

# SACRE ANNUAL REPORT

Standing Advisory Council for Religious Education  
Annual Report 2015 - 16

## CONTENTS

|  |   |
|--|---|
| <b>CHAIR'S INTRODUCTION</b>                            | 1 |
| <b>SECTION 1: INFORMATION ABOUT SACRE</b>              |   |
| 1.1 Duty to establish a SACRE                          | 2 |
| 1.2 What does a SACRE do?                              | 2 |
| 1.3 Composition of SACRE                               | 2 |
| 1.4 Membership of SACRE                                | 2 |
| 1.5 SACRE Functions                                    | 2 |
| 1.6 Meetings   | 3 |
| 1.7 Action Plan  | 3 |
| 1.8 Circulation of Annual Report                       | 3 |
| <b>SECTION 2: EXECUTIVE SUMMARY OF SACRE'S WORK</b>    |   |
| 2.1 Religious Education - Action Plan Issue 1          | 3 |
| 2.2.The Agreed Syllabus for RE - Action Plan Issue 2   | 3 |
| 2.3 Resources - Action Plan Issue 3                    | 4 |
| 2.4 Collective Worship - Action Plan Issue 4           | 5 |
| 2.5 Other Issues                                       | 5 |
| <b>SECTION 3: STANDARDS IN RELIGIOUS EDUCATION</b>     |   |
| 3.1 Background to exemplification of standards         | 5 |
| 3.2 Examination results in Religious Studies           | 6 |
| 3.3 Quality of Teaching and Leadership in RE           | 6 |
| <b>SECTION 4: COMPLAINTS ABOUT RELIGIOUS EDUCATION</b> | 7 |
| <b>SECTION 5: COLLECTVE WORSHIP</b>                    |   |
| 5.1 Monitoring Collective Worship                      | 7 |
| 5.2 Complaints   | 7 |
| 5.3 Determinations                                     | 7 |
| <b>SECTION 6: LINKS WITH OTHER BODIES</b>              |   |
| 6.1 Links with other Authorities and SACREs            | 7 |
| 6.2 NASACRE  | 7 |
| 6.3 South Central RE/SACRE Hub                         | 7 |

|   |        |
|---|--------|
| <b>APPENDICES</b>   |        |
| A - Membership of Portsmouth SACRE 2015/16  | i      |
| B - Action Plan Update 2013-16  | ii - v |
| C - Support for revised Agreed Syllabus for Religious Education 2016-17   | vi     |
| D - List of organisations receiving Annual Report   | vii    |
| E - Religious Studies examination results   | viii   |
| F - Quotes from Portsmouth School's Ofsted inspection reports 2015-16 relating to SMSC (Social, Moral, Spiritual and Moral) development | ix - x |

## **CHAIR'S INTRODUCTION**

This has been a year of preparation. Though we entered into our Agreed Syllabus Conference knowing that Living Difference II was working well, we knew that there could always be room for improvement. We would like to pay tribute to all the Portsmouth teachers who came forward to assist in discussions about the revised syllabus as well as a willingness to give of their valuable time to participate in the actual writing of Living Difference III.

We welcomed representatives of the Isle of Wight, who have joined with Hampshire, Southampton, and Portsmouth this year in reviewing and revising the syllabus. After working with Hampshire for the last few years the representatives of the Isle of Wight came to value Living Difference and decided to adopt it for their schools.

We have continued to participate in regional and national RE meetings and events, and we follow with interest the various proposals for the future of RE in England.

As in previous years we thank Dr Patricia Hannam, and now Justine Ball as well, both inspector/advisers in Hampshire, for their support of Religious Education in Portsmouth. We also thank Linda Jacobs who gave so generously of her time as our RE adviser and we welcome Stephen Horsman who is the new adviser for our SACRE. We look forward to working with him. We are especially grateful for the continued support of our clerk, Peter Smith-Parkyn.

Looking ahead to the future, we will have a formal launch of Living Difference III, and we look forward to the training for our teachers in its implementation. We also anticipate continuing our partnership with Hampshire, Southampton, and now the Isle of Wight.

Again, a sincere thank you to all who have worked so hard to support RE in Portsmouth, and to all the members of the Portsmouth SACRE for their support.

Elizabeth Jenkerson  
Chair, Portsmouth SACRE

## **SECTION 1: INFORMATION ABOUT SACRE**

### **1.1 Duty to establish a SACRE**

Since the Education Reform Act of 1988, all Local Education Authorities (LAs) have been required by law to constitute a Standing Advisory Council for Religious Education (SACRE) within their local area.<sup>1</sup>

### **1.2 What does a SACRE do?**

SACRE is a unique body; it is set up by the LA but is independent of it, with the role to give advice to that LA. The law states that Religious Education must be taught in all maintained schools<sup>2</sup> and a SACRE's role is to advise what needs to be done to improve religious education (RE) and collective worship for schools in its area.

The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how the LA responded to that advice. This includes advice on Religious Education and Collective Worship in those schools for which the LA has responsibility.

### **1.3 Composition of SACRE**

There are four groups or committees, as below:

- A: The Christian denominations and other religious denominations, reflecting the principal religious traditions of the area.
- B: The Church of England
- C: Teacher and head teacher associations
- D: The Local Authority

The Local Authority has determined that the SACRE should comprise of:

- Fifteen members of other religious groups.
- Four representatives of the Church of England.
- Six representatives of teachers' associations.
- Four elected members.

Other members may be co-opted from time to time as appropriate for all or part meetings

### **1.4 Membership of SACRE**

The names of the SACRE members and the religious denominations for Group A can be found at Appendix A.

### **1.5 SACRE Functions**

- To advise the LA on collective worship and the Religious Education to be given in accordance with the agreed syllabus including methods of teaching, advice on materials and the provision of training for teachers
- To consider whether to recommend to the LA that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement that religious worship in a county school should be 'broadly Christian in nature' should be varied (determinations).
- To report to the LA and the Department for Education (DfE) on its activities on an annual basis.

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<sup>1</sup> Education Act 1996 Section 390:1

<sup>2</sup> School and Standards Framework Act 1998 Section 69

## 1.6 Meetings

SACRE met on three occasions during the academic year 2015-2016:

- Wednesday November 11<sup>th</sup> 2015
- Wednesday March 23<sup>rd</sup> 2016
- Tuesday July 5<sup>th</sup> 2016

Minutes of all SACRE meetings and the current membership are available from the Portsmouth City Council website:

<http://democracy.portsmouth.gov.uk/mgCommitteeDetails.aspx?ID=174>

SACRE is supported by a clerk from the Councils' Democratic Services, as well as a professional adviser who, for the academic year 2015-16, is an officer within the LA's School Improvement Team.

## 1.7 Action Plan

SACRE adopted a 3-year action plan as a basis for its activities for the period 2013 - 2016. This plan and its progress can be found in Appendix B. A revised action plan is currently under consultation (i.e. at the time of preparing the 2015-16 SACRE Annual Report). This will focus significantly on the roll-out and monitoring of the new agreed syllabus.

## 1.8 Circulation of Annual Report

A list of the organisations receiving this report can be found in Appendix D.

## SECTION 2: EXECUTIVE SUMMARY OF SACRE'S WORK

A brief summary of the advice that SACRE has given to the local authority and action taken follows.

### 2.1 Religious Education- Action Plan Issue 1- To monitor the impact of the agreed syllabus for Religious Education

- During 2015-16, SACRE has focussed on the revision to the agreed syllabus (see 2.2) and consequently monitoring activities through visits to schools have been curtailed.
- SACRE has considered recent school inspection reports during the year, noting the references made to Social, Moral, Spiritual and Cultural (SMSC) development and to RE (if any). This is reported as Appendix F.
- SACRE has analysed KS4 examination results over a three year period and identifies trends in performance benchmarked against national data. It is noted, however, that these outcomes relate to the examination syllabus, with the agreed syllabus being instrumental in attracting students to study this to examination level. This is reported in 3.2 and also as Appendix E.

### 2.2 The Agreed Syllabus for RE - Action Plan Issue 2 - To raise awareness of / training for Living Difference III & the revision of the agreed syllabus for Religious Education

- In 2015 SACRE held an Agreed Syllabus Conference which agreed to revise the syllabus in collaboration with Hampshire, Southampton and the Isle of Wight, with Hampshire's Religious Education Advisers taking a lead role. Three teachers from

schools representing each of the phases (primary, secondary and special) have participated in the writing sessions during 2015-16 and the professional adviser has met Hampshire's advisers to discuss progress and commission support on behalf of SACRE for the proposed roll out of the syllabus (if adopted) during autumn 2016 / spring 2017.

- In support of this action, SACRE recommended to the LA to purchase the Hampshire RE Newsletter for all of Portsmouth's LA maintained, non-Catholic schools (i.e. 37 in total). This recommendation was agreed and is forwarded electronically to schools twice a year, following publication. The newsletter promotes teaching and learning within the agreed syllabus and enables schools to be aware of resources to purchase or borrow, as well as information about available courses.
- SACRE has considered the DfE advice that 'A SACRE ... has within its powers to discuss any matter related to its functions as it sees fit and may therefore include the provision of RE in academies in its discussions or address such matters as may be referred to it. An academy or group of academies can be represented though co-option onto the local SACRE (or indeed any SACRE) if all parties are in agreement'.

### **2.3 Resources - Action Plan Issue 3 - To raise the awareness of a) SACRE artefacts available to support the agreed syllabus for Religious Education and b) 'Spiritual, Moral, Social and Cultural' (SMSC) development, through the teaching of Religious Education and other curriculum areas with an emphasis on supporting the British Values agenda**

- The professional adviser to SACRE has ensured that, within the school-to-school networking arrangements led by School Improvement Officers, there has been a session available to all schools promoting SMSC, attended by approximately 20 participants. The differences in SMSC between a good and outstanding school were a focus for discussion, with the key phrase being that pupils' development 'thrives' in the very best schools. The place of RE was considered through use of the most recent Ofsted survey report.
- SACRE's artefacts collection continues to be maintained by the Ethnic Minority Achievement Service (EMAS), which has now relocated to the Civic Offices. The existence of the boxes and their use has been promoted by EMAS and by Improvement Officers both during course sessions and through newsletters. During 2015-16, 9 schools have borrowed 36 boxes. Information relating to the religious and cultural artefacts available to schools from SACRE is available to schools on the Portsmouth City Council EMAS website: <http://emas.lea.portsmouth.sch.uk/>
- Work to support the promotion of British Values took place in 2014-15 through School Improvement and Governor Services Officers and this has been consolidated during 2015-16. Although it is not mandatory, most local schools have a British Values statement on their websites.
- EMAS has continued to offer support to schools in their appreciation of a range of religions and cultures through Festival and Language Packs. At their request the service has also provided comprehensive guidance to schools to support them to meet the needs of their Muslim students. The guidance draws on good practice nationally through the Muslim Council of Great Britain as well as Portsmouth schools. It was produced with their collaboration and the Muslim representative on the SACRE, as well as with the support of a number of Muslim colleagues and representatives within the city. The EMAS website provides access to subscribing schools and organisations for this as well as an electronic catalogue and booking service for the

artefacts and materials available from SACRE to supplement teaching and learning in Religious Education.

- The Directory that supports schools to understand the range of visits and visitors that are available is currently under revision and will be re-circulated to all schools during the autumn term 2016.

#### **2.4 Collective Worship - Action Plan Issue 4 - To work on the NASACRE agenda ' Collective Worship Revisited' to monitor Collective Worship in maintained city schools**

SACRE decided not to take any action on this issue during 2015-16.

#### **2.5 Other Issues:**

To ensure a more informed SACRE, regular updates have been given by the Chair on regional issues and consideration has been given to future ways of working so that each of the groups is representative of its stakeholders and has a duty to report back to them, therefore ensuring that they have an equal voice on the Portsmouth SACRE.

Academies and free schools must teach Religious Education within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. They are therefore able to follow a syllabus of their choice. The LA has a reducing number of maintained schools (now 42), with 5 of these being schools within the Catholic Diocese of Portsmouth. Therefore, 37 schools are required to teach in accordance with the Agreed Syllabus. There will shortly be 21 academies in Portsmouth. SACRE has considered the co-option of a representative from the Academy sector so that its support and influence both reflects and contributes to the work of all city schools.

### **SECTION 3: STANDARDS IN RELIGIOUS EDUCATION**

#### **3.1 Background to exemplification of standards**

The Education Act of 1944 required that schools should provide Religious Education, whilst allowing both teachers and parents (on behalf of their children) the right to withdraw. This remained unchanged until the 1988 Education Act which established a mandatory National Curriculum of ten subjects and the forming of a SACRE. It aims to provide support and guidance for teachers in schools, to review the Agreed Syllabus on a five yearly basis, to provide advice on Collective Worship and to advise on matters of training for teachers in Religious Education and Collective Worship. The Religious Education curriculum was not determined by a National Curriculum but by a locally agreed syllabus. Portsmouth SACRE expects maintained schools to follow the Living Difference III syllabus.

A revised curriculum from September 2014 has meant that all schools, irrespective of whether they are maintained by a LA or are academies have a requirement to actively promote tolerance, fairness, respect for other faiths, and the rule of law and democracy. 'Spiritual, Moral, Social and Cultural' development is viewed as a key judgement contributing to the overall effectiveness of the curriculum. The Ofsted inspection handbook refers to these values within the leadership and management section.<sup>3</sup>

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<sup>3</sup> School Inspection Handbook Pg. 37 August 2016

### 3.2 Examination results in Religious Studies

**GCSE:** There is a 3-year upward trend, with outcomes having increased 12% since 2013. In 2014 and 2015, outcomes were broadly in line with national results, although that in 2015, they are slightly above (at A\*-C).

|                        | 2013         |              | 2014         |              | 2015         |              |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                        | A*-C         | A*-G         | A*-C         | A*-G         | A*-C         | A*-G         |
| <b>Portsmouth</b>      | <b>61.7%</b> | <b>96.5%</b> | <b>68.7%</b> | <b>97.2%</b> | <b>73.9%</b> | <b>97.5%</b> |
| National (all schools) | 72.2%        | 98.4%        | 70.4%        | 97.9%        | 72.2%        | 97.9%        |

37% of Year 11 pupils entered the examination (637), compared to 44% nationally. These pupils came from 7 of 10 schools, with 2 having no entries in either 2014 or 15, and 1 having no entries in 2013, 14 or 15, although the course is now offered.

- The highest performing schools (in % terms and at A\*-C) were two academies and the Catholic secondary school.
- The largest number of entries came from one of the academies (210 pupils) and the Catholic secondary school (182).

In 2013, 24.4% of pupils entered the exam, and 41.5% in 2014. In 2015 there was a decline in the number of entries to 37%. The SACRE Monitoring Group noted that a future area of monitoring and action might include 1) the number of schools offering GCSE, and 2) teaching and learning in Years 5-8 where pupils' attitudes towards the subject will influence interest and take-up at Key Stage 4.

**AS and A Level:** Portsmouth LA no longer receives performance information for colleges outside of the city, which are attended by a significant number of city students. Results for 2015 apply to one provider only - Portsmouth College.

- 19 pupils were entered for the **GCE AS level**. Of these, 17 pupils (89% pupils) achieved grades A\*-E.
- 17 pupils were entered for the **GCE A level**. All pupils achieved grades A-E. The 100% pass rate at A-E has not changed since 2013.

All results can be seen in table format at Appendix E.

### 3.3 Quality of Teaching and Leadership in Religious Education

There is no requirement for schools to submit or report data on pupil attainment in religious education at the end of Key Stages 1-3 and no data is collected by the LA.

For several years there has been an absence of specific reporting about Religious Education in schools' Ofsted reports, although their judgements include the extent of pupils' social, moral, spiritual and cultural development (SMSC). Although there is no direct link between



these judgements and the quality of Religious Education, reports can give an indication of the quality of provision. The introduction of the short inspection for schools already judged as good or better further limits the detail of the commentary that an Ofsted inspection will provide to support SACRE's monitoring responsibility. Some quotes from recent Ofsted reports for Portsmouth schools can be found at Appendix F. The full reports are publicly available on the Ofsted website.

The LA's School Improvement Officers make visits to maintained schools, allocating their resource in inverse proportion to each school's success. Where reviews of teaching and learning and/or leadership and management take place, officers report back to schools their findings in relation to pupils' learning across the curriculum: if seen, this will include Religious Education, as well as SMSC development.

## **SECTION 4: COMPLAINTS ABOUT RELIGIOUS EDUCATION**

There have been no formal complaints about Religious Education to SACRE in the past year.

## **SECTION 5: COLLECTIVE WORSHIP**

### **5.1 Monitoring Collective Worship**

Ofsted reports have not mentioned collective worship and the DfE has no plans to revisit the issue. No schools have an exemption from the legal requirement to hold an act of collective worship 'wholly or mainly of a broadly Christian character'.

### **5.2 Complaints**

There have been no complaints about Collective Worship in schools. Some Head teachers have particularly requested support and guidance relating to the numbers of pupils of the Islamic faith whose parents have asked for their children to be exempt from Christian based assemblies. This guidance has been prepared by EMAS and is available electronically to schools.

### **5.3 Determinations**

No requests for determination have been submitted to SACRE and there are no current determinations for review.

## **SECTION 6: LINKS WITH OTHER BODIES**

### **6.1 Links with other Authorities and SACREs**

Portsmouth retains links with the Hampshire SACRE through members who are on both bodies, as city schools follow the Living Difference Revised 2011 syllabus, which was written in collaboration with Hampshire and Southampton SACREs and schools.

### **6.2 NASACRE**

Members of the Portsmouth SACRE attend regional and national NASACRE meetings and it is able to provide support, representation and guidance to the Portsmouth SACRE.

### **6.3 South Central RE/SACRE Hub**

Portsmouth SACRE members are invited to the South Central Hub meetings where further support and advice, including development of RE research, development of leadership capacity and local support booster courses are discussed. The Chair regularly attends these meetings, as well as the reading and research group, held at the University of Winchester.

## **APPENDIX A - SACRE MEMBERS 2015/16**

### **Group A Representatives - One representative of each of the religions and other bodies listed in the constitution**

Baha'i - Elizabeth Jenkerson (**Chair**)  
Baptist - Geoff Wheeler  
Evangelical - Peter Davies  
Hinduism - Renuka Vyas  
Islam Mr Syed Aminul Haque  
Judaism - Ruth Guyer (**Vice Chair**)  
Quakers - Jane Lewis  
Roman Catholic - Tom Blair (*from January 2016*)  
Salvation Army - Marilyn Leggett  
Sikhism - Micky Singh

### **Group B Representatives - Church of England**

Abbie Eales (*from March 2016*)  
Brian Hay, Church of England  
Richard Wharton, Church of England  
Reverend Alice Wood, Church of England  
Reverend Jane Ball, Church of England (*from 3 July 2016*)

### **Group C Representatives - Six teachers representing the various key stages and an association recognised by the Authority for the purposes of consultation and negotiation.**

Eleanor Assinder /Paula Withers, Secondary Teacher Representative  
Sarah Hanley, Post-16 Representative  
Beverley Millsom, Special School Representative  
Siôn Reynolds, Teacher Liaison Panel  
Sarah Sadler / Sandra Gibb, Primary School Representative  
Gemma Self, Early Years Representative

### **Group D Representatives - Four representatives of the Authority, at least two of whom shall be elected members of the Authority.**

Maria Cole (*Un-appointed as of 9 June 2016*)  
Taki Jaffer (*Un-appointed as of 9 June 2016*)  
Councillor Neill Young  
Councillor Suzy Horton (*from 9 June 2016*)  
Councillor Ryan Brent (*from 9 June 2016*)  
Councillor David Tompkins (*from 9 June 2016*)  
Councillor Ken Ferrett (*Resigned 10 February 2016*)

### **Officers in Attendance**

Linda Jacobs, Professional Adviser, Education Service  
Peter Smith-Parkyn, Democratic Services

## APPENDIX B – ACTION PLAN FOR 2013/16, with updates

| Objective   | Lead  | Actions  | Summer 2016 Update   | RAG |
|---|---|--|--|-----|
| <b>1. To monitor the impact of the agreed syllabus for RE (Living Difference Revised 2011 - LDR11)</b>  |   |  |  |     |
| 1.1 Ensure the members of SACRE are informed of the standards achieved in RE in city schools. SACRE members able to quantify attainment and progress against national norms | Chair/com<br>mittee<br><br>LA officer<br><br>Consul-<br>tants | Commission support for Hants RE adviser for visits to secondary schools<br><br>Use Data (as before) to share city wide levels achieved at SACRE meetings<br><br>Ensure SACRE members can determine LA scores against national and areas for improvement                              | 2015 performance information indicates that GCSE is in line with national<br><br>Ofsted reports are positive in relation to SMSC<br><br>Planned monitoring visits took place in 2014-15.   |     |
| 1.2 Ensure members of SACRE are able to make recommendations to the LA with a view to raising standards and quality of teaching where necessary                             | LA officer<br>SACRE<br>members                                | Use data made available to determine the standards of teaching and learning<br>Agree a committee to look at GSCE results, monitoring visits and Ofsted reports. Now with emphasis on RE, SMSC and leadership of RE. Feed back to SACRE<br>Agree format and information sharing to LA | SACRE recommended that schools receive the RE Newsletter produced by Hampshire in order to support the quality of teaching.<br>LA Improvement Officers have included a focus on RE and SMSC within their 'wider curriculum' CPD sessions.<br>SACRE has maintained the RE artefact boxes. |     |
| 1.3 Provide schools with expertise / support to raise quality of teaching and so enable enhanced learning opportunities   | LA EO<br>RE Insp  | Raise awareness of CPD available through networking meetings and CPD in LA and Hants   | SACRE has maintained the RE artefact boxes.  |     |
| 1.4 Determine the percentage of RE lessons in secondary schools that are covered by RE specialists  | LA EO<br>RE Insp  | Gather data, through visits and questions to schools, regarding the number of specialist teachers, and any problems in recruitment.  | SACRE has not taken action on this point, given the rapidly changing landscape of school organisation.<br>SACRE has noted that 3 schools have not offered the subject at GCSE.   |     |

| Objective   | Lead                                 | Actions  | Summer 2016 Update   | RAG |
|---|--------------------------------------|--|--|-----|
| <b>2. To raise awareness of /training for Living Difference Revised 2011 - (LDR11) &amp; the revision and roll out of the agreed syllabus for RE - LDR 16</b>   |                                      |  |  |     |
| 2.1 Provide networking meetings throughout city to raise awareness of /training on LDR11 and LDR16  | LA officer<br>Hants Insp             | Provide termly meetings. Primary phase to include visits to faith buildings and to invite speakers<br>Secondary meeting to be re-instated  | A programme of CPD is in place for the launch of the proposed new Agreed Syllabus from autumn 2016. <b>This will need to be overseen by the professional adviser to SACRE.</b>               |     |
| 2.2 Continue to work with neighbouring LAs to provide revision to agreed syllabus   | Chair<br>LA officer                  | Maintain working relationships with Hants and Southampton SACRE bodies<br>Provide evidence to LA to fund the teaching staff to 'revise' LDR11.<br>Liaise with schools to find appropriate staff work on the revision | Teachers have represented Portsmouth with the revision. SACRE members have been present for some part-sessions.<br><br><b>To be decided by an Agreed Syllabus Conference in autumn 2016.</b> |     |
| 2.3 Look to providing teaching staff to support the rewrite and roll out the revised LDR11 (LDR16)  | Hants and Ports.<br>SACRE bodies     | Provide for the LA an expected costing for SACRE to provide training to lead teachers<br>Liaise with schools to determine suitable staff   |  |     |
| 2.4. Provide CPD for RE managers and SLT on the new LDR16 edition. Work with Hants LA and Hants and IOW SACRE to plan, prepare and produce new hard and electronic copies for all city maintained schools | Trained RE teachers<br>Hants RE Insp | Provide funding (through LA) to provide copies of revised LDR16 for each school<br>Provide training for RE managers in city<br>Monitor use of new LDR16  | Arranged CPD will be offered at a subsidised cost to all schools.<br>The Agreed Syllabus will be available at no cost to all of Portsmouth's maintained schools.                             |     |

| Objective   | Lead               | Actions   | Summer 2016 Update   | RAG |
|---|--------------------|---|--|-----|
| <b>3. To raise the awareness of a) SACRE artefacts available to support the agreed syllabus for RE (LDR11), b) 'Spiritual, Moral, Social and Cultural' (SMSC) development, through the teaching of RE and other curriculum areas with an emphasis on supporting the British Values agenda (Ofsted 9.2014)</b> |                    |   |  |     |
| 3.1 Regularly share with schools the SACRE resources to support the LDR11, stored at the EMAS Centre  | EMAS<br>LA Officer | Continue to provide information to HTs on the electronic twice termly bulletin<br>Showcase the artefacts to any teachers on course at the EMAS Centre | All schools are aware of SACRE resources and a loan and free delivery/return system is in place. |     |

|  |                             |   |   |  |
|--|-----------------------------|---|---|--|
| 3.2 Provide for secondary school teachers/students an opportunity to take part in a city wide RE conference              | SACRE                       | Provide an 'Enrichment Conference', open to all schools on annual basis,<br>Speakers to come from various faith groups<br>SACRE members to support wherever possible<br>Funding to be arranged from outside sources to enable students to attend for free | In 2014-15 SACRE agreed to cease the Conference, which had been an annual event, as it was costly and, of benefit to relatively few pupils.<br>Discussion has taken place as to whether the Council of Portsmouth Students could consider holding an event focussing on tolerance of difference and diversity in faith. |  |
| 3.3 Provide workshop/briefing for senior leaders on the SMSC/British Values agenda                                       | LA officers                 | Invite all senior leaders from city schools to briefing at EMAS Centre<br>Prepare materials to support BV at individual schools   | This was completed by LA officers during 2014-15, with high take-up by school leaders, including governors, for whom discrete sessions were held.<br><br>Materials to support tolerance of people of different faiths and beliefs are available from EMAS for all subscribing schools.                                  |  |
| 3.4 Provide workshop/briefing for Governors on the SMSC/British Values agenda  | LA officers                 | Invite all city governors to briefing at EMAS Centre<br>Prepare materials to support BV at individual schools   |   |  |
| 3.5 Organise a 'drop-in' day for RE and Curriculum Managers to look at all resources to support SMSC & BV at EMAS centre | LA Officer<br>EMAS advisers | Invite all city RE and curriculum leaders to drop in at EMAS Centre<br>Prepare materials/artefacts/packs available to support BV in RE and other subjects for staff to peruse and to book for curriculum areas  | This was held summer term 2015.   |  |

| Objective   | Lead                | Actions   | Summer 2016 Update   | RAG |
|---|---------------------|---|--|-----|
| <b>4. To work on the NASACRE agenda ' Collective Worship Revisited' to monitor Collective Worship (CW) in maintained city schools</b> |                     |   |  |     |
| 4.1 SACRE members to attend NASCRE meetings to determine the role of SACRE in monitoring CW   | SACRE members       | The members who attended NASACRE meetings to feed back to Portsmouth SACRE<br>Those members to arrange means to collect data and to act upon findings | Chair and other members have regularly fed back orally to SACRE on attendance at various meetings. <b>Reports would be more effective if key points were written, with recommendations if appropriate.</b> |     |
| 4.2 Committee set up to look at data collected re CW across the city  | Chair<br>LA Officer | Committee set up to meet to review Ofsted and LA visit reports  | There has been no collection of 'data' for CW - it is not clear what SACRE meant by this when the action was identified.   |     |

|  |                     |  |   |  |
|--|---------------------|--|---|--|
| 4.3 Consider any complaints about provision and delivery of Collective Worship               | Chair<br>LA Officer | Committee set up to deal with any complaints raised  | There have been no complaints   |  |
| 4.4 SACRE members to have sight/knowledge of the Ofsted document 'Guidance : SMSC,RE and CW' | Chair<br>LA Officer | Provide link to/copy of 'Guidance for Headteachers and Governors on Ofsted criteria for SMSC | SACRE members are kept up to date with Ofsted requirements through verbal reports. <b>This should be a routine item on the agenda every time there is a change to the handbook (led by the professional adviser).</b> |  |

## Glossary of abbreviations

|             |  |
|-------------|--|
| BV          | British Values   |
| CPD         | Continuing Professional Development (staff training)   |
| DfE         | Department for Education   |
| EMAS        | Ethnic Minority Achievement Service  |
| EO          | Education Officer  |
| IOW         | Isle of Wight  |
| LA          | Local Authority  |
| LDR11       | Living Difference Revised (in 2011) the 'Agreed Syllabus'  |
| LDR16       | Living Difference Revised (in 2016) the 'Agreed Syllabus'  |
| RAG         | RAG rated, R = Red, not achieved; A = Amber - partially achieved; G = Green - fully achieved   |
| RAISEonline | From Ofsted and the DfE: RAISEonline aims to:<br>Enable schools to analyse performance data in greater depth as part of the self-evaluation process.<br>Provide a common set of analyses for schools, local authorities, inspectors, dioceses, academy trusts and governors.<br>Better support teaching and learning |
| SACRE       | Standing Advisory Council for Religious Education  |
| SEF         | School Evaluation Form   |
| SLT         | Senior Leadership Team (in schools)  |
| SMSC        | Spiritual, Moral, Social and Cultural  |

## APPENDIX C: SUPPORT FOR REVISED AGREED SYLLABUS FOR RELIGIOUS EDUCATION 2016-17

The Local Authority will distribute the syllabus to schools in the autumn term after it has been agreed.

Officers have arranged the following support for the new syllabus going forward into the school year 2016-17.

1. **Briefing for Headteachers** of all Portsmouth maintained schools (primary, secondary and special, [but not Catholic]) and all Academies that plan to adopt the revised syllabus. This will take place on **2<sup>nd</sup> November 08.30-10.00** at the Inn Lodge, Burrfields Road. The session will be led by Pat Hannam, Hampshire Adviser for RE. (*Please note this session is **NOT** for RE Leaders*). There will be no charge for any school/Academy for this briefing which can be booked through the link - <https://www.enterprisestudy.com/View.aspx?p=109248&c=256171&courseid=256171&zz=35726310>
2. **Training for all RE Leaders** of all Portsmouth maintained schools (primary, secondary and special, [but not Catholic]) and all Academies planning to adopt the revised syllabus. This will take place on **30<sup>th</sup> November 2016 (all day)** and **31<sup>st</sup> January 2017 (14.00-16.30)** at the Training and Learning Centre, PAFG. Participants must attend BOTH sessions. The session will be led by Pat Hannam and Justine Ball, Hampshire Advisers for RE. There will be a charge for these sessions, although this is subsidised, and lunch will not be provided (on 30<sup>th</sup> November). Training can be booked through the following link <https://www.enterprisestudy.com/View.aspx?p=109248&c=256170&courseid=256170&zz=89407482>
3. **A secondary network** for RE Leaders is available in the Havant/Waterlooville area and can be booked through the following link <https://learningzone.hants.gov.uk/learningzone/course.aspx?courseid=49057>
4. **A primary network** with up to 24 places will be set up locally, to take place here at the Civic Centre (EMAS Training Room) and led by Justine Ball, Hampshire Adviser for RE. There will be a charge for these sessions. The dates are as follows, with sessions taking place between 13.30 and 16.00:  
**14 September 2016**  
**11 January 2017**  
**10 May 2017**

## **APPENDIX D: LIST OF ORGANISATIONS RECEIVING THIS REPORT**

Copies will be sent electronically to the relevant bodies. This report will be available on the Local Authority and NASACRE websites for interested parties to download.

Director of Children's Services, Portsmouth City Council

Deputy Director of Deputy Director of Children's Services - Education, Portsmouth City Council

Cllr Neill Young, Cabinet Member for Education, Portsmouth City Council

The Department for Education (Central Government)

NASACRE (National Association of Standing Advisory Councils on Religious Education)

Headteachers and Governing Bodies of all Portsmouth Schools

All members of SACRE

The Anglican Diocese of Portsmouth

The Catholic Diocese of Portsmouth



## APPENDIX E: PERFORMANCE INFORMATION 2013-15

### RE GCE AS Level Course 2015

| School/College                     | NOE   | A    | B    | C    | D    | E    | Q | U    | X   | A-B   | A-E   | Avg Pts | % passes at A-E |
|------------------------------------|-------|------|------|------|------|------|---|------|-----|-------|-------|---------|-----------------|
| National (all entries)             | 30513 | 6213 | 6925 | 7117 | 4923 | 2936 | 3 | 2278 | 118 | 13138 | 28114 | 101.0   | 92.1            |
| LA (State-funded Schools/Colleges) | 19    | 4    | 4    | 3    | 6    | -    | - | 2    | -   | 8     | 17    | 98.7    | 89.5            |

These results are being reported for the first time.

### RE GCE A Level Course 2015

| School/College                     | NOE   | *    | A    | B    | C    | D    | E    | Q | U   | X  | A*-A | A*-B  | A*-E  | Avg Pts | % passes at A-E |
|------------------------------------|-------|------|------|------|------|------|------|---|-----|----|------|-------|-------|---------|-----------------|
| National (all entries)             | 21313 | 1171 | 4037 | 6415 | 5414 | 2951 | 1097 | 1 | 215 | 12 | 5208 | 11623 | 21085 | 225.9   | 98.9            |
| LA (State-funded Schools/Colleges) | 17    | 1    | 4    | 5    | 2    | 3    | 2    | - | -   | -  | 5    | 10    | 17    | 225.9   | 100             |

### RE GCSE Full Course statistics 2013 - 2015

| Centre                      | NOR    | NOE    | NOE as % of NOR | A*-C   | % passes at A*-C | A*-G   | % passes at A*-G | Avg Pts | No. of schools contributing to GCSEs |
|-----------------------------|--------|--------|-----------------|--------|------------------|--------|------------------|---------|--------------------------------------|
| 2015 National (All Schools) | 611079 | 269248 | 44              | 194368 | 72.2             | 263662 | 97.9             | 41.9    | NK                                   |
| 2015 LA                     | 1704   | 637    | 37              | 471    | 73.9             | 621    | 97.5             | 42.3    | 7                                    |
| 2014 National (All Schools) | 554524 | 240500 | 43              | 169250 | 70.3             | 235388 | 97.8             | 41.3    | NK                                   |
| 2014 LA                     | 1782   | 739    | 42              | 508    | 68.7             | 718    | 97.1             | 40.4    | 7+ 1 special school                  |
| 2013 National (All Schools) | 565515 | 210372 | 37              | 151990 | 72.2             | 206973 | 98.3             | 41.7    | NK                                   |
| 2013 LA                     | 1854   | 452    | 24              | 279    | 61.7             | 436    | 96.4             | 38.5    | 8                                    |

## **APPENDIX F - EXTRACTS FROM PORTSMOUTH FROM PORTSMOUTH SCHOOLS' OFSTED INSPECTION REPORTS 2015-16 (relating to RE and SMSC [Social, Moral, Spiritual and Cultural] development)**

Reports are available through the website - <https://reports.ofsted.gov.uk/>

### **LA Maintained Primary Schools:**

- *"Learning makes a strong contribution to pupils' spiritual, moral, social and cultural development. The school's ethos of respect and understanding underpins learning in all subjects. Differences are not only tolerated but are welcomed and celebrated. Pupils warmly welcome newcomers, quickly making them feel at home. British values are woven throughout the everyday life and work of the school. Trips and visitors extend pupils' experiences effectively and broaden their horizons".*
- *"Pupils learn about a balanced range of world religions. They speak confidently about their beliefs, and listen carefully and respectfully to the views of others. They treat religious artefacts with appropriate respect when using them in the classrooms because teaching is helping them to appreciate their significance in different religions".*

Cottage Grove Primary School

- *"Pupils ... have ample opportunities to develop spiritually, morally, socially and culturally. They play and learn together well ... They have a clear sense of right and wrong appropriate to their age and stage of life".*
- *The school "is a happy and harmonious community where pupils from a wide and diverse range of backgrounds get on admirably. This is excellent preparation for life in modern Britain".*

Moorings Way Infant School

### **LA/Catholic Diocese Maintained Primary Schools (i.e. not following Agreed Syllabus) (N.B. Faith schools are subject to a Section 48 inspection).**

- *"The school provides well for pupils' spiritual, moral, social and cultural development through lessons, assemblies and its general ethos. Pupils are well prepared for life in modern Britain. They described how they learn about British values, such as the rule of law, in their history lessons and about democracy through voting for school council members. Pupils are taught about different cultures and faiths and they show a good level of tolerance towards those who are different, including those with special educational needs. There are strong links with the local church, where pupils attend mass regularly. There is also a small prayer room in school where children can go during breaktimes ..."*

St Swithun's Catholic Primary School

### **Primary Academies**

- *"Pupils' spiritual, moral, social and cultural development is supported well. Lessons and assemblies enable pupils to explore their feelings and those of others. In one circle time lesson in Year 2, pupils discussed how it felt to be lonely and how they could support others so they did not feel sad. British values are incorporated into topics well ... Pupils demonstrate respect and tolerance for different faiths and cultures".*

Ark Ayrton Primary Academy

### **LA Maintained Secondary Schools:**

- *"Pupils' spiritual, moral, social and cultural development is a real strength of the school. Opportunities for reflection are threaded through the pupils' day. For example, while studying A Christmas Carol, Year 10 pupils grappled with what the Christmas spirits might represent and how they could influence choices about right or wrong actions."*
- *"Pupils possess a strong social conscience. They are guardians of the values of community and loyalty to their families and each other ... School leaders ensure that pupils have opportunities to experience new and different cultures, outside of their immediate environment. A structured programme of well-planned tutor time, the established house system and memorable assemblies ensure that pupils develop a sense of duty and respect. In this way they are well prepared for life in modern Britain".*

King Richard Secondary School

- *"Equality of opportunity and the celebration of diversity have a high priority in the school. The school is a Stonewall Champion School and there are strong and clear messages around the site reinforcing ways in which pupils and staff can show respect for each other".*

Springfield Secondary School

### **LA/Catholic Diocese Maintained Secondary Schools (i.e. not following Agreed Syllabus)**

(N.B. Faith schools are subject to a Section 48 inspection).

- *"Fundamental British values and personal, social and health education are woven into the curriculum and pervade the life of the school. As a consequence, equal opportunities are fully promoted and upheld. Intolerance of any form of prejudice is prevalent and pupils are insistent about the rights of all to be treated as equals".*

St Edmund's Catholic Secondary School