

# **Haringey Standing Advisory Council for Religious Education (Haringey SACRE) Annual Report 2011-2012**

**The annual report is produced in accordance with the Education Act 1996.  
Minutes of SACRE meetings during 2011-2012 were used to prepare this report.**

**It includes the analysis of exam data at KS4-5 in RE/RS**

**This report was approved by members on 25<sup>th</sup> April 2013**



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## Chairman's Introduction



Each year SACRE is required to produce a summary of its activities. The Education Act 2002 requires that religious education must be provided as part of the basic curriculum in addition to the National Curriculum. The report outlines our work to promote RE and Collective Worship in the Borough, to support spiritual, moral, social and cultural development, and community cohesion and to advise the LA on methods of teaching and resources.

Haringey SACRE starts all its meetings with a short period of reflective silence where members can ponder individual and global issues.

SACRE has a number of functions which include advising the LA on collective worship and religious education to be given in accordance with the agreed syllabus. The Agreed Syllabus requires review every five years and the current one used by the schools was endorsed in 2007. Haringey SACRE recommended that an Agreed Syllabus Conference should be convened during 2011-2012.

A letter was sent to the new Director and the Deputy Director held a meeting with members of SACRE and I to hear about the statutory requirements of the syllabus and costs that would be incurred by the review.

Consultation with schools on the new agreed syllabus took place through questionnaires and possible syllabus options at a conference in July 2012 for schools. Reviewing, endorsing and implementing a new agreed syllabus has been the main concern of Haringey SACRE and the Standing Conference for 2011-2012.

Again SACRE meetings have heard via NASACRE and other organisations of the growing crisis for religious education, as government changes are taking effect that are detrimental to RE. We have had a number of lively debates and have voiced our concerns about the unintended but negative impact of recent government policy. Members have been updated on the actions taken by key national umbrella organisations that continue to lobby Government and raise awareness about good RE. We understand from teachers nationally and locally that there has been an erosion of dedicated curriculum time for RE. We continue to encourage schools to look on the websites of the Religious Education Council for England and Wales (REC) and on the National Association for Teachers of Religious Education (NATRE) to keep up to date with developments. All schools should have received the Annual Report for 2010-2011 reminding them of their statutory responsibilities for RE last summer term and the guidance we issued on promoting spiritual, social, moral and cultural development that included a useful audit for schools to use. Members from faith communities continue to give their time to attend meetings and promote RE and we are appreciative of their dedicated efforts. Special thanks go to our active Councillors who have supported SACRE very well, to Tracey Simpson who has clerked meetings and to Fay Jackson and Anita Compton for support and advice.

***Andie Frost, Chair of SACRE***

## **Standards and quality of RE provision**

Information about standards in Haringey Schools is based on the annual analysis of data and RE results outlined in Section **1b** and from regular sample presentations from primary and secondary schools to SACRE.

Since 2008 teacher presentations of work in schools related to RE, Collective Worship and SMSC have been a feature of many SACRE meetings. Members appreciate being in touch with and informed by teachers and were pleased to hear about RE in Highgate Woods School which uses philosophical and enquiry approaches with students. Some students at the school are Alevi and were delighted to be given opportunities in RE to explain and share their faith and beliefs. Mary stressed that this had given them a sense of pride and belonging in their heritage and identity.

History is being made as the young people of the Alevi community reclaim their roots and express their traditions in schools through RE. There are about 20 million Alevi in Turkey where Alevism has its origins in the 13th, living alongside the Sunni Muslims who number over 70 million. About 20% of Alevi are Kurds. Most Alevi are ethnic and linguistic Turks whose descent can be traced to the Turkmen of Central and Eastern Anatolia. Alevi faith is governed by principles of equality, justice, harmony and respect for others. God is *hakk*, meaning truth and everyone carries the essence or an element of *hakk* within them. Faith is expressed through human kindness and being in control of mouths (not saying unkind things to others or blaspheming); hands by not stealing and in control of bodies by not hurting others physically or through adultery. Worship and liturgical language is Turkish and not Sunni Arabic so many Alevi see themselves as the real Turks, who preserve aspects of Turkish culture, folklore and religion in the face of the Ottoman Sunnis who came from Arabia. Thus their expressions of faith are broader than Sunni Islam. Some Alevi consider themselves as part of the wider Shia movement in Islam and also as part of mystical Sufism. Alevi are distinct from the Arabic speaking Alawis of Syria.

SACRE was pleased to hear that exam results at Highgate Woods have increased with 74% of pupils achieving A-C in RE.

Schools in Haringey continue to be supported by NFlame a voluntary Christian organisation that works in a number of secondary schools. NFlame worked with the following schools in 2011-2012 Greig City Academy, Highgate Wood School, Hornsey School for Girls, Park View School, St Thomas More Catholic School and Woodside High School.

### **Key area 1a: Compliance and time allocation for RE**

Not all schools in Haringey comply with recommendations in the 2007 Agreed Syllabus to dedicate 5% of curriculum time to RE. Even when SACRE has asked for this information through questionnaires, responses have been received from a minority of Haringey schools so we cannot claim to have an accurate evidenced picture of compliance and time allocation. The evidence we have gleaned is circumstantial. We do know that the drive in some schools to raise standards and GCSE results in core subjects as well as concentration on specialisms, has eroded time for RE. Not all secondary schools in Haringey are compliant and some students get little dedicated

time for RE at KS4 as it is offered as part of a mix with PSHE and Citizenship. In these circumstances RE is not compliant and schools are not meeting their statutory obligations.

We are aware that where full or short courses are offered there is a tendency in some schools for RE to be taught in and given **less** time than other GCSE option subjects. Numbers for short course GCSE RE are dropping in Haringey and nationally as the number of students taking the short course continues to fall. Nationally the short course in Religious Studies has been the most popular GCSE with over a quarter of a million students entered, but this is decreasing year by year.

An on-going concern is the number of pupils **entered** for the various examinations compared with the number on **roll**. Our analysis of GCSE entries reveals that **over half of Haringey pupils on roll take no qualification in RE**. In the academic year 2011-2012 this amounts to **56.2% of students in the secondary school population**. It is particularly noticeable post-16, but is also true in many schools pre-16. In schools where RE is taken at KS4 the numbers entered are smaller, with sometimes only one class receiving teaching in line with the time recommended by the Agreed Syllabus.

We are also aware that consistent allocation of time for RE is not given by all primary schools. There is an increasing trend for RE to be given to and taught by unqualified teaching assistants. This results in patchy quality for RE, and schools not being fully compliant.

## **Key area 1b: Public examination entries in RE**

### **GCSE Results in Religious Studies 2012:**

#### **GCSE Full course summary**

The number of examination entries for full course RE in the borough has again **increased** when comparing results with previous years. The number of examination entries in 2011 was 569 pupils compared to **632** in 2012 – an increase of **11 per cent**.

Standards achieved at grade C+ have **improved significantly** from 57.3% in 2011 to **74.7%** last year. This was one percentage point above the national average and reverses the decline in 2011.

As in previous years, **girls** did better than boys and with a higher proportion of exam entries. **77.9%** of girls achieved A\* - C grades – a rise of over 8% on the previous year. Haringey **boys** also **improved** after a poor year in 2011 with **69.5%** achieving the higher grades compared with 67.1% nationally. Boys' results in 2012 were over **22% better** than in 2011.

The gender gap narrowed to **8.4%** in 2012, having exceeded 20% in recent years. Several schools again had excellent sets of results this year, with girls at Fortismere, Alexandra Park and Highgate Wood deserving a special mention. Well done to the only student – a boy – at Northumberland Park who achieved a grade B.

## GCSE Short course summary

The number of examination entries for short course RE in the borough continues to **drop** from **562** in 2010, 476 in 2011 to **344** in 2012.

The overall pass rate for grade C+ decreased from 50.8% to **41%** and, as in previous years, was higher for girls than for boys. The national average pass rate for grade C+ was 53.8%. The number of entries from Hornsey Girls dropped to just three and accounted for much of the difference as they had previously achieved very well with high numbers of entries. Highgate Wood and Northumberland Park girls did well, and a special mention for the sole boy entered by the Pupil Support Centre who gained a grade C.

## GCE AS and A2 summary

In 2012, four Haringey schools entered students for AS level Religious Studies – with a total of 14 students. Eight of these were from Alexandra Park, of whom half gained good grades. Overall, percentage passes at grades A/B were much lower than the national average (**28.6%** compared with 44.8%).

There were 17 entries – mostly girls – from three Haringey schools and the Sixth Form Centre for GCE A level (A2) in 2012. Alexandra Park entered the highest number of students, and girls from Fortismere achieved the best results. The proportion of entries achieving the higher grades (A/B) was **17.6%** compared with a national average of 55.9%.

## Overall

The general trend of improvement across the Borough in full course GCSE continues and this is to be applauded. An on-going concern is the number of pupils entered for the various examinations compared with the number on roll. Of 2225 students on the Year 11 roll, just 976 (43.8%) were entered for an RE/RS examination in 2012. This means that 56.2% of pupils in Haringey schools do not take a qualification in the subject.

Targets for improvement in the future include:

- Increase the number of examination entries in RE/RS, both pre- and post-16
- Continue to improve the attainment of boys

## Key area 1c: Standards and achievement in RE from KS1-3

Evaluation of standards and achievement in RE from KS1-3 is a problem for SACRE. There are no statutory levers for us to get this information. Schools can share their SEFS which at best give us a picture of **provision** but not **standards**. One of the ways we get some knowledge of standards and achievement at KS3 is from sampling schools that do presentations to SACRE. SACRE has brought these issues to the attention of the local au-

thority and members have made their views known to the LA through discussion with the Deputy Director. SACRE hopes to sample schools from its current resources. As we are introducing a new syllabus, SACRE anticipates that advisor time will be allocated to ensure that the syllabus is not only introduced but also supported in implementation.

### **Key area 1d: Quality of teaching**

SACRE does not have enough information about the quality of teaching of RE in the Borough. However various methods of teaching and skills are required through the new Agreed Syllabus. SACRE will be promoting good quality teaching of RE and modelling this through courses that introduce the syllabus. It has been almost impossible for SACRE to identify the quality of teaching in schools since we have few sources of information and OFSTED reports rarely mention subjects. At KS4 the results and passes gained, speak for themselves. As already mentioned we are aware from teacher presentations that RE is taught in and given **less** time than other GCSE option subjects and that teachers are increasingly supporting and topping up subject knowledge with students in their own time. In 2010 for the first time Haringey girls achieved results **higher** than the national average for full GCSE. In 2011 while they did well with 69.2%, they did not meet the exceptional standards of 2010. In 2012 they have **exceeded** previous years with the highest results so far. Boys' results have improved significantly this year.

## **2. Managing the SACRE and partnership with the LA and other key stakeholders**

### **Key area 2a: SACRE meetings**

Haringey SACRE meets four times a year in February/March, June, September and December. In 2011 -2012 we have been exceptionally well supported by our Councillors who have taken a lively interest in RE.

#### **Meetings in 2001-12;**

7<sup>th</sup> July 2011

29<sup>th</sup> February 2012

9<sup>th</sup> July 2012

19<sup>th</sup> September 2012

and 4<sup>th</sup> December 2012

### **Key area 2b: Membership and training**

SACRE provides training opportunities at its meetings throughout the year. . Input and plans for Holocaust Memorial Day and school involvement is an annual feature of our meetings supported by Jenny Stonhold. The theme for 2012 was 'Speak up Speak Out' and SACRE were advised of various ways that schools could combat discrimination and racism. Artist Moshe Galili, a survivor who hid from the Nazis in Budapest listened to Y8 students debating various themes from Highgate Wood and Heartlands High School. They were given difficult themes to contemplate and were supported by Cllr Brown in debating skills before the event. Apparently the debate that took place in the Council Chamber was so successful that there are plans for this to be an annual feature of Haringey Holocaust Memorial Day Schools Public Speaking Competition. Moshe Galilli paintings were

also exhibited at the European Commission to remind people to stand vigilant against all forms of discrimination and racism.

Alexandra Park School took a group of over two hundred Y9 students to Muswell Hill United Synagogue where pupils were invited to hear the personal stories of Holocaust survivors of the Kindertransport. They heard from Bernard Koschland about his arrival as an 8 year old boy on a Southampton Liner, and from Elsa Shamash from Highgate about her experiences of leaving her parents at the age of 11 to travel to England. Students wrote letters of appreciation after the event to Bernard Koschland as they had been so moved by his story.

Earlham Primary School interviewed a Tottenham Hotspur footballer on the topic of the 'Kick it Out' campaign. The interview was broadcast via a webcam conference accessible to other schools.

Jenny informed SACRE of the sad news of the death of Roman Halter, a Holocaust survivor and Haringey resident who met with a number of our students. He shared his experiences of Poland during the second world war and the promise he made to his grandfather to tell the world of the systematic extermination of the Jews. Roman Halter advocated that people should live without prejudice. A group of representatives from Haringey Council attended the funeral. Jenny said that Roman was a very special person and will be much missed in a community in which he was very involved. He was a survivor that gave so much to the community and found the courage to speak about horrific events. He was able to share his haunting memories for the benefit of everyone and with the passion to stamp out hatred at all costs. Haringey come together with representatives from various faith communities supported by local councillors and political leaders, community religious representatives and council officers to form the Holocaust Memorial Day Working Group. Jenny Stonhold who sits on SACRE is our representative to the group and provides input and information on plans and achievements. SACRE was shown an illustrated DVD made for True Tube with Haringey students to support RE.

The RE Advisor showed members a slide presentation of Spirited Arts, featuring the work of schools and children of different age groups, illustrating in art and prose, themes related to religion and spirituality. Members were also given input on SMSC and how this can be developed in schools within and across the spectrum of the school including assemblies, ethos, behaviour, cultural activities and curriculum. Members also spent time looking at recent syllabuses from Hampshire, Somerset and Suffolk as part of their review of the Agreed Syllabus with input from various advisers.

### **Key area 2c: SACRE development**

In July 2012 SACRE held a conference for teachers and members on The Agreed Syllabus. This was a highlight and supported by schools. SACRE meetings provide updates and on-going training for members on SACRE's work as well as participation in national consultations like the Religious Education Council's review of RE. Teacher and school presentations are also an on-going part of SACRE development in generating more understanding of RE, Collective Worship and SMSC.

### **Key area 2d: Financial Support**

Funded and non-funded support had been for:



- Religious Education advice and costs to represent Haringey SACRE at key national annual and regional meetings with AREIAC and NASACRE
- the provision of accommodation and refreshments for SACRE meetings & working parties;
- production, publishing and distribution costs for the annual report;
- contributions to host venues;
- administrative support for the SACRE. (Until 2007 Haringey Council provided clerking for SACRE from Central Services which were cut. Education has clerked SACRE out of existing officer time. This needs to be reviewed in the light of restructuring)
- Children's Service officer time to support and to attend SACRE meetings; again this may need to be revisited with impending restructuring
- photocopying and distribution costs for SACRE and for papers or information for schools developed by SACRE;
- SACRE RE Conference on the Agreed Syllabus on 9<sup>th</sup> July 2012, including speakers, venue and consultant costs.

### **Key area 2e: Information and advice**

While the Senior Adviser will share knowledge of schools where relevant and identify schools to do presentations, SACRE does not receive formal information and advice from the LA about RE and Collective Worship, apart from the teacher inputs at meetings and the advisor looking at Ofsted reports. SACRE has produced and circulated advice for schools on SMSC to support and prepare schools for post 2012 Ofsted inspection expectations.

Haringey secures the services of an independent consultant advisor for approximately 20 days a year to support SACRE meetings, provide agendas and guidance on RE and Collective Worship, organise INSET and oversee the review of the Agreed Syllabus.

### **Key area 2f: Partnerships with other key stakeholders**

Haringey SACRE has key links with AREIAC where our consultant is a member on the Executive representing London and the South East. She attends the NASACRE AGM and the annual NASACRE London Regional Seminar. She also represents us at the AREIAC Annual Conference and brings back the latest thinking and developments in RE. Verbal reports are a feature of meetings to SACRE and written up in the minutes.

## **3. The effectiveness of the local agreed syllabus**

### **Key area 3a: Review of the agreed syllabus**

The Haringey Agreed Syllabus was revised in 2007 and ready for review in 2011-2012. A questionnaire was sent to schools in October 2011 to consult them on strengths and possible areas for development. Few replies were received so the questionnaire was sent out again in the Spring term 2012. In July 2012 teachers and schools attending the consultation on the proposed new Agreed Syllabus voted overwhelmingly for Awareness, Mystery and Value, the Somerset Agreed Syllabus. As well as the Somerset syllabus, teachers, schools and

members were presented with the Hampshire syllabus and also with Suffolk. Haringey is finalising the full adoption of this Syllabus and making plans for schools to implement this from September 2013 with all schools on board by January 2014. SACRE have discussed the new Agreed Syllabus in the light of the Religious Education Council's initial findings in their review of RE.

While there is outstanding practice of RE and the Agreed Syllabus in few schools we are aware from feedback given by course respondents, that many teachers are ill equipped to deal with sensitive interfaith religious education issues and need more support to enhance practice, in the classroom. We have also seen that provision and teaching of Religious Education according to the Agreed Syllabus is patchy across the Borough and not all pupils are getting their entitlement or receiving the high quality RE they deserve.

## **4. Collective worship**

### **Key area 4a: Practice and provision for collective worship**

SACRE advised that the booklet on Collective Worship Revisited produced by NASACRE be drawn to the attention of and recommended to all Haringey Schools. Schools were notified in June 2012 and encouraged to refer to the guidance and good practice identified there.

## **5. Contribution of the SACRE to the community cohesion agenda**

### **Key area 5a: representative nature of the SACRE**

Faith representation continues to be a strength of Haringey's SACRE, where many of the major faiths are represented. SACRE is also keen to hear from schools and teachers to learn how they are contributing to community cohesion generally and to faith aspects specifically. Schools make presentations to SACRE alerting them of their work.

### **Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority**

SACRE has links with members of the Interfaith Forum, the Peace Alliance, NFlame a Christian Charity; Holocaust Memorial Day Trust through Haringey Council and with various faith leaders in the borough.

### **Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion**

Having been shocked by the riots and their aftermath in Tottenham and the alienation of a number of young people, Haringey SACRE is well aware of the depth, need and value of religious education to multi faith understanding and the well-being of society. Religious education prompts young people to explore ultimate questions about the meaning and purpose of life as well as to probe issues of identity and belonging. In a paper written for the Institute for Community Cohesion, John Keast refers to a study by Brunel University that gives an example of the richness of interfaith dialogue in Tottenham, in (2005) when a school took its pupils to visit places of worship

for RE. On one of these visits to a mosque, *'a Christian parent asked a Muslim parent whose young son was demonstrating Muslim prayers, whether the boy was praying to the same God as she did.'* This sparked off a lively interfaith conversation that was positive. RE has an intrinsic part to play in promoting local, national and global understanding of religion and society. Now, more than ever with globalisation and the economic downturn there is an increasing need for good RE that explores thorny questions of justice, peace and oppression and what needs to be done to change inequalities. It is far too easy for groups to be scapegoated or alienated when there are increasing pressures on scarce resources. Members of SACRE believe that RE and SMSC can make a massive contribution to community cohesion and should not be relegated to the periphery of the curriculum.

## **Summary**

### **Our comments to NASACRE to take to DfE are as follows**

#### **RE**

- We welcome the agreed support and funding by the DfE to establish an RE Expert Subject Advisory Panel until August 2014, comprised of teachers and are delighted that RE will now have a parallel group similar to other National Curriculum Panels to take forward the RE Review recommendations on exemplification, assessment and resourcing of RE

#### **SACRE's**

### **Our plea to the DfE for SACRE's is the same as those in our 2012 Report**

Enhance the role and effectiveness of SACREs with secure government funding to make our work and progress viable.

- While we welcome government assurances about the importance of the work of SACRES, we ask for this support to be accompanied by secure funding. We need active central government support and guidance for SACREs which are statutory bodies. Our capacity to work effectively has been limited and hindered by recent government changes to Local Authorities and schools. Michael Gove has admitted that his understanding of the special status of RE has not been adequate protection for the subject.
- Changes at national level are having a financial impact on Local Authorities who have made significant cuts to their education budgets and to staff. This affects the quality and amount of support local SACRE's can give to the only statutory subject of Religious Education for which LAs are wholly responsible. .
- Funding per pupil for Religious Education is inadequate to promote ongoing teacher development, confidence and competence. Haringey has found funds to implement and support the new agreed syllabus. However teachers on these courses say they need more dedicated INSET as well as Head teacher support in prioritising the subject for development.
- While the government are trying to redress some of the issues to support RE, we need them to address the role and power of SACRE's to prevent further erosion of RE. Michael Gove has realised that he has not done enough to protect RE which members of Haringey SACRE want to do. We appeal to the Government to help us. Just as Governors give their time voluntarily so do members of SACRE but they do not yet enjoy the national support that is given to Governors which we urge the Government as a matter of parity and priority to give to SACRE's.

## Some very useful RE resources

Part of our responsibility is to provide advice and guidance on teaching methods and resources for RE. We will spend part of the meeting looking at some resources for RE. True Tube is a rich resource for the RE Classroom which would benefit Haringey Secondary Schools. Introducing SACRE members to True Tube: A brief look at some secondary resources for RE for KS3/4

**Remembering the Holocaust through Art - Haringey pupils interview Moshe Galili**

<http://www.truetube.co.uk/film/remembering-holocaust-through-art>

**Window to the Past: Roman Halter- recently deceased Holocaust survivor and Haringey resident**

<http://www.truetube.co.uk/film/window-past>

**What do we know about how religions promote peace?**

<http://www.truetube.co.uk/film/religion-unified>

**It's a miracle**

<http://www.truetube.co.uk/film/its-miracle>

**Euthanasia: Playing God**

<http://www.truetube.co.uk/film/euthanasia-playing-god>

**Can God Save the Planet?**

<http://www.truetube.co.uk/film/can-god-save-planet>

**Dawkins on Disaster**

<http://www.truetube.co.uk/film/dawkins-disaster>

**Poverty and Christianity**

<http://www.truetube.co.uk/film/poverty-and-christianity>

**Bob Ayres writes RE programmes for True Tube** : Bob has fifteen years' experience as a secondary school teacher in Kenya, Birmingham and East London. He was a Head of Religious Education for the last ten of those years, both teaching and learning from the multi-faith environment of the school. He believes that education should make people more human. Students should have the opportunity to learn about, and learn

from, each other's stories and beliefs. TrueTube provides a platform for doing just that. tel: 0207 940 8496 0207 940 8496 FREE  
email: [bob@truetube.co.uk](mailto:bob@truetube.co.uk)

### **Other websites and resources for RE**

#### **All Faiths and None (AFAN)**

Essentially a resource for Post 16 students provided by a group of people with varying worldviews, that explore some of the big questions in life. The resources aim to stimulate discussion, understanding, recognition of common values and unique differences. Taken together the materials provide inter faith and beliefs and values resources that stimulate thought, discussion and reflection.

<http://www.afan.uk.net/> - there is a useful video clip that gives an overview of the scope of the materials

## **Collective Worship**

The Collective Worship Resource from the Culham/St Gabriel's Website leads to extensive and comprehensive links and other sites

<http://cowo.culham.ac.uk/links/index.php#bground>

Welsh site providing primary and secondary ideas and materials for Collective Worship

<http://www.collectiveworship.com>

### **GCSE RE Site**

**This site explores themes and issues in Christianity and world religions that are studied for GCSE. It is popular and is used by over 2000 secondary schools nationally.**

<http://www.gcsere.org.uk/>

**Cafod** provide resources on wealth and poverty for RE and especially those studying this for GCSE Religious Studies

<http://www.cafod.org.uk/Education/Secondary-schools/Faith-in-action>

### **RE Online**

An essential resource to promote excellence in RE. This newly revamped website is rich in ideas, learning, assessment and resources for primary and secondary RE

<http://www.reonline.org.uk/>

**Philosophy for Children** (p4c) a subscription based resource for teachers who want pupils to develop thinking skills. Has a host of ideas, resources and lesson plans on-line

<http://p4c.com/join>

**Huffington Post is an American News Resource on Religion**

[http://www.huffingtonpost.com/robert-j-morgan/why-the-bible-is-hollywoods-favorite-book\\_b\\_3049336.html#slide=more291160](http://www.huffingtonpost.com/robert-j-morgan/why-the-bible-is-hollywoods-favorite-book_b_3049336.html#slide=more291160)

## Haringey SACRE Membership and Meeting Attendance 2011/12

Membership	<i>Name</i>	7/12/11	29/2/12	9/7/12	19/9/12	4/12/12
<b>Group A: Christian De- nominations &amp; other Faiths represented in Haringey</b>	Ms Jenny Stonhold	✓	✓	A	A	✓
	Rev Robert Allaway		✓	✓	✓	✓
	Ms Sara Joy Leviten	✓	A	A	A	✓
	Ms Soteroulla Nico- laides					
	Mr K Ranganathan	✓	✓			
	Mr Mohamed Ibrahim					
	Rev Dr. Sumana Siri			A		
	Mr Abdool Ali					
	Mr Andie Frost (Chair)	✓	✓	✓	✓	✓
	Mr Norman Bacrac		✓	✓	✓	✓
	Mr Royston Smith					
	Ms Breda Parsons					
	Rev Stephen Agilinko (Subs)					
<b>Group B: Church of Eng- land</b>	Cllr Eddie Griffith		✓	✓	✓	✓
	Mr Albert Ryder		A		A	
	Ms Lynn Hargreaves		A	✓		
<b>Group C: Professional Associations</b>	Mr Glenford Johnson	✓	✓	✓	A	✓
	Ms Aurelie Bivigou		A		A	
	Mr Kevin Creighton	✓	A	A		
	Ms Elaine Henry		A	A		
	Ms Mary Lewis		✓			
<b>Group D: Local Educa- tion Authority</b>	Cllr Gail Engert			✓	✓	✓
	Cllr Patrick Egan		✓	✓	✓	A
	Cllr Jim Jenks		✓	✓	✓	✓
	Ms Fay Jackson	✓	✓	✓	✓	✓
	Mr Lou Fisher (Gover- nor Rep)	A		A		

<b>Co-opted Non-Voting Members:</b>						
<b>RE Advisor</b>	Ms Anita Compton	✓	✓	✓	✓	✓
<b>Clerk</b>	Tracey Simpson	✓	✓	✓	✓	✓
<b>Visitors/ Others present:</b>	Dave Francis			✓		
	Clive Erricker			✓		
	Mary Myatt			✓		