith and belief communities, local, regional and national, works in partnership with the LA to ensure representation of local faith and belief communities is relevant and supports the delivery of high quality RE and collective worship to all young people.

Greenwich SACRE members are active participants in a range of regional and national networks, in addition to regular meetings and working groups, ensuring current events are reflected in their work and activity is well informed. In the past year members have been involved in a variety of related activity including the Holocaust Memorial Day (HMD), the National Association of SACREs (NASACRE) annual conference and the local Inter faith group. Opportunities are sought to maintain an open dialogue with partner agencies and alleviate any concerns. Recently representatives attended the local faith leaders group to explain the local RE Agreed Syllabus, answer questions and explore how the two bodies can support each other.

Induction training is provided for all new Greenwich SACRE members and meeting the learning and development needs for members is a core strength for the group. Training areas covered, either within meetings or as dedicated sessions for SACRE & schools, have ranged from the promotion of British Values as part of SMSC to the nature and purpose of collective Worship in schools.

Greenwich SACRE seeks to explore opportunities to thrive in economically challenging times for example organising training events collaboratively with other boroughs or rotating the host venue for meetings, sharing the cost and the opportunity of hosting. When meetings are held in schools or faith venues, hosts share something about their work and community so that SACRE members gain a deeper understanding about local schools or faith communities and how these can connect with each other to enhance the quality RE delivery.

Greenwich SACRE consistently provides reliable and relevant advice for all schools in the LA, on topics pertinent to wellbeing and inclusion in schools for example Ramadan, Multifaith Guidelines and Marking Festivals. One guidance document, developed in partnership with the Southwark Diocese, 'Responding to crises' initially in response to the murder of Drummer Lee Rigby in Woolwich has since refocused to support schools following other terrible events.

As well as developing new guidance SACRE ensures it is able to signpost effectively to other sources of support and resources for learning, for example links with the Prevent programme when appropriate or promoting the HMD.

SACRE routinely engages in self-evaluation and debates topics raised nationally, considering local practice in the light of the current issues. They are active members of NASACRE, receive reports from the APPG or the REC and respond actively to consultations, e.g. the APPG call for evidence on religious literacy.

In March 2012 the current Greenwich Agreed Syllabus for RE was launched including a key stage 2 research unit 'Understanding Faith in Greenwich' that aimed to give pupils time to consider the development and change of faith and belief communities locally and consider how communities work together and support one another. Feedback from schools prompted an ambitious project involving a wide range of partners including: teachers; the Greenwich Heritage Centre; local, regional and national faith and belief communities e.g. Catford synagogue & the BHA. SACRE secured additional funding from NASACRE and the Westhill Trust and produced digital resources, modelling a tailored learning approach for use in all primary schools. Outcomes from the work included:

- Opportunities for children to get to know the local community and heritage better
- Increased knowledge and understanding particularly of local faith communities.
- Promoting and facilitating community cohesion across diverse groups.

As part of the project SACRE organised a professional development day for primary RE leaders at two local places of worship: the Old Royal Naval College Chapel and the Woolwich Ramgarhia Sikh Association. Feedback from teachers

after the event demonstrated that they were inspired and equipped to use the resource in their school's and had increased their knowledge of local places of worship and their significance within a changing local community.

This term SACRE planned another successful cross-phase training day, in partnership with neighbouring SACREs, taking in the Jamyang Buddhist Centre, Kennington, and the Imperial War Museum. This training aimed to develop capacity in Greenwich schools to enhance the depth and breadth of RE provision in the borough, participants and had opportunities to cascade their learning since.

SACRE monitors standards in all schools, congratulating and supporting when required however, listening to our schools is paramount to the work of Greenwich SACRE. During the current Agreed Syllabus Conference members have worked with teachers, other LAs and faith & belief communities to capitalise on skills, to listen to opinions and explore possible concerns. Termly teacher network meetings, help SACRE members link to schools to promote inclusive approaches and support quality RE.

Members were delighted when 2 local Primary schools achieved the Gold RE Quality Mark awards this summer and the success was celebrated and shared widely through established newsletters and social media and more schools are now working towards on the award.

5: Evaluation and planning for the future: (no more than 200 words)

Where has the SACRE's work and implementation of its approach been most successful, and why? What lessons were learned? In what way was the SACRE's approach improved as a result? What are major barriers to further improvement, and how might they be overcome? Have any ideas and recommendations be made for the next Agreed Syllabus Conference?

Greenwich SACRE believes community cohesion matters and the need to reinforce society from the local upwards, listening and keeping communities cohesive and supporting each other. That's where society and the future will or won't work and relationships of trust will develop or fail. This vital task is a building block in developing individual and societal religious literacy and RE is a significant part of education for adult life and lifelong learning.

Greenwich SACRE is reflective and aims to continually improve current work includes: working with the Greenwich Young People's Council to improve student voice and collating South London Multifaith and Multicultural Resources to create a regional curriculum resource.

SACRE's work is most successful when members are well informed, involved and active and when they do not shy away from difficult issues and their impact on schools. This is evidenced by the hard work members undertook developing advice and support materials. Producing these has supported schools, developed stronger local networks and has helped to educate faith communities to further support the provision of Quality RE and to understand better how they can help pupils appreciate that RE is about real people and places around them and in the wider world.