

To: All SACRE Members
Members, Kent County Council
Corporate Director, Education, Learning & Skills
NASACRE

STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION

ANNUAL REPORT

2012 - 2013

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Kent Standing Advisory Council on Religious Education (SACRE)

Opening remarks from the Chair of SACRE

I would like to thank all those who serve on Kent SACRE, teachers, faith group representatives, and the vice chairman. The professional support of our consultant / adviser and the democratic support are also gratefully acknowledged. This team has worked very hard this year to provide support so that we are able to strive towards achieving our aims despite challenges in a time of austerity.

National and local media have highlighted the plight and role of religious education in our community, and a recent report by OFSTED has also raised the profile of the importance of it as well as concerns about the lack of provision in many schools.

Kent County Council has continued to offer support to its SACRE. We have retained the services of a County Hall based clerk. Importantly, the local authority has continued to fund professional support for SACRE. Allan Foster has been retained to support SACRE meetings and lead on-going reviews of the Locally Agreed Syllabus. We have continued our commitment to hold at least one meeting each year in a Kent place of worship. This year's visit was to the Shri Guru Nanak Darbar Gurdwara in Gravesend. We try to ensure that member presentations are a continuing feature of our meetings.

Our focus is on establishing a Youth SACRE and we have organised an inaugural event for later in the year (this will be held on 16th October). We see that having a young people's perspective can only enhance our work.

SACRE continues to benefit from its partnership with the different faith groups, the Anglican diocesan education boards of Canterbury and Rochester and with Canterbury Christ Church University. We are also thankful for the support that is provided by our AST colleagues. Not only are they each members or co-opted to SACRE, but they do provide a valuable link between Secondary Schools / Academies and ourselves. These partnerships are of increasing importance at a time when the local authority is no longer able to provide specialist RE support to its schools.

I believe that Kent SACRE is very well placed to face the challenges ahead as we continue to ensure that Religious Education and Collective Worship retain their rightful place at the heart of our schools.

Steven Manion
Chairman, Kent SACRE
October 2013

Annual Report 2012 -13

1. Standards and quality of RE provision

Overview

Introduction

1.1 Kent is a large local authority, with nearly 100 secondary schools and over 450 primary schools. In the 2001 Census 75.13% identified themselves as being Christian. The next largest religious group is Sikh (at 0.6%). 14.9% identified themselves as having no religion. The Kent Agreed Syllabus (KAS) provides a good balance of opportunities for children and young people to study Christianity and other faith traditions. The statutory transition unit has an explicit focus on Sikhism as the second largest religion after Christianity in Kent.

In common with many other local authorities, Kent has seen a large number of secondary schools, and a smaller proportion of primary schools converting to Academies. This situation is causing concerns about how SACRE can monitor the provision of religious education for all children and young people within Kent.

Key area 1a: Compliance and time allocation for RE

1.a.1 'REact: a creative vision for religious education' is the KAS for religious education (RE). It is drawn up on the expectation that schools will provide approximately 5% of curriculum time for its delivery and a minimum of 15 hours per year in the sixth form. During the academic year 2012-13 SACRE conducted an on-line survey of the provision of RE in Kent schools. Despite a very low response rate from secondary schools, the vast majority of respondents indicated that they comply with the above expectations.

Some schools choose to have RE as a separate subject on the timetable whilst others are incorporating it into programmes like the creative curriculum in primary and project based learning in secondary. Some schools, both primary and secondary, are also holding RE days or half days to enable pupils/students to have their entitlement to an RE programme delivered in line with the KAS.

There are issues arising, particularly in some of our secondary schools, where RE is part of project based learning and the theme or project chosen does not enable either the Sikhism transition unit to be adequately developed or the theme or project chosen has tangential links with KAS. SACRE is aware of the need to ensure that RE is adequately taken into account in curriculum developments in line with the secondary curriculum and the primary curriculum as they develop in line with the Department for Education's review of the National Curriculum. We will continue to provide advice to the Local Authority about this.

1.a.2 There have been no formal complaints about RE during the past year.

Key area 1b: Public examination entries in RE

1.b.1 A summary of the GCSE full and short course and of the GCE AS and A level results for 2013 (with comparisons with previous years) is in Appendix 1.

Nationally, overall GCSE Religious Studies (RS) exam entries in 2013 have fallen as a result of the introduction of the English Baccalaureate (EBacc), according to analysis by the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE).

Whilst RS subject entry numbers have been reported as rising, with those electing to take a full GCSE increasing by 10.6%, the growth has been eradicated by a drop of almost 30% (28.7%) in entries for the short course, or half GCSE. This is equivalent to an overall net drop of 9% in students taking GCSE RS this year, reversing an upward trend since 1995. It is a direct result of the discounting of the short course as a measure of school performance and the introduction of the EBacc. Both are leading to a decline in specialist teacher provision, and lessons being cut despite a legal obligation to teach RE.

GCE A Level and AS Results 2013

Perhaps as a result of the National Association of Teachers of RE (NATRE) campaigns to show Religious Studies offers a good preparation for university, Religious Studies results at both GCSE and A Level remain reasonably strong, despite a national trend of falling grades in England. This reinforces research that has shown RE to be a popular, relevant and challenging course that many teenagers want to study.

Entries for both A and AS level examinations in Kent have virtually mirrored last year, with only a slight drop at AS level. Results also compare favourably, with a slight reduction in passes at A*- B grade at AS level.

GCSE Full Course and GCSE Short Course Results – 2013

The GCSE Full Course results indicate an increase in the number of students taking the subject. In Kent, entries increased by 12% in 2013. This is encouraging given the fact that there is no statutory requirement to take RS GCSE.

Nationally, GCSE Religious Studies (full course) saw a slight decrease in the overall percentage A*-C grades, with 72.4% of students receiving a C grade or above in the UK. Of the results obtained from Kent schools, 74.5% of students achieved a C grade or better this year. This is a significant decrease from last years 77.6% for A* - C grades.

Nationally the GCSE RS short course shows a significant reduction in take up. Entries for Kent schools in 2013 were almost 20% reduced compared with 2012. Results for Kent school for this short course do not reflect the national picture. Nationally 53.9% achieved A*- C grades, for Kent schools this figure is 59.2%. This is a very commendable achievement and is surely testament to the continued interest in the subject displayed by young people, the subject's relevance and vitality, and teachers' dedication and hard work.

Key area 1c: Standards and achievement

1.c.1 Primary school standards. As far as SACRE is aware, there have been no Ofsted inspection reports during the year that make reference to primary schools not complying with legal requirements as far as RE is concerned and very few specific examples to RE in terms of standards attained.

1.c.2 Key Stage 3 standards. As far as SACRE is aware, there have been no Ofsted inspection reports during the year that make reference to schools not complying in Key Stage Three with legal requirements as far as RE is concerned and no examples of RE being referred to in terms of standards attained. Where RE is being taught as part of project based learning unless the RE learning objectives are clearly laid out (for both staff and students) the quality of learning and standards attained is less rigorous.

1.c.3 Standards public examinations – link with 1b1

Key area 1d: Quality of teaching

1.d.1 As a result of reorganization across the Education, Learning and Skills Division, there has been no specialist advisor for RE in Kent for the past three years. Specialist support to schools and continuing professional development has been very much in the hands of school based AST's (of which there are only 4 across the county) and our partner organisations such as Canterbury Christ Church University and the Dioceses of Rochester and Canterbury. SACRE would like to acknowledge the support provided by the ASTs and the Dioceses.

SACRE's survey of schools indicated that there is an increasing need for CPD provision, particularly at Primary school level. The key areas identified include Subject Knowledge; Support for Non-specialist teachers; Support for Subject leaders; Curriculum development and planning; and Assessment of R.E.

1.d.2 The quality of teaching in secondary schools is variable. Where there is a specialist teacher or where teachers with other specialisms are being adequately supported in teaching the curriculum in accordance with the KAS the quality of teaching is often good.

Key area 1e: Quality of leadership and management

1.e.1 During the academic year 2012-2013 SACRE's survey identified that primary schools have some concerns in relation to the quality of leadership and management of RE, particularly in providing support and guidance to subject leaders.

Key area 1f: Teacher recruitment and retention, level of specialist provision

1.f.1 Primary – there are very few subject leaders with RE as a specialism but many committed RE subject leaders who are working hard to support the delivery of the KAS across their school.

1.f.2 Secondary – SACRE does not have current information about the specialist background of RE subject leaders.

2. Managing the SACRE and partnership with the LA and other key Stakeholders

2.a.1 The full SACRE has met on three occasions over the academic year. Group pre-meetings are held from 9:15a.m. with the full meeting beginning at 9:30a.m. Meetings end at 12:30p.m.

(1) 21st November 2012 - County Hall, Maidstone

The meeting commenced with the usual business of Membership and Minutes and the Budget Item where it was reported that funds had been reduced due to an under spend. The Annual Report was presented to members for approval. It was agreed that the SACRE Draft Constitution be passed to the KCC Legal team and the Vision Statement feature as a regular Item on the Development Plan for annual review. There was a report on the progress of the proposed Kent Youth SACRE where it was agreed all secondary schools be invited to attend the inaugural meeting with a teacher and two year 10 students. Members debated the difficulty of monitoring standards, quality and provision of RE, in particular with the emergence of an increasing number of Academies. Mr Foster reported that he had attended the London and SE Regional Conference and shared the key points via a powerpoint presentation. The meeting concluded with an informative illustrated talk from the guest speaker-Professor Norman, who spoke about his individual experiences of a Humanist perspective on RE.

(2) 7th March 2013 – County Hall, Maidstone

Members were pleased to welcome Mr P Leeson, KCC Corporate Director for Education, Learning and Skills who spoke about the State and Status of RE and the role of SACRE in Kent. He advised that there was an expectation that all schools nationally would teach the new national curriculum from 2014. The quality of education in Kent schools was improving overall, but variable between schools, which impacted on the quality of RE teaching and collective worship. He acknowledged the key role of SACRE in retaining the focus on RE/CW and said that Kent SACRE was particularly active, kept itself up to date and had produced a high quality Agreed Syllabus. Other Agenda items included the agreement to adopt the new Constitution, and there were updates about the progress of the Development Plan, Kent Youth SACRE and the Website Working Group. Mr Foster reported that he had submitted an application to the Westhill Award scheme applying for funding towards the proposed Youth SACRE. Finally the Chief Executive and a colleague gave a detailed presentation on the work of the Domestic Abuse Volunteer Support Service explaining the service offered to victims of domestic abuse.

(3) 26th June 2013 – Shri Guru Nanak Darbar Gurdwara, Gravesend

The newly appointed Sikh representative served traditional refreshments and then led Members on a tour of the building to acquaint them with the spiritual and physical aspects of the Gurdwara, extending an invitation to a simple lunch at the close of the meeting. Members worked through the Agenda, noting that the Budget allowance for the next financial year had increased slightly and Members resolved to fully allocate all funds. Members received the latest Development Plan and after discussion agreed it would be reviewed and prioritised to better reflect achievable goals. The date and details for the forthcoming Youth SACRE were finalised and it was agreed the purpose of the

meeting would be to gain a student voice to assist in the development of the RE curriculum across Kent. Under the standing Item: Overview of National and Local Developments, one of the co-opted Teachers reported that she had taken part in the pilot RE Quality Mark for her girls grammar school and was congratulated on being awarded the Gold Standard. Mr Foster advised that Kent had been unsuccessful in its bid for funding to the Westhill Awards, would circulate the NATRE Survey and respond by the deadline to the REC on its draft programme of Study for Key Stages 1-3. The final Item was the agreement of meeting dates for 2014.

2.a.2 All meetings have been well attended. Most members have managed to attend at least two of the three meetings, with only a very small number not attending any of the meetings during the year. Apologies have been received for the majority of non-attendances. All meetings were quorate.

2.a.3 In addition to the full SACRE meetings a steering group met 3 times during the year to guide developments, and SACRE working parties have been established to consider web based resources and access by teachers, and the development of a Kent Youth SACRE.

Key area 2b: Membership and training

2.b.1 SACRE has a wide ranging membership (see Appendix 2) in line with legal requirements.

2.b.2 In addition to the membership, the Consultant Adviser and an officer from KCC are also in attendance.

2.b.3 Induction – all new members are sent the SACRE handbook which is a free publication from the Free Church Federal Council as well as a copy of the KAS and other SACRE guidance material, e.g. Gathering Together: policy and practice for collective worship.

2.b.4 In at least one meeting during the year a member of SACRE gives a short presentation about their faith or their understanding of Religious Education or a related issue. The Consultant Adviser updated members of SACRE at each meeting on national and local developments in RE and the wider curriculum as applicable. Usually one meeting is held at a local place of worship during which SACRE members have the opportunity to ask questions and find out more about that particular community in Kent.

Key area 2c: SACRE development

2.c.1 The SACRE development plan has been the tool used to guide the work of the SACRE during the year. It is focused on and updated by the steering group at each of its meetings and discussed at each SACRE meeting. In light of the recent LA restructuring and changes to capacity to support schools, SACRE decided to write a new Development Plan for 2012-15, to reflect the new working practices and realities of supporting and monitoring RE in Kent schools. One of the key areas of focus is that of monitoring by use of an on-line survey of Kent schools to identify issues concerned with meeting statutory expectations and implementing the Agreed Syllabus and provision for Collective Worship. A further focus is the establishment of a Kent Youth SACRE. The inaugural meeting is planned for October 2013, in the Council Chamber at County Hall.

Key area 2d: Financial support

2.d.1 The Local Authority provides support in the following ways:

- a dedicated clerk to support the Committee
- dedicated support and advice from the Consultant Adviser
- an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions.

Key area 2e: Information and advice

2.e.1 SACRE receives advice from the Consultant Adviser at each meeting and in the steering group. SACRE is surveying schools within the local authority on matters pertaining to RE and worship to gather more statistical information. This was followed by some school visits for more detailed investigation. The number of schools responding to this on-line survey was disappointingly low, particularly from Secondary schools. Results from this exercise have been shared with the LA and a summary document is attached as Appendix 3.

Key area 2f: Partnerships with other key stakeholders

2.f.1 Annually, SACRE has a visiting speaker at one meeting to which other local SACREs are invited to send representatives. SACRE usually has one meeting in a local place of worship annually.

2.f.2 SACRE ensures its links with the wider RE community through representation at national and regional NASACRE meetings, and other regional events organized by The RE Council and South East England Faith Forum (SEEFF)

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

3.a.1 Cycle of Agreed Syllabus implementation:

- Introduction of new KAS – Information about the Revised syllabus into schools. Electronic version of Syllabus and support materials accessible on the Kenttrustweb RE pages.
- Implementation year of new KAS – over the year: schools to ensure meeting requirements in full;
- Embedding phase of KAS – two year programme of monitoring and evaluation based on KAS requirements.
- Sustaining phase of KAS – monitoring and evaluation based on KAS requirements to ensure continued use of KAS in run up to the review of the syllabus.

All curriculum support materials are now freely available as web based resources from:
http://www.kenttrustweb.org.uk/ask8/ask8_primary_re.cfm
http://www.kenttrustweb.org.uk/ask8/ask8_secondary_re.cfm

3.a.2 The Review of the Agreed Syllabus was commenced during the academic year 2010-2011. Due to the uncertainty of the future requirements for RE as a result of the DfE's review of the National Curriculum, it was decided that this review would be an updating of the existing KAS, without making any major structural changes. The Working Group completed this review in Spring 2012 for implementing in schools from September 2012. SACRE has worked closely with the LA to address some concerns:

- i. Communications with schools. Reliance on the use of the 'E-Bulletin' does not appear to ensure that information reaches subject leaders and classroom teachers;
- ii. Support to schools through a high quality CPD programme, including local support networks;
- iii. Ensuring that web based materials are up to date and accessible to all teachers in schools;
- iv. Governors are well informed of requirements and aware of their responsibilities regarding RE and Collective Worship

Key area 3b: Using the non-statutory national framework

3.b.1 The non-statutory national framework was taken into account in the review of the KAS which led to the publication of this syllabus. For example much of the wording of the aims and balance of religions owes its origin to the non-statutory national framework.

Key area 3c: Developing the revised agreed syllabus

3.c.1 The revision of the KAS began in September 2010 with the aim of having the revised syllabus ready to go into schools in September 2012 in order to begin the cycle again. The review took into account developments in curriculum design and delivery in the light of the review of the National Curriculum. It includes models of development and delivery that will support schools in meeting the academic and personal development of all pupils/students and considers how it supports their well-being.

3.c.2 The Consultant Adviser led the review drawing on members of SACRE (at least one from each group) plus a representative group of teachers, including ASTs for RE, to review and rewrite the syllabus.

Key area 3d: Additional guidance, monitoring and evaluation of the Agreed Syllabus

3.d.1 The latest Review was only an update of the previous KAS, and did not contain substantial changes to the structure or content, an outline of the changes that are contained has been published for schools.

3.d.2 Some additional materials have been produced to help schools deliver the statutory transition unit on Sikhism and to support teaching Hinduism at Key Stage 1.

3.d.3 Comprehensive Non-statutory Guidance sections have been included to cover areas which include: Curriculum Planning; Teaching & Learning; Assessment; Subject Leadership; Inclusion and Equalities; Subject Evaluation and Inspection.

3.d.4 As a result of the Review of the National Curriculum and the ongoing Review of the RE Curriculum by the Religious Education Council for England & Wales, the Agreed Syllabus Conference will have to consider the need for an early review of the current Agreed Syllabus (2012) in the light of these developments.

4. Collective worship

Key area 4a: Practice and provision for collective worship

4.a.1 Support for the provision of collective worship has been the Kent SACRE guidance: Gathering Together: policy and practice for collective worship. This was sent free into all Kent schools and is now available on the RE web pages of Kenttrustweb.

Key area 4b: Monitoring the provision of collective worship

4.b.1 There have been no Ofsted inspections over the academic year indicating that any school in Kent is not meeting statutory requirements. However, it is known that a number of secondary schools do not, particularly in relation to the daily requirement. It is very likely that Kent schools mirror national trends and the majority of schools do not have an opportunity for collective worship daily for all students (especially for those in the sixth form). SACRE has recently published a briefing to governors highlighting the legal requirements and reminding them of the support materials which are available to schools.

4.b.2 There have been no applications for determinations for collective worship over the past year.

4.b.3 There have been no formal complaints about collective worship during the past year.

5. Contribution of the SACRE to the community cohesion agenda

Key area 5a: representative nature of the SACRE

5.a.1 SACRE reflects the religious diversity of Kent well. Its membership, particularly of the Christian and other world faiths group, includes one representative from Sikhism, Islam, Judaism, Hinduism and Buddhism with a Bah'ai representative co-opted to the group. A range of Christian denominations are represented on that group. The Church of England group is fully represented and within the teachers and local authority group there are some who have religious faith backgrounds. In addition, a regular observer from the British Humanist Association attends and contributes to meetings and the development of guidance to schools.

5.a.2 To ensure that SACRE membership reflects the religious and ethnic diversity of Kent, SACRE vigorously pursues vacancies as they arise.

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

5.b.1 Many SACRE members (particularly in the Church of England and the Christian

and other religious denominations groups) are also members of local interfaith groups and networks around the county. They are proactive in raising awareness of SACRE and in bringing issues to SACRE from the local interfaith groups as appropriate.

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

5.c.1 Currently SACRE is not engaged in monitoring RE's contribution to social, racial and religious harmony and to community cohesion in Kent. We are however engaging with these issues through, for example, ensuring that the balance between religions focused on in the KAS reflects the religious makeup of Kent whilst also taking into account national trends. SACRE is also invited to attend events for example like those around Black History Month. SACRE has issued guidance about Ramadan and Eid and Muslim pupils in schools.

Summary

1 Good practice – distinctive features

- The steering group has worked to ensure that the SACRE meetings are focused on the key elements from our development plan has improved the efficiency and effectiveness of the meetings
- Positive working relationship between the Authority and the SACRE – active involvement and support from KCC Members in Group 4, provision of officer time, links with the Cabinet Member and Corporate Director for Education, Learning and Skills.

2 Sense of community – ethos

- Meetings are well attended and purposeful
- Usually one meeting per year at a place of worship
- Member presentations on their faith – well received by other members
- Intention to establish a Youth SACRE to engage with and involve young people in the development of RE and Collective Worship in Kent schools.

3. Advice on RE and Collective Worship to DfE and KCC to inform policy

- Kent SACRE had campaigned for RE to be included in the Humanities subjects within the E. Bacc; There are real anxieties concerning the future security of RE within the secondary curriculum, the opportunity for students to follow and accredited course (as expected within the KAS), and the provision of specialist RE teachers in years to come. Kent SACRE will continue to raise awareness of these issues.
- Two recent reports: (i) The All Party Parliamentary Group on RE published “The Truth Unmasked” (2013), to highlight its findings following a study of the supply of and support for RE teachers; and (ii) The National Association of RE Teachers (NATRE) undertook a survey of the provision for RE in Primary schools (2013) focus attention on key issues for schools, SACREs, LAs and DfE. Both reports express serious concerns about the status of RE in many schools as a result of national policy decisions, the issue of supply and support for specialist RE and non-specialist teachers and the widespread practice of unqualified staff being used to deliver RE in some primary schools, and the need for LAs to provide high

quality support and training through CPD programmes to RE teachers. Many of these issues and concerns are mirrored in Kent SACRE's own survey of schools.

- Changes to Ofsted inspections, and structural and staffing changes within KCC have resulted in SACRE facing a challenge in monitoring the quality of RE and collective worship in schools. An on-line survey of schools was undertaken in January 2012, but was completed by a relatively small number of schools, particularly secondary schools. From this survey, most primary schools are meeting requirements and expectations for RE and Collective Worship. The key issues affecting the primary sector are: the use of non-specialist, and in some cases unqualified members of staff, the lack of support and training for those leading and teaching RE, and issues around curriculum planning and assessment, particularly within a 'creative curriculum'. There are some issues concerning non-compliance with statutory requirements for RE and Collective Worship in the secondary sector, but the very low level of response to the survey was inconclusive. SACRE will consider how it can work with the LA to address a number of these issues. This situation is further exacerbated with increasing numbers of schools becoming academies and outside of LA influence. Kent SACRE is seeking to establish links with the recently restructured Kent Association of Schools to ensure communication lines with all schools, including academies.
- A regular review of Ofsted Inspection outcomes for Kent schools is undertaken to identify any issues. Currently Ofsted only reports on the provision of Spiritual, Moral, Social and Cultural development (SMSC) and makes no comment on the provision or quality of RE and Collective Worship, specifically. Of 219 inspection reports undertaken between September 2012 and June 2013 only 1 school has been identified as specifically requiring some improvement in its provision of SMSC.
- Collective worship remains an issue for many schools, particularly secondary schools. It is the daily requirement that is often a cause of concern. Whilst not suggesting that legislation should be changed we are suggesting that DfE should be proactive in supporting collective worship and its importance for schools in promoting the schools' ethos, spiritual, moral, social and cultural development, as well as contributing to personal development and well-being.

Allan Foster
Consultant Adviser to Kent SACRE
2nd November 2013

Appendix 1

Year	Exam type	Boys entries	Girls entries	Total entries	Kent % A*-G	Nat % A*-G	Kent % A*-C	Nat % A*-C
2009	GCSE Full Course	1632	2023	3655			78.1	73.4
2010	GCSE Full Course	1653	1960	3613	99.2	98.6	77.4	73.1
2011	GCSE Full Course	1703	2160	3863	98.4	98.4	77.7	73.2
2012	GCSE Full Course	1760	2181	3941	98.7	98.5	77.6	73.6
2013	GCSE Full Course	2128	2351	4479	98.7	98.3	74.5	72.4
2009	GCSE Short Course	3266	3642	6912			51.2	54.3
2010	GCSE Short Course	3538	3782	7320	96.2	96.0	53.8	54.6
2011	GCSE Short Course	2907	3018	5925	94.8	94.9	50.9	51.8
2012	GCSE Short Course	2688	2876	5564	94.2	95.6	51.2	52.8
2013	GCSE Short Course	1796	2661	4457	95.5	95.0	59.2	53.9
					Kent % A*-E	Nat % A*-E	Kent % A*-B	Nat % A*-B
2009	GCE AS	168	280	448			51.8	46.8
2010	GCE AS	176	290	466	88.5	90.5	50.0	46.7
2011	GCE AS	76	129	205	89.3	92	35.1	45
2012	GCE AS	80	132	212	94.2	92.5	44.6	44.8
2013	GCE AS	78	114	192	94.3	92.2	40.1	44.6
2009	GCE A	206	344	550			57.6	57.4
2010	GCE A	196	331	527	99.2	98.3	58.0	56.0
2011	GCE A	192	349	541	99.6	98	59.5	56.9
2012	GCE A	182	309	491	99.8	98.6	56.4	55.9
2013	GCE A	189	302	491	99.6	98.8	54.2	55.3

Appendix 2

MEMBERSHIP OF SACRE

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

- 1.1 Free Church (4)
Miss J Webb – (Baptist)
Mrs V Thornewell (Methodist)
Vacancy – (United Reformed Church)
Mrs J Wigg (Salvation Army)
- 1.2 Roman Catholic (3)
Mrs A Donnelly
Mrs M McDowall
Miss S Malone
- 1.3 Buddhism (1)
Mrs C Elapatha
- 1.4 The Greek Orthodox Church (1)
Mr M Papadopoulos
- 1.5 Hinduism (1)
Vacancy
- 1.6 Islam (1)
Mrs N Younosi (*Group Convenor/SACRE Vice-Chair*)
- 1.7 Judaism (1)
Rabbi C Cohen
- 1.8 Sikhism (1)
Mrs Deepinder Kaur Gill
- 1.9 Co-opted Members
- 1.10 **Mrs J Grant (Baha’i)**

GROUP 2: CHURCH OF ENGLAND (6)

- 2.1 Rochester Diocesan Board of Education (3)
Mrs V Corbyn (*Group Convenor*)
Mr R Tyson
Miss K Anderson
- 2.2 Canterbury Diocesan Board of Education (3)
Mrs T Martin
Miss S Shaw
Miss R Walters

GROUP 3: TEACHER ASSOCIATIONS (6)

(Having regard to local circumstances)

- 3.1 National Union of Teachers (1)
Mr S Platnauer
- 3.2 National Association of Schoolmasters/Union of Women Teachers (1)
Ms K Burke (*Group Convenor*)
- 3.3 Association of Teachers and Lecturers (1)
Mrs P Fairchild
- 3.4 Kent Primary Forum (1)
Vacancy
- 3.5 Kent Secondary Forum (1)
Vacancy
- 3.6 National Association of Head Teachers Kent Branch (1)
Miss S Lacon
- 3.7 Co-opted Members
Miss T Kelvie - AST
Miss E Pope – AST

GROUP 4: LOCAL AUTHORITY (4)

- 4.1 Nominees of Conservative Group (2)
Mr S Manion (*SACRE Chairman and Group Convenor*)
Mr M J Northey
- 4.2 Nominee of the Labour Group (1)
Mr T Maddison
- 4.3 Nominee of UKIP Group (1)
Mr J Elenor

(At this point in time, efforts are being made to fill these vacancies through contact with national and local bodies to seek suitable representatives.)

Appendix 3

**Kent SACRE Survey summary
Religious Education & Collective Worship in Primary schools**

Total number of responses: 99

1. In the academic year 2012-13 will the school meet the legal requirement to teach RE to all pupils?

Yes	99
No	

2. How is RE delivered in your school?

Discrete lessons	99
Within cross curricular topics	12
Off timetable RE days / half days	28
Not taught	

3. Which approach is used most commonly in each year group?

Discrete lessons	99
Within cross curricular topics	25
Off timetable RE days / half days	12
Not taught	

4. How much time is used to deliver RE in your school?

	KS1	LowerKS2	Upper KS2
Less than 1 hr per week	9	9	9
About 1 hour per week	78	78	78
More than 1 hour per week	12	12	12

5. Who teaches RE in your school

Class teacher	74
PPA teacher	14
Head Teacher	2
HLTA	9

The Revised Agreed Syllabus

6. How confident are you about implementing the recently revised Kent Agreed Syllabus for RE (2012)?

Very confident	18
Confident	41
Confident in some aspects	18
Unsure in some aspects	10
Not confident	4

7. How far do you think your school will have got in implementing the RE syllabus by the end of the 2012 – 13 academic year?

Fully implemented	55
Partially implemented	39
Many aspects still to be implemented	5

CPD and teacher support

8. What are the key training needs for teachers of RE in your school?

Planning RE	38
Cross curricular RE	18
Spiritual development	9
Assessment	34
Creativity in RE	2
Developing thinking skills through RE	4
RE and values	
Subject knowledge	18

Collective Worship

The following question should be answered ONLY by 'Community Schools' and 'Academies which are not of a religious character'

9. Does your school comply with legal requirements to provide a daily act of Collective Worship which is wholly or mainly of a broadly Christian character?

Yes	45
No	

Your school

10. Do you have examples of good or excellent RE in your school?

Yes	15
Not sure	18
No	

Religious Education and Collective Worship in Secondary schools

Number of Schools: 17

1. In the academic year 2012-13 does the school meet the legal requirement to teach RE to all pupils?

Yes	15
No	2

2. In 2012-13 the curriculum time allocated to RE is

KS3	15 schools: 38 hrs, 2 schools 15 – 24 hrs
KS4	16 schools : 38 hrs, 1 school less than 24 hrs
Post 16	10 schools : 12 – 40 hrs, 1 school no RE, 4 schools no 16+

The Revised Agreed Syllabus

3. How confident are you about implementing the recently revised Kent Agreed Syllabus for RE (2012)?

Very confident	7
Confident	3
Confident in some aspects	2
Unsure in some aspects	
Not confident	5

4. How far do you think your school will have got in implementing the RE syllabus by the end of the 2012 – 13 academic year?

Fully implemented	8
Partially implemented	3
Many aspects still to be implemented	6

Accredited courses

5. In 2011 - 2012 were students entered for Full Course GCSE?

If so, please show the number of entries

9/17 whole cohort entered

7/17 one or two groups entered

1 /17 no entries

6. In 2011 - 2012 were students entered for Short Course GCSE?

If so, please show the number of entries

8/17 full cohort entered

9/17 no entries

7. What total curriculum time (in hours) is allocated to GCSE courses?

Course	Hours
Full Course	All at least 80 hrs
Short Course	All about 40 hrs

CPD and teacher support

8. What are the key training needs for teachers of RE in your school?

(Tick more than one as appropriate)

Planning RE	Most
Cross curricular RE	some
Spiritual development	some
Assessment	all
Creativity in RE	none
Developing thinking skills through RE	few
RE and values	few
Subject knowledge	most

Collective Worship

The following question should be answered ONLY by 'Community Schools' and 'Academies which are not of a religious character'

9. Does your school comply with legal requirements to provide a daily Act of Collective Worship which is wholly or mainly of a broadly Christian character?

Yes	3 / 10
No	7 / 10

Your school

10. Do you have examples of good or excellent RE in your school?

Yes	10
Not sure	4
No	