

Calderdale Standing Advisory Council on Religious Education (SACRE)

Annual Report 2018 - 2019



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

Foreword by Chair of SACRE

2018 – 19 was focussed on the production of the new Agreed Syllabus: “Believing and Belonging”. This was a unique co-production between Calderdale and two other local authorities: Kirklees and Leeds, and takes our collaboration with other local SACREs to a deeper level. After speaking to schools about their needs for the syllabus it was agreed that what was needed was not a major re-write, but basically an updating of the already well-received syllabus. This was done over the course of the year with the help from Pennine Learning and teachers across the authorities. “Believing and Belonging” was duly launched in the summer term in time for schools to be prepared for the autumn, and it has already been well received.

Along with the syllabus itself are units of work which provide exemplars of everything that is needed. These are a fantastic resource for teachers, and a springboard for excellent teachers to take and make their own, adapting them for their own situation to create challenging and engaging RE provision across Calderdale.

We also provide schools with a directory of visitors who can help schools provide quality RE experiences for different faiths, including those with non-religious beliefs. We are also promoting the ‘Schools Welcome’ programme, which enables faith centres to show that they can provide safe and appropriate RE experiences for young people. We would encourage more faith communities to take this up in Calderdale.

Looking at the exam results across Calderdale provides a mixed picture. We celebrate again the relatively high achievement of candidates that were entered for full course GCSE. However, this again masks the relatively low level of entry in the subject compared to national figures (although slightly better than 2018), and more worryingly, does not indicate what provision is being made for those pupils who are not entered for the exam. RE is still a statutory requirement, but more importantly, one of those rare subjects that, when well taught, provides the critical thinking skills that are valued across the whole range of subjects. It is also able to allow pupils to explore their own and others’ beliefs, and create better understanding of people who do not think like them. In a seemingly increasingly polarised world, this ability to understand those who see the world differently is essential to create stable and inclusive communities.

SACRE is largely made up of volunteers, so I would like to thank them for the effort and commitment they make to the young people of Calderdale. I would also like to thank the staff in our schools who do such important work, and who are often incredibly skilled and dedicated to their subject. Without their creativity and commitment, RE could become a matter of rote learning. With it, it becomes a subject that can transform young people and our wider communities by contributing to a wider understanding of the world and why it is the way it is.

You will find more detailed descriptions of the work of SACRE in the report, and I commend it to you.



Rev John Hellewell, Chair of SACRE

Part 1: The Work of Calderdale SACRE

The Annual Report and SACRE's responsibilities

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

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

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

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

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

Meetings of SACRE

There were four meetings of SACRE during the year 2018-2019. The meetings were held on the following dates and the minutes are included in Appendix 1: 8th October 2018, 13th December 2018, 12th March 2019 and 27th June 2019. A full programme has been arranged for 2019-2020. Venues and meeting dates will be published once these have been confirmed. Any subcommittee or working group arrangements will be published as appropriate.

In addition, the meeting in March 2020 will be a joint meeting with Kirklees, Leeds and Bradford SACREs.

Membership

SACRE membership includes representatives from all four constituent committees.

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

A full list of members and their attendance record is included in Appendix 2.

Joint working and West Yorkshire SACREs

During the year there has been a commitment to work together among SACREs in West Yorkshire. This has developed through the implementation of a joint syllabus in Leeds, Calderdale and Kirklees. Though not sharing this syllabus, Bradford has also been involved in this inter-SACRE collaboration. Chairs and vice-chairs will be meeting in Autumn 2019 to plan for the March 2020 meeting

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

- Exploring new cross curricular units of work with PSHE and citizenship
- Creating video material on faith perspectives
- Instituting a West Yorkshire RE Award aligned to the REQM
- Consistent advice and support across West Yorkshire in handling requests for withdrawal from RE.

Events and Developments

During the past year, the main responsibility for SACRE has been the production of a revised agreed syllabus for RE which has been undertaken jointly with Kirklees and Leeds. Details of this are outlined below. In addition, items discussed at SACRE included:

- Inconsistency in provision of RE at KS3 and KS4;
- National Report from the Commission on RE;
- Supporting schools in developing understanding of different faiths;
- GCSE results and provision;
- Training provision for schools and teachers, especially relating to the revised RE syllabus.

SACRE does not provide other training but recognises and encourages the comprehensive provision of training and support through Calderdale School Effectiveness Service and Pennine Learning Associates Ltd. It has also funded and supported specific events from time to time. Details of the provision for training and support are in Appendix 4.

Pennine Learning Associates Ltd also provides separate network meetings for teachers of RE at primary and secondary level. These are held each term and are part of a package bought into by individual schools.

Priorities

The priorities for 2018-2019 were included in last year's report. Progress on these is briefly outlined here:

1. Production of a revised joint RE syllabus.

This has been successfully completed and disseminated to schools.

2. Additional resources for teaching on Christianity and World faiths available through the West Yorkshire RE Hub.

Additional resources have been produced including a comprehensive suite of units of work for Christianity and widened coverage of other world faiths. The RE Hub has been relocated and a new subscription service established for the next five years.

3. Continued development of quality training and support for schools.

A programme of training has been delivered for the new syllabus. Further training for teachers and schools on RE and collective worship has been planned for 2019-20.

4. Considering the long-term structure for supporting RE in Calderdale and how this can be developed collaboratively with neighbouring areas.

In 2019-20 work will be shared between two consultants and they will continue to work in partnership with Kirklees and Leeds.

Further details on all these areas of work are provided elsewhere in this report.

Priorities for 2019-20 will include:

- Embedding the new RE syllabus and providing further appropriate support;
- Planning an appropriate RE training programme for primary schools;
- Encouraging and supporting RE provision in KS3 and KS4;
- Investigating how SACRE (and joint West Yorkshire SACREs) can be more effective.

Financial support

Calderdale SACRE has a budget of £7,000 a year provided by Calderdale Council as part of its statutory duties. Most of this budget funds RE training and consultancy and other statutory roles. NASACRE advice on use of the CSSB recommends that 2% of this fund supports the work of SACRE. At present this figure is not 2% of this budget. This will be discussed as part of the work plan for SACRE in 2019 -20.

During 2018 -19 the RE Consultant, Ian Ross, was contracted to support SACRE and was funded by Calderdale Council. The total amount of time allocated for SACRE and other related areas of RE is 20 days a year.

Partners, Support and advice

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

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

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

The following advice has been given by SACRE and the RE Consultant to the local authority over the past year:

- To revise the local agreed RE syllabus, following due consultation, and in partnership with local authorities in Kirklees and Leeds. *The syllabus has been revised, published and circulated alongside other resources and training which is detailed elsewhere in this report;*
- To provide a programme of training and support for teachers and schools, especially related to the new RE syllabus. *This has been planned and provided with financial support from the local authority;*
- To be alert to the growing inconsistency in provision of RE at secondary level and the potential effects, offering schools advice and support on how to remedy this lack of compliance. *This has been considered and discussed by the local authority's officers. Advice has been given to head teachers. A further offer of direct consultancy and support to a limited number of schools will be made at the beginning of autumn 2019. This is an area that needs continued vigilance and proactive intervention;*

- To provide guidance on specific issues of importance to schools such as collective worship, RE provision, developing tolerance and arranging visits.

This has been done and circulated with support from the local authority.

The consultants have continued to work with faith communities in Calderdale and beyond, offering training and support for school visits. Guidance for schools is available on all relevant issues.

Part 2: Provision of Religious Education

The Local RE syllabus

A revised RE syllabus for Calderdale along with Kirklees and Leeds was produced and published in 2019. This has been made available free to all schools and is the authorised curriculum for maintained schools and any others who have the option to adopt it. The syllabus was commended to the three Councils at three simultaneous local agreed syllabus conferences held in Dewsbury on 12th March 2019.

The syllabus is entitled, 'Believing and Belonging'. First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. A good curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and we share this patch of the Earth.

This syllabus is the statutory curriculum for all maintained schools in Calderdale. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools. The syllabus reflects both national priorities and local needs.

Consultation and feedback strongly indicated that schools felt the 2014 syllabus had been a major improvement and no huge changes were needed. The new syllabus reflects this and consolidates rather than remoulds the existing curriculum. These developments include:

- A comprehensive knowledge provision entitlement for six world faiths plus non-religious beliefs;
- Embedding new assessment arrangements (age-related expectations);

- Providing more opportunities for learning outside the classroom;
- More robust guidance for KS3 and KS4.

To support the syllabus, a comprehensive range of units of work have been produced, building on the previous RE Hub. These units have been written by consultants, local teachers and some commissioned from RE Today Services Ltd. These are not statutory but, taken together, they will fulfil syllabus requirements. Units are sometimes accompanied by other resources for teaching and learning. However, schools are encouraged to develop their own curriculum based on the statutory requirements and other guidance in this syllabus. The exemplar units of work may be used, adapted or supplemented as appropriate. Many new units have been added in 2019 including a comprehensive set for Christianity offering progression through each year group. Resources for other world faiths have also been revised and strengthened. The Hub also includes national and local guidance and further resources such as an anthology of stories.

Schools can subscribe to the Hub with online access to all the units of work and resources. The Hub is managed by Kirklees on behalf of all three SACREs and the modest subscription charged has funded the current syllabus, as well as supporting other aspects of RE. Schools are of course also free to use other resources which support or enhance the teaching of RE with this syllabus, such as the 'Understanding Christianity' units and other resources produced by RE Today Services Ltd.

Visits and visitors

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

It includes individuals who are willing to come into school and bring some direct engagement with faith communities. It also includes some general information about places and organisations. Generally speaking the list covers Calderdale, Kirklees and Leeds. It is revised regularly and does not of course supplant good local relationships and opportunities.



During the year a further initiative has been started to support faith communities, called 'Schools Welcome' The Schools welcome badge recognises and affirms the commitment of a faith community or individual to work in partnership with schools to deliver an effective and appropriate contribution to education. To achieve this, volunteers or employed staff will have received training about safeguarding, RE and appropriate learning strategies. The organisation will have safeguarding policies and protocols in place. The badge is not a replacement for due diligence and schools remain responsible for their own safeguarding. However, it should give confidence to organisers of visits about the integrity of the education offered.

A training package has been developed and has been delivered on three occasions during the year, involving about 40 people from different faiths across Leeds and the Dewsbury area. This project will be funded in the first two years by Kirklees Learning Services and will be managed by Pennine Learning Associates.

RE Quality Mark

This report also notes continuing positive developments in RE. The RE Quality Mark (REQM) has been developed to celebrate high quality religious education, providing community schools, church schools and academies with a framework to capture good practice. It encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education. There are three award levels: bronze, silver and gold. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team. SACRE wishes to

encourage schools to enter for the REQM and wants to make the achievement of the REQM in schools a priority for the next year. SACRE has developed an RE Award as an opportunity to review the quality and provision of Religious Education in schools and to discover their strengths and priorities for future improvement. It can be used as an internal self-assessment tool or it can be the focus for a review with the RE Consultant, leading to recognition by a badge and award.



Like the Calderdale RE Agreed Syllabus, the criteria emphasise the importance of RE in community cohesion, SMSC and the fundamental values that we seek to encourage among young people as citizens of Calderdale, Yorkshire and the UK.

The award has also been designed to dovetail with the national RE Quality Mark and it can act as a stepping stone towards achievement of that national recognition. The five strands mirror the five areas of assessment in the REQM Bronze award but we have tailored these to the local syllabus priorities and to local schools. The award will itself be evidence that can be used towards gaining the REQM.

As part of supporting RE, all primary schools will be offered the opportunity of a half day review of RE, free of charge. Ten places will be allocated.

The aims of the reviews will be to:

- Offer the opportunity to support your self-evaluation in this important area;
- Recognise and celebrate good practice in RE and community cohesion;
- Identify future priorities for improvement;
- Act as a springboard for schools which may wish to gain the national RE Quality Mark.

SACRE would like to congratulate the following schools for achieving the RE Merit Award:

All Saints CE Primary, St John Rishworth CE Primary, Savile Park Primary, St Andrew's Junior School, St Joseph Catholic Primary Halifax and St Malachy's Catholic Primary.

Public examination results

Please note that the analysis of data has been carried out on unvalidated data at the time of this report being prepared.

Exam entries for GCSE full course have increased slightly this year compared to 2018. This year 604 students were entered compared with 565 students being entered in 2018. 24% of the total Yr11 cohort within Calderdale schools sat the full course. This is an increase from 23% entered in 2018. The numbers entered for full course RS is still below the national number of entries. As the short course option is not as valued as before due to Progress 8 and the EBACC, the number of entries for any examination at GCSE has dropped drastically. We do not have access to short course data at Local Authority level at this time, but we are aware that some schools have entered students for short course. SACRE is once again concerned that it appears students are not offered entry for RS GCSE and would like to investigate what provision is in place for RE at Key Stage 4 for these students. We have written to all schools asking for details of provision at KS4 and have also booked a training/information session within the secondary deputy head teacher network. With the changes to the Ofsted inspection framework it is expected that schools might look more favourably on including Religious Education within their broad and balanced curriculum. Further in this section are extracts from a report prepared by NATRE (National Association of Teachers of RE) highlighting the national picture of RE at KS4.

Only two schools in Calderdale entered more than half of their cohort and only one school entered the whole cohort for RS GSCE Full course. Ten schools entered students for GCSE. Four secondary schools did not enter any students for full course GCSE examination though they may have entered for the short course exam.

SACRE would like to congratulate the students who achieved so well in their examinations this year. 88.6% of students entered for GCSE Religious Studies attained grades 9 -4. This was above the national average of 72.4%. It appears though that the results for GCSE RS are on a downward trend (see charts and tables in appendix)

More girls were entered for GCSE than boys locally and the girls scored higher grades. 92.2% of girls entered scored grades 9-4 compared to boys in Calderdale who scored 83.5%. these scores compare favourably with national results with girls achieving 79.1% and boys achieving 64.4%.

Eight schools entered students for A Level Religious Studies with 67 entries at this level. This number is higher than the number of entries in 2018. 64.2% of students attained A- C grades in 2019. There were more girls entered for A Level than boys and girls scored higher than boys with 69% A – C grades compared to 56% A-C for boys. There is no national comparative data for A Level and AS Level when this report was being prepared.

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

These are the questions SACRE would like to investigate:

1. What provision is in place for statutory RE for students at KS4 who do not take a GCSE in RS? This equates to about 76% of students in the local authority.
2. How many schools offer short course RS as an exam route?
3. What timetable allocation is offered to teachers of RS as the new GCSE specifications require a longer teaching time? We are aware that some schools start GCSE in Year 9 to fulfil the specifications brief, this then has an effect on how much RE is taught from Year 9 as well as in Key stage 4.

NATRE carries out a survey of teachers on the impact of government policy on student opportunity to study GCSE RS each year. Below are some of the findings of this eighth survey published in July 2019. The survey is framed around a series of questions and the responses collated. Some of the findings of the NATRE survey seem to also resonate with data available for Calderdale schools.

Question 2 Are legal requirements with regard to RE provision for all being met?

School Type	KS3				KS4			
	Yes	%*	No	%*	Yes	%*	No	%*
Community School	108	83.1%	22	16.9%	77	59.7%	52	40.3%
Voluntary Aided (RC)	42	91.3%	4	8.7%	43	93.5%	3	6.5%
Voluntary Aided (CE)	24	92.3%	2	7.7%	23	88.5%	3	11.5%
Voluntary Aided (other)	4	80.0%	1	20.0%	5	100.0%	0	0.0%
Voluntary Controlled	5	83.3%	1	16.7%	5	83.3%	1	16.7%
Academy with a religious character	51	100.0%	0	0.0%	46	90.2%	5	9.8%
Academy without a religious character	229	86.1%	37	13.9%	134	50.0%	134	50.0%
Grammar school	38	92.7%	3	7.3%	33	76.7%	10	23.3%
Independent school	44	91.7%	4	8.3%	34	69.4%	15	30.6%
Free school	7	87.5%	1	12.5%	5	62.5%	3	37.5%
Other (please specify)								
Table 2	31	91.2%	3	8.8%	24	70.6%	10	29.4%

*NOTE: Percentage is the % of that **school type** and NOT % of **all schools**. Where the number of responses from a school type is small, these figures have been greyed to indicate that this should not be taken as indicative of the situation in schools of that type.

Table 2 above shows that:

At Key Stage 3 (11-13 year olds)

- almost 17% (over 1 in 6) community schools are failing to meet legal requirements
- almost 14% of academy schools without a religious character are failing in this regard
- in schools and academies with a religious character, compliance with legal requirements at Key Stage 3 was over 90%.

A key stage 4 (14-16 year olds)

- more than 40% of community schools were failing to meet legal requirements at Key Stage 4. This is a rise from just over 34% in 2015-6.
- 50% of respondents in academy schools without a religious character do not meet their legal requirements at key stage 4 (14-16-year olds). This figure has not improved from a similar figure in 2015-16

Question 3. Has there been an increase or decrease in the amount of RE that will be taught in 2018/2019 compared to 2017/2018?

Report (all school types)	Count	% of total
Decrease	139	24%
Increase	106	18%
No change	343	58%

School Type	Increase		No change		Decrease	
	Qty	%*	Qty	%*	Qty	%*
Community School	26	20.8%	64	51.2%	35	28.0%
Voluntary Aided (RC)	5	4.0%	35	28.0%	4	3.2%
Voluntary Aided (CofE)	6	4.8%	17	13.6%	3	2.4%
Voluntary Aided (other)	1	0.8%	1	0.8%	2	1.6%
Voluntary Controlled	0	0.0%	4	3.2%	1	0.8%
Academy with a religious character	12	9.6%	35	28.0%	3	2.4%
Academy without a religious character	43	34.4%	142	113.6%	76	60.8%
Grammar school	4	3.2%	28	22.4%	9	7.2%
Independent school	10	8.0%	30	24.0%	6	4.8%
Free school	3	2.4%	2	1.6%	2	1.6%
Other (please specify)	6	4.8%	17	13.6%	10	8.0%

*NOTE: Percentage is the % of that school type and NOT % of all schools

Table 3(a) above and 3(b) right

This data suggests that the past 12 months has been a rapid period of change for RE in schools without a religious character. It is pleasing that almost 21% respondents reported an increase in the level of provision but 28% reported a decreased. Most worryingly however, **almost 61% of respondents in academies without a religious character reported a decline in provision**, repeating the pattern reported in previous surveys and evidence that the funding agreement in academies is commonly breached.

Part 3: Collective worship

The Law and Guidance

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

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

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

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

Determinations

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

Support and Monitoring

During the year schools were offered a visit to support collective worship through a visit to an assembly and a review of school policy and practice. It was offered to all schools in Calderdale (including academies and free schools) and was available for up to ten schools. During the year 2018 – 19 there were no requests for a support/ monitoring visit from schools in Calderdale.

Complaints

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

Part 4: Summary of achievements and priorities

Achievements and good practice during 2018 -19

These include:

To support the professional development of RE teachers in Calderdale.

- Termly networks for primary and Secondary teachers, Primary coordinator course, Teaching and learning strategies and subject knowledge through British Values.
- Developing the West Yorkshire RE Hub (WYRE) for nurturing the skills and knowledge of subject leaders.
- Supporting the hub bid to develop leading teachers and coordinators of RE through the West Yorkshire RE project in conjunction with Huddersfield University.

To support the development of collective worship within schools

- Provided a training session on planning inclusive collective worship.

To support the professional development of SACRE members

- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.
- Visiting speakers with a regional and national perspective e.g. Dr Joyce Miller on the CoRE report and implications for SACRE.

To monitor and support RE in Calderdale

- Through Calderdale Learning Services preparing an RE Award scheme.
- To re-write the agreed syllabus for RE and edit units of work.

To develop collaboration between SACREs in West Yorkshire

- See notes above on how this has developed.

Priorities for 2019 -20

To support the professional development of RE teachers in Calderdale

- Termly networks for primary and Secondary, Primary coordinator course, Teaching and learning course and subject knowledge of three faiths.
- Continue to support schools in applying for REQM through the Calderdale SACRE RE Award.
- To provide a conference for schools on teaching and learning through commissioning NATRE.
- Supporting the WYRE project

To support the development of collective worship within schools

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

To support the professional development of SACRE members

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

To monitor and support RE in Calderdale

- Visit 10 primary schools to support the development of quality RE
- Continue to embed the RE Syllabus (Believing and Belonging) and provide training in schools for quality RE teaching.
- To prepare advice for schools on handling requests for withdrawal from RE and how this is linked to PSHE and RSE.
- Preparing advice and training for schools on RSE and Faith

1. Welcome and Apologies

Introductions were made.

Apologies had been received from JH, RB, JH, RC, MY

SH took the Chair due to the absence of JH and RB.

2. Approval of Chair and Vice Chair from Previous Meeting

Due to the meeting not being quorate members agreed unanimously with the nominations for Chair and Vice Chair from the previous meeting subject to RB being able to carry out the role of Vice Chair. It was agreed that succession planning be put on the Agenda meeting due to JH maybe wanting to step down from Chair in the future.

3. Minutes of Meeting Held 9 July 2018

The minutes were agreed as a true and accurate record.

4. Matters Arising

No matters arising.

5. Membership Update

Current membership was discussed. It was agreed that:

DAS would chase Rev Hilary Barber and Father Kevin Bernard re representation from the Inter-faith Council. She would also ask Rev Andy Williams for representation from the Baptist faith.

IR would add an item on his newsletter to look for teacher representation and check to see if there had been any response from NAHT.

DAS would put onto the CPHA Agenda for teacher representation and also check with Trinity to see if they were still intending to send a representative to SACRE.

DAS to contact Ravenscliffe to see if anyone was available for teacher representation.

DF to discuss with Councillors.

IR to contact Jesus Christ of Latter Day Saints for a representative.

IR had approached the Board of Deputies to look for a Jewish representative.

6. Update on Review of Syllabus and Report from Steering Committee

The first meeting of the steering group made up of representation from the three SACREs has met. Some of the decisions taken were:

- To use the present Leeds syllabus as a model and import changes made since publication in 2015 including assessment models, refining the aims and enquiry cycle.
- Include in the syllabus suggestions how VC and Foundation schools can adapt long term plans to include two thirds Christianity. (Diocese advisors to write)
- Agreed a series of progression maps of content for religions studied including Christianity, Sikhism and Judaism. These provision maps can be used to check coverage in the units of work and decide on new units to be written.
- Agreed that we will keep the religions studied at KS2 the same, but include advice on how Hinduism, Buddhism and other faiths can be celebrated and included in within thematic studies. The in depth study of Hinduism and Buddhism will happen in KS3.
- The LASC will take place at the Joint SACRE meeting in March.

Since the steering group meeting IR has written a draft syllabus, standardised the progression maps, identified new units to be written and organised a team of writers to be writing/ editing of the units of work. The draft syllabus and new list of units will be discussed at the next steering group in November.

IR said that the revised timetable could be sent out to members. Both the annual report and agreed syllabus will be presented to Scrutiny in March 2019.

Discussion took place on whether the syllabus would be complacent with the thinking from the report on Commissioning for RE. It was felt that this would be fine due to the report not being implemented for another 5 years and 5 years being the same time before the syllabus will be changed.

7. Report on Commission for RE

Members had received the CoRE report and the 11 recommendations for RE. IR went through some of the major points.

IR also went through the new Ofsted Framework with members and how the curriculum will be inspected.

There was also a new SIAMS schedule – inspectors will now be checking that V A schools are providing the right curriculum.

This will be discussed further at the joint SACRE meeting in March including a response to the commission and suggestions of ways forward.

8. School Visits to places of Worship

The Schools Welcome programme has begun in Kirklees and a number of places of worship have now been accredited as providing quality school visits. Places of worship have to take part in a half day training and demonstrate good safeguarding processes and interactive activities. This is checked by a follow up visit with a school. A recent school has written to IR explaining they carry out a visit each year to different centres and IR shared that this is becoming common practice in most schools that attend the primary RE network.

9. Training and support for RE including Letter to Headteachers

IR has prepared a letter to go out to all headteachers both in response to the CoRE report and the State of the Nation report published last year. This letter offers schools consultancy in helping to design their curriculum and also urges them to include RE in all key stages. IR will take the letter to the Senior School Effectiveness Officer, Learning Services before sending out to all headteachers. It was agreed that the letter go to all headteachers and not just secondary and that this should be mentioned in the letter. It was felt the letter come from the Chair of SACRE and that it be added that IR had the support of SACRE in this. Discussion took place on introducing RE through other means – for example there was a True Tube Video that had now been released which is due to be sent to all schools.

10. Any Other Business

None

11. Dates of Next Meetings

Thursday 13 December 2018 –Fire Station Kings Cross (DAS to arrange)

Tuesday 12 March 2018 (Joint meeting) – venue tba

Thursday 27 June 2018 – Christ Church Pellon (JH to arrange)

1. Welcome and Apologies

Introductions were made for the benefit of IR2, representing the Teachers Committee. The meeting wasn't quorate and therefore decisions need to be put to the next meeting.

Apologies had been received from JHa, MS, AMc, JT

RB chaired the first item until JH arrived.

2. Minutes of Meeting Held 8 October 2018

The minutes were agreed as a true and accurate record.

3. Matters Arising

Membership: DAS had contacted Hilary Barber and Kevin Bernard. HB had responded but no response had been received from Father Kevin. TB suggested we now waiting until after Christmas before contacting HB again as October – December was a busy time for him. No response had been received from Andy Williams from the Baptist faith.

DAS had approached CPHA and Mark Sharp, headteacher at All Saints had offered to become a member representing primary headteachers. He had sent his apologies for this meeting.

DAS had contacted Ravenscliffe and IR2 was now in situ representing teachers.

No response had been received from the Jewish community.

DAS had also found another Catholic representative, Ann McCallister who would be attending the next meeting.

4. Membership Update

Already discussed.

5. Report from Steering Committee on Revised Syllabus and Approval of Draft

Members had received a copy of the draft Syllabus. The Steering Group had met twice with only a few tweaks to the original:

- The syllabus had now been brought in line with the Leeds Syllabus.
- It was now recognised in the syllabus that KS4 was starting early.
- There were now clearer progression maps for the 6 main faiths with one being added for Humanism. These had been checked by relevant members of each faith.
- There were more narratives and inspirational stories running through the Syllabus.
- Assessment had been tweaked to fit in with National priorities.
- The Unit of Works that are bought in have also been looked at and these sit within the Syllabus.
- Ten new Christianity Units of Work have been written.
- KS4 Units of Work have been written including diversity within faith and also including interfaith work.
- In KS2 there will now be 2 units for Sikhism and 2 for Judaism.
- There are now 20 new Units altogether.
- All the other Units will be edited to fit in with the Syllabus.
- Altogether there will be 70 Units for schools to access from May.
- The ethos has still remained the same which is religious studies, ethics and philosophy – which all lead to GCSE.

Schools now need to be encouraged to use the Units.

The next stage would be to send the final draft to the Steering Group for their last ratification on 21 January 2019. The Syllabus will be formally agreed at the joint meeting on 12 March 2019.

Although no formal agreement could be made at this stage due to the meeting not being quorate, members present recommended that the Syllabus go to the conference to be formally accepted.

DAS to send a copy of the new draft to all members.

The launch was briefly discussed with it being anticipated that there will be a short launch for each individual LA, with the Mayor being invited and photo opportunities being taken, followed by teacher training.

There are currently 420 schools subscribed to the Work Units across the 3 LA's. Work Units will be offered at £100 for current members, but any new members would be charged £200.

In January a cover competition will be organised for schools to enter.

6. Update on the Annual SACRE Report and Approval for Council

Members have received a copy of the report.

JH had now completed the front page and images to go into the report.

Thanks were given to Paul Caladine for the promptness of the data being supplied.

Concern was raised re the numbers of pupils being entered into GCSE. This was a national concern where any subjects that were not an EBACC was becoming a decreasing subject. There was the possibility of this changing due to the new Ofsted Framework, however, this would be in 2 years time.

Detailed discussion took place regarding the knowledge that governors had regarding their statutory duties for RE with members suggesting the possibility of a training session on this that could be linked to Sex Education.

RC added that another issue was the fact there was no Catholic secondary school in Calderdale. Transportation was being looked at by the Bishop to take pupils to All Saints in Huddersfield, however, at the moment once a Catholic pupil had received their Catholic education in primary there was no follow on in Calderdale.

There were no issues with the report. This will be sent to NASACRE by IR1.

7. Considering Ways of Working with Kirklees SACRE

There were many similarities with the Calderdale and Kirklees meetings such as Agendas, make up and both LA's struggling to be quorate. Discussion took place on whether it would be beneficial to hold more meetings together. It was felt that there was mileage with looking at diversity and community resources together, however, the issues of getting members onto SACRE needed to be tackled first. JH to meet with the Chair of Kirklees SACRE to discuss a way forward.

8. Any Other Business

Funding for SACRE: The clerk informed members of the importance of knowing exactly what the budget would be for SACRE next year. Discussion took place giving an outline of what would be coming up – the main spend being the Conference in June/July.

Humanist School Support Programme: RB had now completed the programme and could now be added to list for presentations in schools.

SACRE RE Merit: The value of having certification and possibly award for when schools obtained the merit was discussed. DAS will look at this.

9. Dates of Next Meetings

Tuesday 12 March 2019 (Joint meeting) – venue tba

Thursday 27 June 2019 – Christ Church Pellon (JH to arrange) or possibly Beech Hill/Parkinson Lane (DAS to investigate)

Formal AGM Business

A. Apologies & Welcome

The clerk welcomed everyone to the meeting. Introductions were given. Apologies were received from Rob Bilson, Rupert Madeley. John Hargreaves had sent his apologies and also his resignation. RC said that he would be resigning within the near future but would stay until another Catholic representative could be found.

B. Election of Chair

No nomination had been received. SH nominated JH to carry on as Chair with RC seconding this. JH said he would continue for this year only and some kind of succession planning put in place for next year.

C. Election of Vice Chair

Two nominations had been received. SH and RB had both put themselves forward. As per the previous item succession planning was discussed. Members voted that SH take up position as Vice Chair and will be mentored by JH over the next year to looking to take up position of Chair next year.

D. Election of Group Chairs for Groups A, B, C and D

JH explained what this entailed to new members. As yet no Chairs of group decisions had been required. It was agreed that these be arranged if necessary.

E. Membership Review

Membership of the Committee was discussed as well as links with the Interfaith Council which had dropped since certain members had left SACRE. DAS to ask Sail Suleman if he will ask about membership at the Council of Mosques. Kirklees and Leeds are widening the net to include community and educational leaders.

F. Minutes of Last 2 SACRE Meetings – December 2018 and March 2019

Both sets of minutes were agreed as a true and accurate record.

G. Matters Arising

Minutes – 13 December 2018

SACRE RE Merit Award: Certificates were now being presented, however, there was no funding for a cup/shield. RC told members of his experience at St Malachy's who had been involved in the RE merit before having a Section 48. He felt it had helped the school and was like taking part in a mock exam before the Section 48. It had improved awareness of diversity. He felt that by taking part in the merit, this had helped the school to reach outstanding. MC said that this was a similar to experience at All Saints and felt the merit was well worth taking up in schools.

IR said there were 10.5 days put aside for visits next year. Schools did like the idea of certificates and he had already received emails from schools wanting to take this up.

Minutes – 12 March 201

The joint meeting had been a success.

No matters were arising from this meeting.

General SACRE Business

1. Work Plan

IR went through the work plan for this year which had been discussed with Lesley Bowyer from the LA.

- Monitoring and support – 10.5 days for the RE award.
- Pennine Learning to continue with RE networks
- 3 Training sessions – Becoming a Co-ordinator, RE Co-ordinator Plus and SMSC or Collective Worship training (depending on take up as the Collective Worship training had not been taken up by many people last year)
- Monitoring and support for collective worship – 2 days
- Snagging for the syllabus – check links in units of work – funding from Kirklees Business Solutions will be used to refresh the new work units.

Members discussed what SACRE needed to do as an advisory council for the LA. Documents were shared from the Joint SACRE meeting in Dewsbury to look at what had been suggested there.

Members discussed the issues around pupils being withdrawn from RE there had been 5 schools requesting advice on parental concerns regarding

withdrawing their child. Schools need to be prepared for this so the possibility of workshops was discussed as well as guidance for schools to be forearmed. It was agreed to look at producing guidance on this.

How SACRE could support schools in delivering effective RE in schools was discussed. There were 2 Synagogues in Leeds that did outreach work in Calderdale and provide faith visits to schools. Members felt it would be good if something like this could be done in Calderdale. Assessment was also done through the Hub and networks.

It was also felt that SACRE needed to inform schools on diversity in faith. Visits to schools from visits by vicars, priests, ministers etc. could be arranged for Christianity to outline that they are not all the same was one suggestion as well as themed days for pupils. It was agreed that this needed exploring and that SACRE should speak to faith centres to come up with a curriculum for this that represents diversity and interfaith dialogue. The theme for this would be diversity and difference.

The possibility of looking at certain elements of RSE was discussed as part of the role of SACRE. It was agreed that the first action would be to contact schools to see if they had received any complaints or issues regarding this.

2. Consultant's Report (Verbal)

The RE visits as mentioned earlier had been done this year as well as the courses. The rest of the time has been spent on the new syllabus which had been well received by schools.

3. NASACRE Report

No reports had been received from NASACRE. NASACRE has been written to regarding the new joint syllabus between Calderdale, Kirklees and Leeds. Bradford had not joined due to there's not being ready for renewal yet. NASACRE were currently looking for a model syllabus to use as this may be the last joint syllabus as the next one is likely to be a National one.

4. Dates of Next Meetings

The following dates were agreed:

8 October 2019 – Savile Park (DAS to arrange)

12 December 2019 – Mosque (DAS to arrange with Sail Suleman and also ask for a presentation on Community Cohesion)

11 March 2020 – Joint meeting TBC

23 June 2020 – Christ Church Pellon (JH to arrange)

6. Any Other Business

None.

Appendix 2 - SACRE membership and attendance 2018 – 19

P = Attended

L = Late

A = Absent

 Not Relevant/Resigned

Name	Representing	08/10/2018	13/12/2018	12/03/2019	25/06/2019
John Butterfield	Bahai	P	P		
John Hargreaves	Methodist	P	A	A	
Richard Constantine	Catholic - Leeds Diocese	A	P	P	P
Rob Billson	British Humanist Association	A	P	P	A
John Irvine	Salvation Army	A	A	A	A
Mustafa Ahmad	Muslim	P	A	A	A
Fiaz Farooq	Muslim	A	A	A	A
Perveen Hussain	Muslim				A
Ann McAllister	Catholic - Leeds Diocese				
John Hellewell	C of E	A	P	P	P
Patricia Boyd	C of E	P	P	A	P
Mark Young	C of E	A	A	A	A
Janet Tringham	C of E	P	A	P	
Rupert Madeley	C of E				A
Ian Ross	Secondary Special Teacher		P	P	P
Shelagh Hirst	ATL	P	A	P	P
Leonna Binner	Primary Headteacher	A	A	A	
Mark Sharp	Primary Headteacher		A	P	P
Kate Wilson	Secondary	A	A	A	
Dot Foster	LA	P	A	P	P
Susan Press	LA	A	A	A	A
Roger Taylor	LA				P

Appendix 3 – Examination results

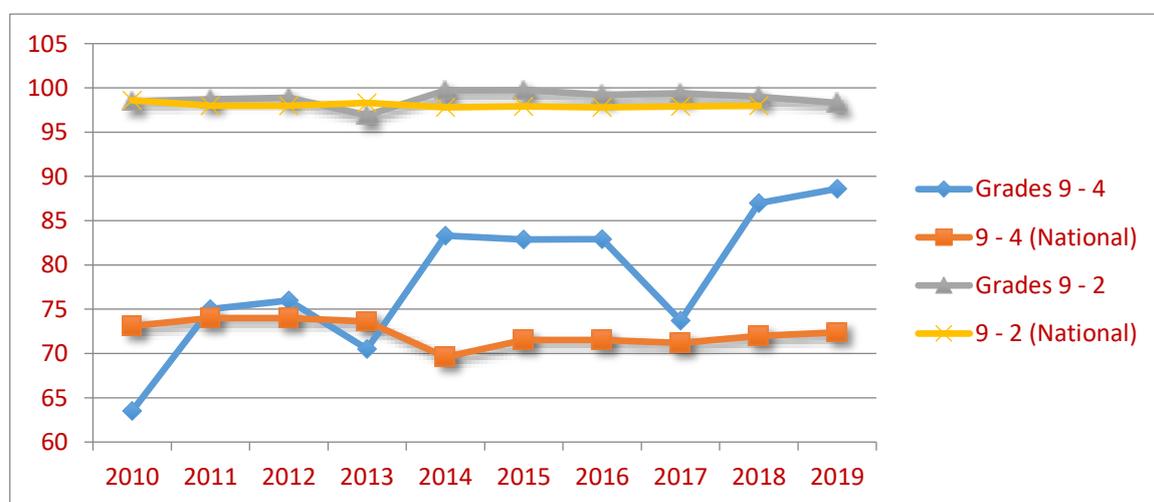
GCSE Results – Full Course (number of entries)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total entries	793	772	799	930	797	800	652	859	565	604



GCSE Results – Grouped comparison

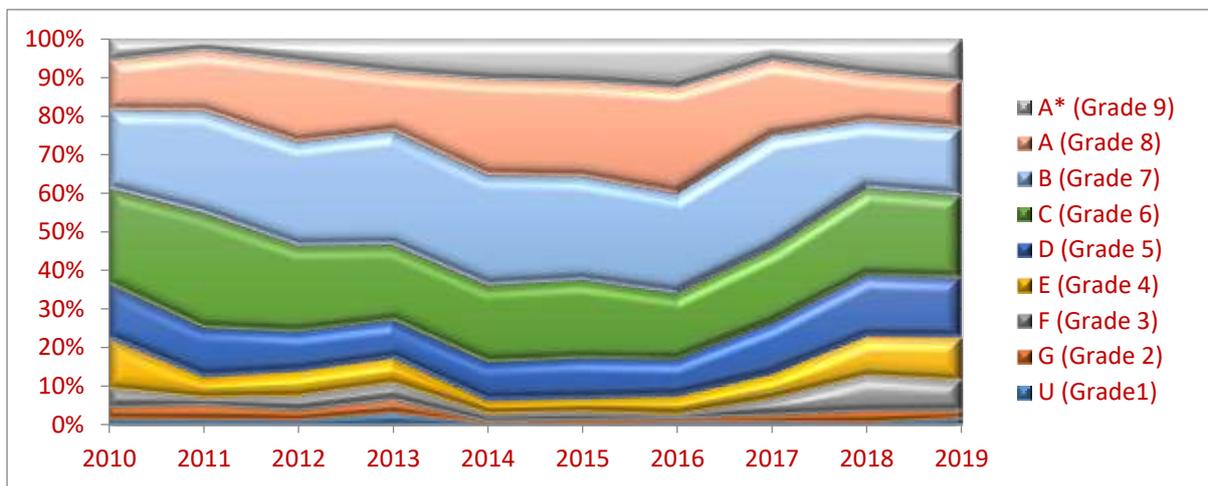
%age	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Grades 9 – 4 (A*-C equivalent)	63.5	75.0	76.0	70.5	83.3	82.88	82.9	73.7	87	88.6
9 – 4 (national)	73.1	74.0	74.0	73.6	69.6	71.8	71.5	71.2	72	72.4
Grades 9 – 2 (A*-E equivalent)	98.5	98.7	98.9	96.9	99.7	99.75	99.2	99.4	99	98.3
9 – 2 (national)	98.6	98.0	98.0	98.3	97.8	97.9	97.8	97.9	98	



GCSE Results – Full Course – Grade breakdown (%)

Grade	2010	2011	2012	2013	2014	2015	2016	2017
A*	5.6	3.0	5.9	9.4	10.4	11.0	12.5	5.5
A	12.9	15.8	21.0	16.8	25.0	24.88	27.6	19.7
B	20.2	26.3	26.8	23.1	28.5	26.75	25.7	29.1
C	24.8	29.9	22.3	21.3	19.9	20.25	17.0	19.4
D	14.0	12.7	10.36	10.8	10.0	10.38	9.5	13.3
E	13.0	5.3	6.3	7.0	3.4	3.38	4.6	6.2
F	5.1	2.1	3.9	4.8	2.0	2.13	1.0	4.3
G	2.8	3.6	2.5	3.8	0.5	1.00	1.0	1.7
U	1.5	1.3	1.1	3.1	0.3	0.25	0.7	0.8

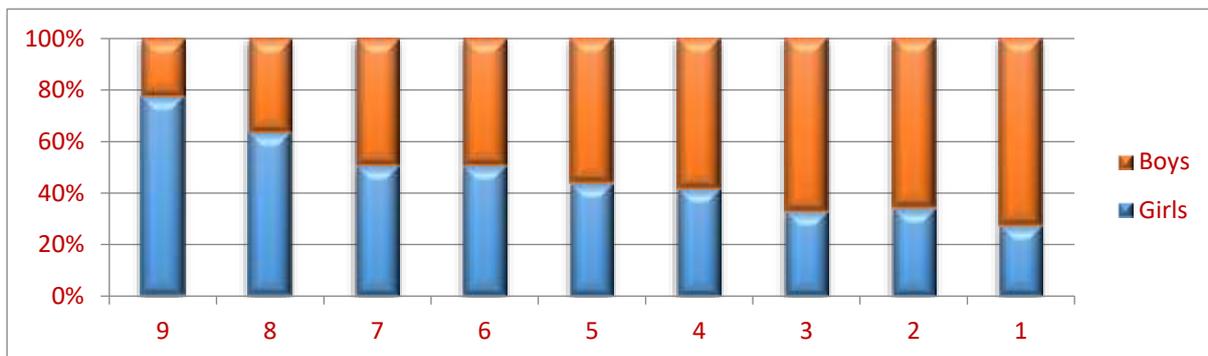
Grade	2018	2019
9	9	10.9
8	12.4	12.3
7	17.2	17.5
6	22.5	21.4
5	15.9	15.4
4	10	11.1
3	9.2	7.8
2	3	2
1	0.5	1.7



GCSE Results – Full Course Gender breakdown 2019 (%)

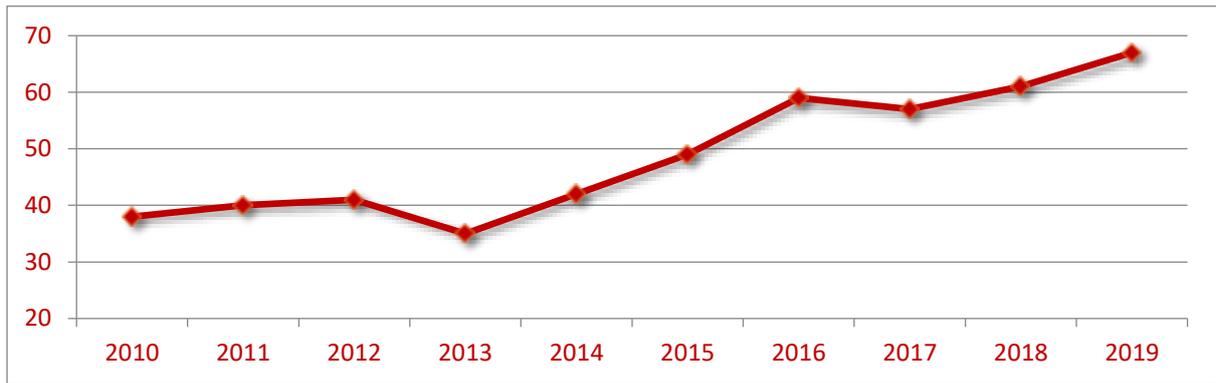
NOE Girls = 349 NOE Boys = 255

	9	8	7	6	5	4	3	2	1
Girls	15.5	15	17.8	22.6	13.8	9.5	5.4	1.4	0.9
Boys	4.5	8.6	17.3	22.0	17.6	13.3	11.0	2.7	2.4



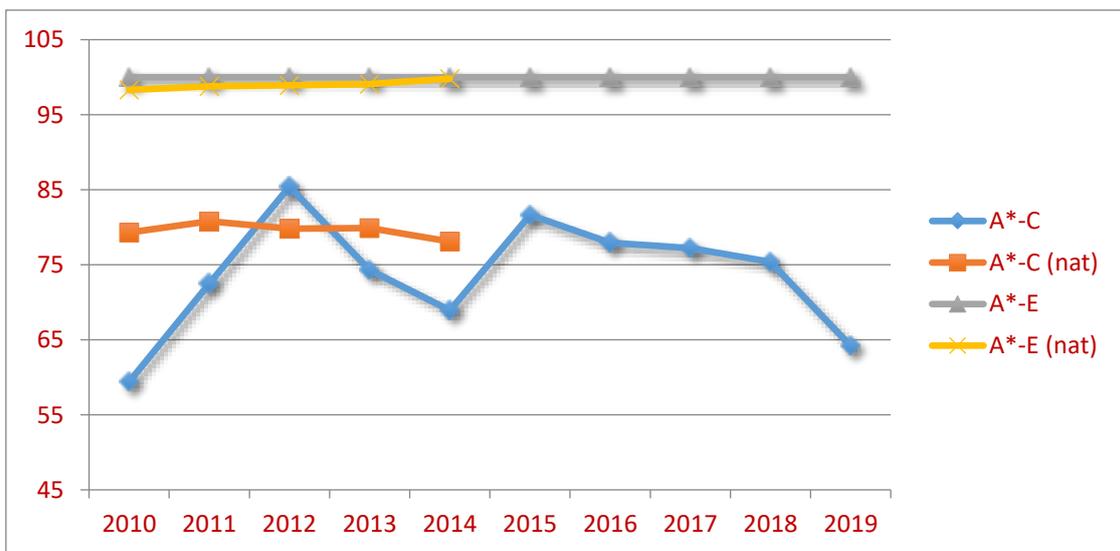
A Level Results: Number of entries

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total entries	38	40	41	35	42	49	59	57	61	67



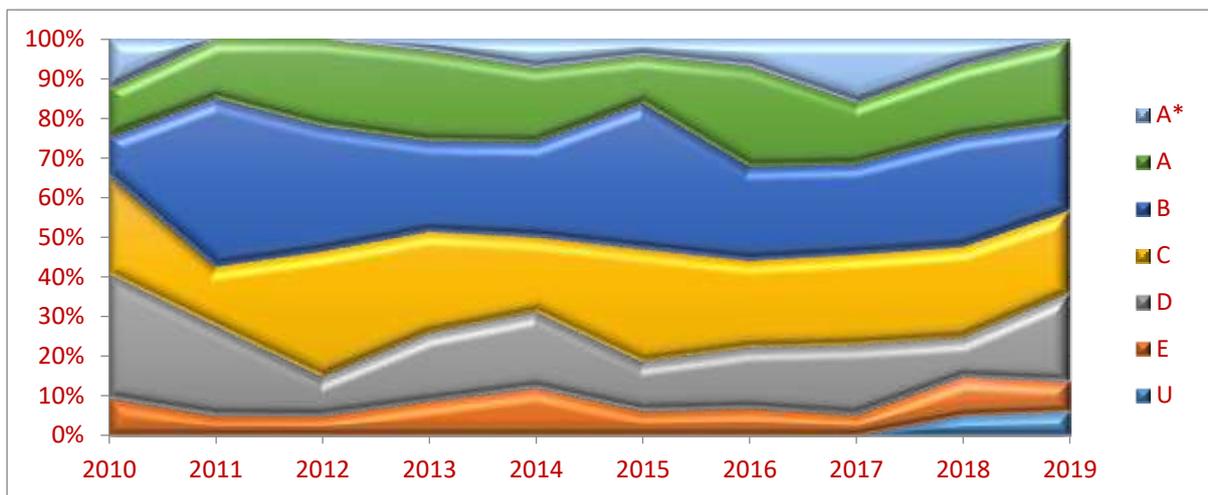
A Level: Grade Comparisons

%age	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
A*-C	59.4	72.5	85.4	74.3	68.9	81.62	77.94	77.2	75.4	64.2
A*-C (national)	79.3	80.8	79.8	79.9	78.1	Not Avail				
A*-E	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
A*-E (national)	98.3	98.8	98.9	99.1	99.8	Not Avail				



A Level: Grade Breakdown %

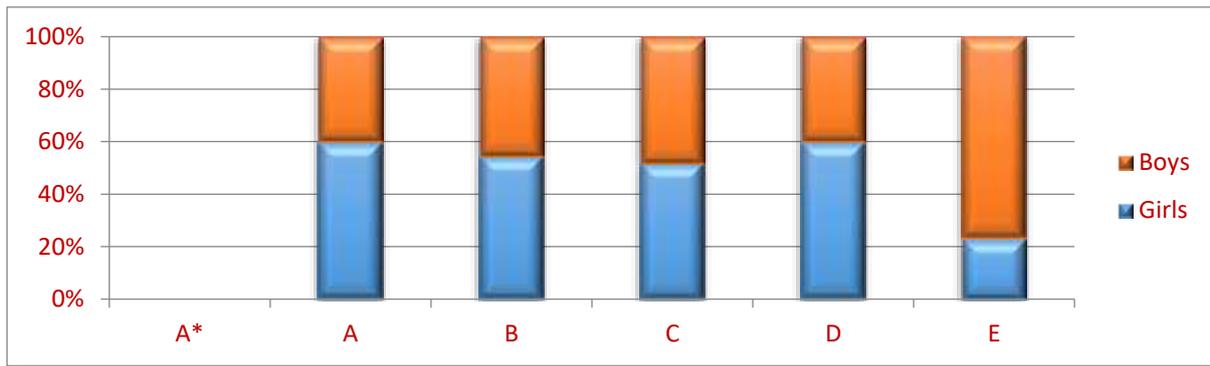
Grade	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
A*	12.5	0.0	0.0	2.9	7.1	4.08	6.77	15.8	6.5	
A	12.5	15.0	22.0	22.9	19.0	12.24	25.42	15.8	18	20.9
B	9.4	42.5	31.7	22.9	23.8	36.73	23.72	22.8	27.9	22.4
C	25.0	15.0	31.7	25.7	19.0	28.57	22.03	22.8	22.9	20.9
D	31.3	22.5	9.8	17.1	19.0	12.24	15.25	17.5	9.8	22.4
E	9.4	5.0	4.9	8.6	11.9	6.12	6.77	5.2	9.8	7.5
U	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9	6.0



A Level: Grade Breakdown by gender % 2019

NOE Girls = 42 NOE Boys = 25

	A*	A	B	C	D	E
Girls		23.8	23.8	21.4	23.8	2.4
Boys		16	20	20	16	8



Appendix 4

Professional development and consultancy provided by Pennine Learning Associates Ltd

Courses during 2018 -19

Date	Title	Approx numbers
9 th October 2018	Primary RE network	30
26 th October 2018	Being an Effective RE Coordinator	7
5 th February 2019	Primary RE network	30
21 st May 2019	Primary RE network	30
26 th June 2019	Teaching Christianity through Believing and Belonging	8
11 th June 2019	Launch and training on the Agreed Syllabus	80

Schools were visited by Pennine Learning Associates for a range of purposes including SMSC training, RE syllabus training and Calderdale RE Award. Further training on RE was also provided for ITE trainees on both the primary and secondary SCITT programmes.