

Leeds Standing Advisory Council on Religious Education (SACRE)

Annual Report

2014 – 2015



Contents

Introduction from the Chair of SACRE, 2014-15	3
Part 1 The work of SACRE	5
Part 2 Provision of Religious Education	8
Part 3 Collective Worship	17
Part 4 Summary of achievements and priorities	18
Appendices	
Appendix 1 Minutes of SACRE meetings	19
Appendix 2 SACRE membership	30
Appendix 3 Examination results	32
Appendix 4 Summary of national reports	34

This annual report is prepared for Leeds Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. It may only be reproduced with permission from SACRE. For further information on the report or on RE and Collective Worship in Leeds, please contact Alastair Ross at alastair.ross@leeds.gov.uk

Introduction by the chair of SACRE

I am pleased to introduce this report of Leeds SACRE's activities for the school year 2014/2015. It has been a busy year for SACRE, with much achieved.

The centrepiece of our year's work has been the preparation, publication and launch of a new Agreed RE Syllabus for use in the city's schools. Full details of this will be found in the report. The drafting was initiated by our previous educational consultant Robert Boulter, who contributed some original ideas and approaches, for which we thank him. Everyone at SACRE hopes that the hard work put into producing the Agreed Syllabus will be rewarded by its widespread use in Leeds schools.

The Agreed Syllabus is buttressed by many units of work, which have been tailored to the needs of all school years and to every level of ability. Teachers will be able for the first time to turn to these units when preparing lessons for their pupils. The units are a work in progress and will be added to during the new school year.

We also revised our Constitution during the school year. This was published in February 2015 and should prove its relevance to our work over the next half decade or longer.

SACRE appointed a new educational consultant in July, to take post from September. He is Alastair Ross, a partner in Pennine Learning. Alastair has long experience as a senior RE teacher at secondary level. As RE consultant in Kirklees and Calderdale he has prepared their Agreed RE Syllabus, as well as advising and working with many schools across the region. Alastair drafted our new Agreed RE Syllabus in a remarkably short time over the Christmas holidays of 2014/15 and the draft, with very few revisions, became the final document which we published and launched in May.

Alastair has already demonstrated his worth by producing our annual report; we welcome him to Leeds SACRE and we look forward to working with him in the coming years.

To support what is bound to become a busy time for us, we have formed two working groups: to support and monitor RE teaching; and to develop new resources to support the subject. There will be plenty of work for these already very busy people to do and we wish them well and thank them for volunteering.

All these developments will mean a sea change for SACRE, and so I decided this would be the appropriate time to have a new Chair to guide us into what should prove to be an exciting time ahead for us.

I accordingly tendered my resignation as Chair, to take effect at our meeting on 21 September.

We held an appointment exercise for our new Chair, who I am delighted to confirm will be Denise Brogden. As is required by our revised Constitution, approval of Denise's appointment has been indicated by the local authority. This will be confirmed at our September meeting by Councillor Jane Dowson, who is both a long-standing and keen member of SACRE and also the deputy lead board member of the city council for children and families.

Denise has been one of our most active members for many years. She brings a wealth of experience in the RE field with her, both professional and voluntary. She is ideally suited to the role of Chair, and we wish her every success as she takes on the challenge of leading us.

Our Vice Chair Mark Edon, who is also one of our most active members, has kindly agreed to continue in that role for the coming year. His great experience and wise counsel will complete a strong team to lead SACRE. We thank Mark and wish him well.

I am grateful to Kevin Paynes and Erica Hiorns, both of them officers of the children's services department of the city council, for their unfailing help and advice throughout the school year. Our achievements owe much to them.

We also owe a big debt of gratitude to our clerk Christine Crossley. Despite Christine and her husband having been dogged by ill-health for some time, she has always been most helpful and efficient. Her minutes of our meetings are excellent and her preparation of future meeting agendas is always carried out promptly and professionally. Many thanks Christine.

It has been a privilege to Chair SACRE for the past few years. Everything we have achieved has been by team effort and I thank everyone who has contributed to the year's achievements. I will remain as a backbench member, but I promise to be very good and not chip in constantly with unwanted advice!

Michael Dorsey

Chair Leeds SACRE, 2014-15

Part 1: The Work of Leeds SACRE

The Annual Report and SACRE's responsibilities

All SACREs have a duty to publish an annual report. This report has to be sent to the Secretary of State for Education as well as to key partners, including schools, teacher training institutions, libraries and councillors. The main purpose of the annual report is to hold the Local Authority (LA) to account, by informing the Secretary of State and key partners about RE and collective worship in schools, together with any advice SACRE has given to the LA during the year and the response to such advice.

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

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

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

SACRE can report with insight and authority on the matters included in this report but does not have the resources to comment in detail on every aspect of the detailed provision of RE or collective worship in every school. Detailed analysis of public examination results is included and an overall picture of religious education in Leeds.

Meetings of SACRE

There were three meetings of SACRE during the year 2014-2015. The meetings were held on the following dates and the minutes are included in Appendix 1: 16 September 2014, 2 February 2015, 7 July 2015

An additional meeting was held on 2 December 2014 to discuss the revision of the RE syllabus.

A full programme of meetings will be arranged for 2015-2016. Dates will be published once these have been confirmed.

Membership

SACRE membership includes representatives from all four constituent committees.

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

A full list of members is included in Appendix 2.

Events and Developments

During 2014-2015 the principle goal of SACRE has been to support the provision of a new RE syllabus, together with accompanying resources. This both reflects the local context and is aligned to national non-statutory guidance. In addition, there has been the opportunity to link the new Leeds syllabus with RE curricula in two other West Yorkshire authorities, offering the opportunity of wider resources and opportunities for schools across the Leeds City Region.

The Council supported and funded the production of the new syllabus and also provided a major day conference in June at which training in the new syllabus was given. A further two twilight training events took place at the end of the summer term. Further training will be provided during 2015-16.

An important part of the new syllabus is the provision of exemplar units of work. SACRE cooperated with Kirklees and Calderdale SACREs in the provision of an online resource of units of work. This will be expanded and developed during the five year life of the syllabus.

More detail about the new syllabus is provided in section 2.

The initial stages of the syllabus revision were steered by our RE consultant, Robert Boulter. During the year he stepped down from this role. SACRE is very grateful for his dedication and service over this time and wish him well in his continued work.

Alastair Ross was appointed as our new consultant after due process of tender and interview.

Alastair also supports Kirklees and Calderdale RE and worked as a secondary RE teacher, advanced

skills teacher and head of department for 10 years. He has also served with a senior leadership role for community cohesion.

Priorities

Some priorities for 2015-16 will include:

- The development of SACRE's ability to monitor RE in the city and to develop new resources, through the creation of two new working groups of SACRE members;
- The provision of units of work for use in special schools (SILCs) or with pupils with special needs;
- The development of further units of work to support the links between RE and the promotion of tolerance;
- Developing partnership working with other SACREs in West Yorkshire;
- Provision of high quality CPD in RE and related areas;
- Support for schools in entering for the RE Quality Mark;
- Development of a database of opportunities for visits to and from faith communities as additional resources for teachers.

Financial support

Leeds SACRE is financed by the City Council as part of its statutory duties. Most of these resources fund RE training and consultancy and other statutory roles. During 2014-2015 £3500 was allocated to the production of the new syllabus. Additional sums supported training and development.

Partners, Support and advice

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

SACRE receives advice and information from a number of sources including: Leeds City Council, NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs) and the RE Council of England and Wales.

SACRE advised the City Council on the provision of a new RE syllabus during the year. Its recommendations were accepted and supported by the Council.

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

The future of SACREs

The future of SACREs is under serious question. The HMI for RE and the Director of Culham St Gabriel's have together argued for the removal of the SACRE system. They have called for their replacement by a new national structure. This is an important debate though any substitute for SACREs would need to be carefully thought through.

In the summer of 2015, a pamphlet was produced by Charles Clarke, former Secretary of State and Linda Woodhead, Professor of Sociology of Religion at the University of Lancaster. The pamphlet, *A New Settlement: Religion and Belief in Schools* arose from research and debate carried out by the Westminster Faith Debates (founded by Mr Clarke and Professor Woodhead) and the Religion and Society Research programme which gave rise to them. Both were supported by the Arts and Humanities Research Council, the Economic and Social Research Council, and Lancaster University.

The pamphlet has no formal authority but will be influential as a call for changes in the direction of RE. SACRE will wish to discuss and consider the proposals it outlines.

Its principle recommendations are:

- An end to compulsory collective worship;
- A new national RE syllabus determined by the Secretary of State;
- The government should consider making this syllabus compulsory for all schools;
- SACREs' role to be limited to participation in consultation and support for implementation
- A more robust system of inspecting RE;
- Continuation of faith schools but modifications to admissions and possible removal of separate inspection regime

The full recommendations are included as Appendix 4.

Part 2: Provision of Religious Education

The National Picture

During the past two years, two major national documents have been the backdrop for the work of SACRE and the wider national context for RE.

Religious Education: Realising the Potential (Ofsted, October 2013, 130068)

Ofsted's report was based on evidence drawn from 185 schools visited between September 2009 and July 2012, together with evidence from other sources. The sample of schools did not include voluntary aided schools or academies with a religious designation.

It highlighted eight areas of concern:

- low standards
- weak teaching
- problems in developing a curriculum for RE
- confusion about the purpose of RE
- weak leadership and management
- weaknesses in examination provision at Key Stage 4
- gaps in training
- the impact of recent changes in education policy.

Ofsted focused its recommendations in four areas, which have informed the production of the new RE syllabus, particularly the first.

- Placing enquiry at the heart of learning;
- High quality leadership and management in primary schools;
- Forward thinking leadership and management in secondary schools;
- Effective RE in special schools.

Review of RE and National Curriculum Framework

The RE Council published its long awaited Review of RE and Non-statutory Framework for the subject in the autumn of 2013. The review made six recommendations for structuring and sustaining RE:

- support improvement by developing more effective and coherent mechanisms to monitor and evaluate the effectiveness of RE;
- pursue with policy makers the challenges around the existing 'settlement' for RE;
- promote coherence and progression between 4-14 programmes of study and 14-19 public examinations;
- ensure that there are more robust arrangements for training and supporting teachers of RE;
- develop new structures and networks within and across the RE community so that its expertise is co-ordinated and utilised more effectively in the interests of improving the subject;
- develop new assessment arrangements for RE.

Careful note has been taken of the content and recommendations of these reports, particularly in the production of the new syllabus, the provision of training and the future priorities for SACRE.

The RE Quality Mark

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

The new Local RE syllabus

A new Agreed Syllabus for Leeds was produced during the year with an entirely new curriculum created to reflect national priorities and local needs. Work on the syllabus had proceeded for the past two years with careful thought, consultation and discussion steered by our consultant, Robert

Boulter. At the end of 2014, the Council appointed Pennine Learning, a local RE consultancy, to draft a final version of the syllabus based on this previous work. The new syllabus was discussed and agreed by the Local Syllabus Conference and launched at the Civic Hall in the summer term.

SACRE supported training which was provided through Leeds City Council at a full day RE conference and two twilight training sessions in the summer term. Further training will be run during 2015-16.

This syllabus for religious education is the statutory curriculum for maintained schools. It was agreed by the Local Agreed Syllabus conference and authorised by the City Council for five years from 1st September 2015. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools.

This syllabus is authorised for use in maintained schools by the Standing Advisory Council for RE (SACRE) for five years from 1st September 2015. Aided schools may be required to use their own diocesan or other syllabus. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, Leeds SACRE welcomes use of these resources by all local schools.

The syllabus uses and reflects the Curriculum Framework for RE in England published by the RE Council in 2013. It also responds to the Ofsted report on RE in 2013 and its principle recommendations. However, it adapts this non-statutory guidance to respond to local needs and experience.

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

- A. Investigate the beliefs and practices of religions and other world views (Religious Studies);
- B. Investigate how religions and other world views address questions of meaning, purpose and value (Philosophy);
- C. Investigate how religions and other world views influence morality, identity and diversity (Ethics and Community Cohesion).

To fulfil these aims, teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to

explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future.

Although the two attainment targets (AT1 Learning about religion and AT2 Learning from religion) have been discontinued in non-statutory guidance, it remains important for RE to encourage both the development of knowledge and the ability to reflect. The enquiry model adopted by this syllabus builds in both study of beliefs and personal reflection.

The law requires all schools to teach about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

To enable effective progression throughout a pupil's career, this syllabus requires schools to teach RE through an evolving understanding of world faiths. A school's curriculum should include systematic teaching of Christianity, Islam and a non-religious approach throughout all key stages, extending to Judaism and Sikhism in KS2 and to Hinduism and Buddhism at KS3. However, lessons may include reference to all faiths at any stage.

RE has depth and substance when it offers the opportunity to engage with people and places of faith within or outside school and teachers are encouraged to develop links and to arrange appropriate visits and opportunities.

Teaching should explicitly include study of both religious and other world views at every key stage. This recognises that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures. 'Other world views' is taken to mean beliefs, arguments or philosophies that approach questions of meaning and purpose without reference to belief in a deity. This may include a structured, named philosophy such as Humanism, or a more general argument or approach relevant to the questions studied.

The syllabus is supported by an extensive range of units of work for use by teachers. These have been written by teachers from across West Yorkshire, Pennine Learning and RE Today Services.

SACRE is also grateful for advice of its members and many other people in revising the syllabus, in particular: Robert Boulter, Mark Edon, Richard Martin, Alistair Harris, Dale Skitt, Caroline O'Neill,

Jodi Cockling, Di Brodowska, Denise Brogden, Nicole Mann, Harvinder Sagoo, Russell Trudgen and Wendy Ridley.

The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities. Although the syllabus is provided free of charge to all, the units of work require an online subscription for a one-off fee of £200. Some of this income will support ongoing work in Leeds and in RE in particular. By the summer holidays around 100 schools had already subscribed.

The present units of work include:

EYFS

- F1 Where do we live and who lives there?
- F2 How do Christians celebrate Christmas?
- F3 What makes a good helper?
- F4 What can we see in our wonderful world?
- F5 Who and what are special to us?

Year 1

- A. Beliefs and practices of religions and other world views
 - 1.1 Why are stories important?
 - 1.2 Why do we celebrate special occasions?
- B. Questions of meaning, purpose and value
 - 1.3 What does it mean to belong to a church or a mosque?
- C. Questions of morality, identity and diversity
 - 1.4 Why do we care about people?

Year 2

- A. Beliefs and practices of religions and other world views
 - 2.1 How do Christians and Muslims celebrate new life?
 - 2.2 How can we make good choices?
- B. Questions of meaning, purpose and value
 - 2.3 How and why do people pray?
- C. Questions of morality, identity and diversity
 - 2.4 How can we look after our planet?

Year 3

- A. Beliefs and practices of religions and other world views
 - 3.1 What does it mean to be a Jew?
 - 3.2 Who can inspire us?
- B. Questions of meaning, purpose and value
 - 3.3 How are beliefs expressed through arts?
- C. Questions of morality, identity and diversity
 - 3.4 What do Christians believe about a good life?

Year 4

- A. Beliefs and practices of religions and other world views
 - 4.1 How are important events remembered in ceremonies?
 - 4.2 What words of wisdom can guide us?
- B. Questions of meaning, purpose and value
 - 4.3 What do creation stories tell us about our world?
- A. Questions of morality, identity and diversity
 - 4.4 What faiths make up our community?

Year 5

- A. Beliefs and practices of religions and other world views
 - 5.1 Why are some places and journeys special?
 - 5.2 What do we know about Islam?
- B. Questions of meaning, purpose and value
 - 5.3 Should we forgive others?
- C. Questions of morality, identity and diversity
 - 5.4 What matters most to believers?

Year 6

- A. Beliefs and practices of religions and other world views
 - 6.1 What does it mean to be a Sikh?
 - 6.2 How do Christians express their beliefs?
- B. Questions of meaning, purpose and value
 - 6.3 What is compassion?
- C. Questions of morality, identity and diversity
 - 6.4 How does growing up bring responsibilities and commitments?

Year 7

- A. Beliefs and practices of religions and other world views
 - 7.1 How do Buddhists see life?
 - 7.2 What beliefs lie at the heart of Christianity?
- B. Questions of meaning, purpose and value
 - 7.3 What is religion?
- C. Questions of morality, identity and diversity
 - 7.4 What does it mean to live in multi-faith Britain?

Year 8

- A. Beliefs and practices of religions and other world views
 - 8.1 How can art express spirituality?
 - 8.2 What is Humanism?
- B. Questions of meaning, purpose and value
 - 8.3 What is marriage and how is it celebrated?
- C. Questions of morality, identity and diversity
 - 8.4 Should human beings use animals?

Year 9

- A. Beliefs and practices of religions and other world views
 - 9.1 What do Hindus believe?
Questions of meaning, purpose and value
 - 9.2 How do beliefs affect death and mortality?
- B. Questions of morality, identity and diversity
 - 9.3 What does it mean to welcome and belong?
 - 9.4 Does religion promote or prevent equality?

Years 10-11

- A. Beliefs and practices of religions and other world views
 - 10.1 What does Ramadan mean to Muslims?
 - 10.2 How are Quakers distinctive?
 - 10.3 How do people work for peace?
 - 10.4 What is meant by truth and spirituality?
- B. Questions of meaning, purpose and value
 - 10.5 Can you believe in God today?
 - 10.6 What are human rights what do religions have to say about these?
- C. Questions of morality, identity and diversity
 - 10.7 How do believers make moral choices?
 - 10.8 Can beliefs ever justify violent extremism?
 - 10.9 How can we make the world a fairer place?
 - 10.10 Is there a connection between religion, citizenship and the state?

Provision of Training

SACRE does not directly provide other training but recognises and encourages the comprehensive provision of training and support through Leeds Children's Services.

The Service also provides termly cross phase Subject Leader and Development Meetings (SLDM) for RE lead teachers across the authority. These have included a focus on improving the outcomes of disadvantaged pupils in RE, looking at metacognitive approaches to learning in RE. They have also benefited from input from HMIs and national RE experts such as Deborah Weston. The SLDMs have been organised and steered by two lead teachers: Dale Skitt from Woodkirk Academy and Alistair Harris from Pudsey Grangefield School.

Public examination results

GCSE

Exam entries for GCSE full course remains reasonably steady. In 2014, 3304 students were entered and in 2015, 3738 were entered. Thirty-six schools entered pupils for full course examination.

The percentage of pupils achieving A* - C grades at GCSE has remained at 66%. This is below the national average of 71%. 49% of disadvantaged pupils, of whom there were 1032 entered, gained A*-C. This compares with the 73% A*-C of other pupils (2706 entries). It appears from analysis of the results at RS GCSE girls scored a greater proportion of A* - C grades than boys. Girls attained 72% of A* - C grades with boys attaining 59% A* - C.

A Level

Fourteen schools entered students for A level Religious Studies with 193 entries at this level. This number of entries is considerably higher than the numbers entered in 2013-14 (166). More girls were entered for A Level exams than boys this year and attained higher grades than boys at A*-B.

Comparative data for AS and A2 levels nationally were not available at the time of this report being prepared. However a comparison with this year's results and those of 2014 show that students' achievement remained the same at A* - B grades for A level (52%) in 2015 as 2014.

Conclusion

Although we continue to face uncertainty, there is reason for optimism about the importance and role of RE in Leeds. The rich diversity of culture, tradition and faith in our communities is an asset to be celebrated and only emphasises the need for imaginative and constructive religious education. But there is no room for complacency. The commitment of schools to support and encourage RE is critical to nurturing a generation of young people who know, understand and respect diversity and can explore the meaning, purpose and value of their own lives. Leeds SACRE, supported by the local authority, will do all it can to help teachers, governors and students in this task.

Part 3: Collective worship

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

A determination may be authorised by SACRE to maintained schools which have a distinctive non-Christian religious make up. These schools must make provision for any minorities but a determination should not mean that there are separate acts of collective worship. This would negate the description 'collective'. A determination should be renewed every five years. Free schools and academies need to apply to the Education Funding Agency rather than to SACRE.

At the moment there are no determinations in place for any Leeds maintained schools.

One of SACRE's key responsibilities is to monitor and support collective worship. This will be a priority for the coming year.

During the coming year, SACRE intends to offer support to schools in the planning and delivery of effective and inclusive collective worship. A realistic programme of monitoring will be offered to schools and a day course may be provided with practical guidance, resources and advice.

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

Part 4: Summary of achievements and priorities

Achievements and good practice during 2014-2015

These include:

- A new syllabus was prepared for 2015 and launched at Leeds Civic Hall in the summer term;
- A major online resource bank of units of work and supporting materials has been put in place for Leeds schools;
- Training in the new syllabus was supported and was attended by over 130 teachers;
- A programme of other training was provided including Subject Leader Development Meetings for RE;
- New leadership has been put in place for SACRE with the development of working groups and the appointment of a new consultant;
- SACRE's constitution was revised and agreed in February 2015.

Main priorities for 2014-2015

These include:

- The development of SACRE's ability to monitor RE in the city and to develop new resources, through the creation of two new working groups of SACRE members;
- Exploring support for, and monitoring of, collective worship;
- The provision of units of work for use in special schools (SILCs) or with pupils with special needs;
- The development of further units of work to support the links between RE and the promotion of tolerance;
- Offering support for the embedding of the new RE syllabus;
- Developing partnership working with other SACREs in West Yorkshire;
- Provision of high quality CPD in RE and related areas;
- Support for schools in entering for the RE Quality Mark.
- Development of a database of opportunities for visits to and from faith communities as additional resources for teachers.

Appendix 1: SACRE minutes 2014-2015

Minutes of the Meeting held on Wednesday, 16th September 2014

at Civic Hall Leeds

Present	Mr M Dorsey (Acting Chair. Judaism) Mrs W Ridley (Buddhist) Mrs B Witt (Quaker) Mr R Martin (ATL) Mr M Edon (Acting Vice Chair . Humanist) Cllr R Downes (Liberal Democrat) Cllr J Dowson (Labour) Dr H Pakrooh (Bahai) Ms D Brogden (NAS/UWT) Mrs H Brown (NASUWT) Mrs H Sagoo (NUT) Mr R Trudgen co-opted member Ms C Frieze Methodist Church Mr M Humphries Pentecostal Church Mrs F Beevers (CofE) Mrs M Halsey (CofE) Erica Hiorns School Improvement Rev R Boulter, SACRE Consultant	
Apologies	Mrs N Nedd (Catholic) Cllr Cohen (Conservative) Mr H Singh Sagoo (Sikh Community) Kevin Paynes Lead Secondary Adviser	
Papers distributed at the meeting	1. All Our Futures: Creativity, Culture and Education. May 1999 2. Key words sheet 3. Where is all this leading - Thoughts for KS1. 4. L.S. Lowry. On painting his "Seascapes" exercise	
Minute taker	Christine Crossley	
Minute No		Action
1	Apologies were received and accepted from Cllr D Cohen, Mrs N Nedd, Mr H Singh Sagoo and Kevin Paynes	
2. 2.1	MINUTES OF THE LAST MEETING AND MATTERS ARISING The Minutes of the Meeting held on 9 th July .After the amendment of the heading in section 3 the minutes were agreed correct.	

<p>3. 3.1</p>	<p>Continuing Discussion of the New Agreed Syllabus</p> <p>The session started with Robert Boulter inviting participation in a short exercise on document 4 listed above. Its point was to demonstrate how a piece of text by an artist could be developed in a cross curricular manner. Up to eight curriculum areas were found to be possible. This approach was linked to the potential of religious education, namely its ever expanding capacity to be approached in a huge variety of ways.</p> <p>Robert went on to explain the rationale for the chapter on Creativity from Sir Ken Robinson’s document, All Our Futures. This developed into a suggestion for a different approach for KS1 from that discussed at the last SACRE meeting prior to the summer holidays.</p> <ul style="list-style-type: none"> • It will be topic driven, cross curricular and unashamedly linked with PSHE, in that PSHE expresses values that are deeply religious in moral insight. • There is also a real linking with non-religious world views, demonstrating the richness of moral thought held in common by different traditions of expression. • We develop continuity and progression through appropriate increasing demands upon children’s experience and learning, not through increasing content of one or more religions. Less, more deeply, rather than more, superficially • It is enquiry based, problem solving, creative in approach, innovative. It can be local, national, international in focus. • Multi-dimensional, multi-expressive, active learning. • Each topic will give entry points into the mind, the thinking, of communities that hold religious and non-religious world views. These topics will go on to be relevant and designed to allow groups to explain themselves (why) and demonstrate action (what) building children’s critical skills • We encourage each school to decide for itself, from a recommended list, which topics to focus on, and which religion or religions, and world view, to develop in relation to the topic. The learning objective is to research key values in response to contemporary issues. • Whilst there is a historical perspective, the emphasis is asking how traditions inform the present. • In relation to the last bullet point, we encourage ownership by each school in reflecting upon and implementing their understanding – for their context –the legal requirement statement. Broad and balanced in relation to the statement, is the core principal. In one topic, for example, one religion might take the lead over another, whereas in the next topic the roles might be reversed. 	
<p>3.2</p>	<p>Robert continued to suggest using the Early Years Foundation assessment, Development Matters. It is an exemplary model and we could develop it appropriately for Key stage 1. He made reference to</p>	

	<p>the words document distributed at the meeting. There are 4 themes:</p> <p>A Unique Child + Positive Relationships + Enabling Environments = learning and Development.</p> <p>Early Learning Goals</p> <p>Each section within each area of learning and development has an early learning goal. I suggest we take these as they are, and where necessary, develop them. Using the EYF assessment gives continuity, allowing for further continuity and development</p>	
3.3	<p>Summary</p> <p>On a personal note, what is behind my thinking to put forward this approach?</p> <ol style="list-style-type: none"> 1. Essentially, it is SACRE's duty to provide for all learners, whatever their background. I am trying to promote this within the legal framework. 2. I am trying to move beyond the debate truth/untruth.. Religious/non-religious world views etc.....moving us towards opportunities that facilitate experiences to begin to grasp the nuances of life, the ambiguities that pose questions. <p>Religious education, from my perspective, is at its best when making links with other areas of the curriculum, whatever the subject or topic, enabling children to do likewise as they strive to make sense of their lives and those around them.</p>	
3.4	<p>After the presentation the chair opened the discussion to the floor.</p> <ol style="list-style-type: none"> 1. Some agreed with the principles of the presentation and its development in KS1. One person felt that a topic or thematic based curriculum short changed the children, whilst another spoke of both approaches complementing the other. It was not an either, or. 2. Some colleagues were disappointed that a draft document had not been produced from the work already completed. 3. Erica revisited the mapping grid and teachers present stated that they would find the system a time saver and a visual and easy tool to use. 4. Erica showed the Leeds Education Hub RE site. This site would not be quality assured but documents would be graded into key stages. There were some concerns that the site was already live and how it might be monitored. Members wanting documents to be added to the site could email Christine direct. 	
3.5	<p>Conclusion</p> <p>It was agreed that a combination of both the work completed so far</p>	ALL

	<p>and the new presentation today should form the basis of the New Agreed Syllabus. It was emphasized that as a date of May 2015 was pencilled in for the publication of the revised syllabus, it was important to hold a meeting in December with the hope of significant strides being made on the syllabus. Robert and Erica were asked to meet and move the syllabus forward.</p> <p>The following steps were decided:</p> <ol style="list-style-type: none"> 1. The extra meeting will be held in the Civic Hall on Tuesday 2 December at 4.15 for 4.30. 2. The main item will be further discussion and settling of the Agreed Syllabus. 3. Erica produced a draft RE teaching grid at the meeting, which we considered would be helpful. 4. All members were encouraged to submit to Robert, via Christine Crossley, any material that might assist in the drafting. 5. A new draft is to be circulated to all members by 21 November, so that there will be sufficient time to consider it in readiness for further detailed discussion on 2 December. 6. The previously agreed meeting on 2 February 2015, again at 4.15 for 4.30 in the Civic Hall, will still go ahead, when it is hoped final touches can be made to the draft before publication. 7. Although not decided last Tuesday, the final aim would be to meet and launch the new Agreed Syllabus at a meeting in the first half of May. 	
<p>4.</p>	<p>Update of the constitution</p> <p>Great progress has been made with the constitution. There had been meetings between Kevin Paynes, Michael Dorsey, Mark Edon and Robert Boulter, and on one occasion all four met with the Leeds City Council Principal Legal Officer, Anne Oldroyd. Michael Dorsey held a further meeting with Anne Oldroyd. The chair stated that the LA usually elects a chair for SACRE. However the Council had stepped down in the past. It was mentioned that the members could elect a chair and then seek approval from the LA. The Vice chair could be elected within the members. A number of questions were asked in relation to the role of the City Council in the appointment of the Chair. Councillor Dowson said she felt the LA should have the opportunity to approve the choice of Chair. To meet her concern, it was suggested that the members provisionally elect a new Chair, whose election will be subject to confirmation of their choice by the</p>	<p>ALL</p>

	<p>Authority.</p> <p>To encourage a better representation of all committees at the meetings it was suggested that each member should have a substitute to attend on their behalf when they are unable to attend. This would work towards a full quota at each meeting. Members felt that this was a positive contribution.</p>	
<p>5.</p> <p>5.1</p> <p>5.2</p>	<p>Any other business</p> <p>9th October 2014 – City of Sanctuary Awards at the Civic Hall. Part one commences at 1.30pm - 3.30pm and part 2 4.00pm – 5.00pm. Parents and friends welcome.</p> <p>31st January 2015 NATRE RE conference. Denise Brogden and Mrs H Sagoo were hoping to attend.</p>	
6.	<p>Dates for future meetings</p> <p>Tuesday 2nd December 2014 (for 4.30) in the Civic Hall, Committee Rm 1</p> <p>Monday 2nd February 2015 venue to be confirmed</p>	

Minutes of the Meeting held on Monday, 2nd February 2015

at Civic Hall Leeds

Present	Mr M Dorsey (Acting Chair. Judaism) Mrs W Ridley (Buddhist) Mrs B Witt (Quaker) Mr R Martin (ATL) Mr M Edon (Acting Vice Chair . Humanist) Cllr R Downes (Liberal Democrat) Cllr J Dowson (Labour) Dr H Pakrooh (Bahai) Ms D Brogden (NAS/UWT) Mrs H Brown (NASUWT) Mr R Trudgen co-opted member Mr M Humphries Pentecostal Church? Mrs M Halsey (CofE) Cas Stoodley (Baptist) Mrs N Nedd (Catholic) Mrs A Nichols (CofE) Ms J Buttanshaw (CofE) Erica Hiorns (School Improvement) Kevin Paynes (Lead Secondary Adviser) Alistair Ross (Educational consultant) Ian Ross	
Apologies	Cllr Cohen (Conservative) Mr H Singh Sagoo (Sikh Community) Rev R Boulter, SACRE Consultant Mrs F Beevers (CofE) Cllr Sobel (Labour) Mrs S Chauchan (Hindu) Mrs H Sagoo (NUT)	
Papers distributed	City of Leeds Draft Syllabus for Religious Education 2014-2020	
Minute taker	Christine Crossley	
Minute No		Action
1	This evening's meeting will in fact be a Conference, which we have specially convened under the provisions of the Education Act 1996 for the purpose of reviewing and revising the present Agreed Syllabus.	
2.	MINUTES OF THE LAST MEETING AND MATTERS ARISING The Minutes of the Meeting held on 16 th September 2014 were	

	agreed correct.	
3.	<p>Update of the constitution</p> <p>This has now been finalised by the LA. The Humanism representative is included in Group A. The positions of Chair and vice chair can be appointed by SACRE subject to the approval of the LA. Discussion took place at looking beyond the membership of the Council Authority for membership. Members can also send a substitute to the meeting preferably from the same organisation who can feedback. Kevin P will email out the constitution document.</p>	KP
4.	<p>Consideration of a new draft agreed Syllabus, prepared by Alistair Ross</p> <p>Alistair was a secondary head of Religious Education and he also works as a part time consultant for Kirklees. He presented the draft Syllabus document to the members. The aims and content of study covers right through from early years to secondary and by law Christianity has to be included all the way through. There is also a focus in KS2. Progressive learning is evident all the way through. There is specific national guidance which covers knowledge, understanding and respect. There is a ladder of assessment skills and how to record progression individually and collectively which should also be incorporated in teachers' long and medium term planning. After the presentation questions were raised and answered. All members then approved the document with exception to page 26 which is specific to Specialist Inclusive learning centres. It was agreed that Denise Brogden and Helen Brown would liaise with Alistair in the next 7 working days to finalise this section with the approval of SACRE. The Chair along with members thanked Alistair for all his hard work in such a short time scale.</p>	
5.	<p>Launch of the new syllabus - May</p> <p>This is planned to take place sometime at the beginning of May 2015. A ceremonial bound copy will be presented to the Lord Mayor and primary schools will be invited to design the front cover. Hopefully there will be 3 winners and prizes and a keynote speaker.</p>	
6.	<p>Date for next meeting</p> <p>The next SACRE meeting was arranged for Tuesday 7th July at the Civic Hall in the East Room. One of the agenda items is to look at awards and standards and work in conjunction with 2 other authorities. How SACRE can monitor, compile evidence over 3 levels and peer review.</p>	

Minutes of the Meeting held on Tuesday 7 July 2015

at Civic Hall Leeds

Present	Mr M Dorsey (Chair. Judaism) Mrs W Ridley (Buddhist) Mrs B Witt (Quaker) Mr R Martin (ATL) Mr M Edon (Vice Chair . Humanist) Cllr J Dowson (Labour) Ms D Brogden (NAS/UWT) Mr R Trudgen co-opted member Mr M Humphries Pentecostal Church Mrs M Halsey (CofE) Cas Stoodley (Baptist) Mrs A Nicholl (CofE) Ms J Buttanshaw (CofE) Mrs H Sagoo (NUT) Ms C Frieze (Methodist) Mrs S Varley (United Reformed Church) Erica Hiorns (School Improvement) Kevin Paynes (Lead Secondary Adviser)	
Apologies	Mr H Singh Sagoo (Sikh Community) Mrs F Beevers (CofE) Cllr Sobel (Labour) Cllr R Downes (Liberal Democrat) Mrs S Chauhan (Hindu) Mrs N Nedd (Catholic) Rev T Anslow (CofE) Mrs H Brown (NASUWT)	
Minute taker	Christine Crossley	
Minute No		Action
1	<p>Chair's opening remarks, apologies and membership update</p> <p>Michael announced that he would be formally standing down as the Chair. Any members wishing to stand for the Chair or Vice chair must inform Christine by email. Members should indicate which office they are standing for and can apply for both positions. The nomination period will close on Friday 24th July 2015. Candidates need to send a short CV which will help inform the group of the candidates' background and interest in RE. If there are multiple candidates an election will take place at our next meeting in September. Any applications and CVs will be circulated to all members to discuss. One</p>	MD &

	vote per committee	CC
2.	MINUTES OF THE LAST MEETING AND MATTERS ARISING The Minutes of the Meeting held on 2 nd February 2015 were agreed correct.	
3.	The New RE syllabus:	
3.1	Feedback from launch event This took place on the 18 th May in the Council Chamber. In total we had approximately 50 people in attendance. We also had the choir from Meanwood Cof E Primary School along with the prize winners for the front cover of the new RE syllabus along with their family members. The main speaker Dr Joyce Miller was well received.	
3.2	Feedback from the RE conference and subsequent twilight sessions The conference on the 10 June had 21 secondary, 3 special and 78 primary schools attending on the day. The keynote speaker was Alastair Ross. He was well received and feedback stated that the information was clear and useful and the speaker interesting and informative. The workshops focussed on areas of the new syllabus where teachers would feel less secure, such as Humanism, Judaism and Islam. All delegates received a CD and other resources. The twilight sessions took place on 24 th and 25 th June and were led by Alastair Ross. 32 schools attended. The feedback again was very positive. We also received feedback on various issues, mainly assessment, support for other areas of the syllabus and special schools As of 29 th June, 61 schools had subscribed to the 'One Hub' for RE sources.	
4.	How can SACRE monitor the provision and quality of RE taught in Leeds Three members of SACRE are already involved with the Quality Mark for RE. The process involves an assessor doing a 2 hour school visit which includes meeting the Head, Leadership team and the subject leader. The teacher provides the evidence/ celebration. The school is given an award of Bronze, Silver or Gold. This is usually in the form of a letter. They may also receive tips on how to aim for a higher award. In the case of any school which receives a gold award, the subject leader will be involved with research and developing other schools. Another way to monitor RE is the data results in secondary education. Many teachers also requested a list of contacts in order to be able to arrange meetings for teachers to gain knowledge. Two organisations mentioned who could provide a list were Leeds Faiths Forum and	

	Concord. It was also suggested that a working group could provide a rolling programme.	
5.	<p>Establishment of working groups to monitor RE teaching and to develop resources to support the new agreed syllabus</p> <p>From September 2015 two working groups will be established to drive forward some key aspects of the work of the Leeds SACRE. It is anticipated that the new SACRE consultant will play a key leadership role in both groups. It is essential that there are representatives from schools (primary, secondary and special). We are also keen for SACRE members to play an active role in either or both of these groups. Some members present volunteered and are listed below.</p> <p>Monitoring of RE teaching. The group is likely to focus on: development of the RE Quality Mark in Leeds; exam results/other assessment data; other areas identified by the group. Current volunteers: Mark Edon, Shirley Varley, Ann Nichol and Denise Brogden</p> <p>Development of resources to support the new syllabus. The group will focus on: Units of work (updating existing ones and adding new ones – especially for special schools); development of a database of opportunities for visits/general information about different faiths which will provide additional development for teachers; Current volunteers: Denise Brogden, Mark Edon, Cllr Jane Dowson, Cas Stoodley, Catherine Frieze and Harvey Sagoo</p>	
6.	<p>A possible youth SACRE for Leeds</p> <p>Denise has been involved in the past with setting up a youth group for SACRE within a different authority. This is something that can take a number of years. Three authorities have already set up groups and members can visit the websites. It was mentioned that Children’s Services already have a Voice and Influence team that has well developed ambassadors. It was suggested that Christine contact Hannah Lamplugh with a view to attending the next meeting.</p>	CC
7.	<p>Update on appointing a new educational consultant</p> <p>There has been a lot of interest for the new RE consultant role. This role is to support RE and play a key role in monitoring and developing and moving forward with the new syllabus. The contract is for 40 days across the academic year. The closing date is set for 15th July. Interviews have been arranged for Friday 24th July. Michael and Mark are unable to attend and a request will be emailed to all members requesting for 2 volunteers to represent SACRE on the day. The interviews will take place at Adams Court from about 9.30am for most of the day.</p>	MD & CC

	The local authority were thanked for supporting SACRE and funding the role of the consultant.	
8.	Any other Business Denise has been asked to do a section in the next NATRE newsletter regarding the launch of the new RE syllabus for Leeds.	
9.	Date for next meeting Monday 21 st September in the East Room at the Civic Hall.	

Appendix 2: Membership of SACRE 2014-2015

Committee A: Faiths and Denominations except the Church of England

Dr H Pakrooh	Bahai
Mrs W Ridley	Buddhist
Mrs Saroj Chauhan	Hindu
Ms Catherine Frieze	Methodist
Cas Stoodley	Baptist
Mr K Papagiannopoulos	Orthodox
Mr M Dorsey (chair)	Jewish
Mrs S Varley	URC
Mr Mike Humphries	Pentecostal
Mr S Sagoo	Sikh
Mrs Nessa Nedd	Roman Catholic
Major Andrew Jarrold	Salvation Army
Mrs Barbara Witt	Quaker
Mrs S Mahmood	Muslim
Mr Mark Edon (vice-chair)	Humanist

Committee B: The Church of England

Mrs A Nicholl

Mrs F Beevers

The Rev T Anslow

Committee C: Teachers

Ms R Williams

NUT

Ms Denise Brogden

NASUWT

Ms Helen Brown NASUWT

Miss Harvinder Sagoo NUT

Mr Richard Martin ATL

Committee D Leeds City Council

Cllr Jane Dowson Labour

Cllr Daniel Cohen Conservative

Cllr Alex Sobel Labour

Cllr Ryk Downes Liberal Democrat

Co-opted

Mr Russell Trudgen

Appendix 3: Examination results

Leeds Summative Data 14/15

	National Average	Leeds Average
2013 Religious Studies GCSE Grade A* - C	74%	65%
2013 Religious Studies GCSE Grade A* - G	98%	98%
2014 Religious Studies GCSE Grade A* - C	69.6%	66%
2014 Religious Studies GCSE Grade A* - G	97.8%	96%
2015 Religious Studies GCSE Grade A* - C		66%
2015 Religious Studies GCSE Grade A* - G		97%

The reporting on grades at GCSE has changed to first entry from 2014 so outcomes are not directly comparable.

RS GCSE Full Course Gender Comparisons

	NOE Boys	NOE Girls	A*-C Average Boys	A*-C Average Girls
2013	1420	1701	58%	70%
2014	1569	1735	58%	73%
2015	1742	1996	59%	72%

RS GCE A Level Gender Comparisons

	NOE Boys	NOE Girls	A* - B Average Boys	A* - B Average Girls
2013	44	150	36%	57%
2014	40	126	50%	53%
2015	45	148	53%	51%

Appendix 4: Summary of national documents

A New Settlement: Religion and Belief in Schools

In the summer of 2015, a pamphlet was produced by Charles Clarke, former Secretary of State and Linda Woodhead, Professor of Sociology of Religion at the University of Lancaster. It arose from research and debate carried out by the Westminster Faith Debates (founded by Mr Clarke and Professor Woodhead) and the Religion and Society Research programme which gave rise to them. Both were supported by the Arts and Humanities Research Council, the Economic and Social Research Council, and Lancaster University.

The pamphlet has no formal authority but will be influential as a call for changes in the direction of RE. SACREs will wish to discuss and consider the proposals it outlines.

Its principle recommendations are:

- An end to compulsory collective worship;
- A new national RE syllabus determined by the Secretary of State;
- The government should consider making this syllabus compulsory for all schools;
- SACREs' role to be limited to participation in consultation and support for implementation
- A more robust system of inspecting RE;
- Continuation of faith schools but modifications to admissions and possible removal of separate inspection regime

In full, the recommendations were:

Act of Collective Worship

1. The current requirement in statute for an Act of Collective Worship should be abolished, and the decision about the form and character of school assemblies should be left to the governors of individual schools. Schools should be required to set out their statement and

strategy for promoting Spiritual, Moral, Social and Cultural Education, with school community assemblies as an important part of that strategy, upon which they would be inspected by OFSTED. The government should provide non-statutory guidance to help achieve this.

Curriculum

2. Consideration be given to using the phrase 'Religious and Moral Education' rather than 'Religious Education' in describing this part of the statutory curriculum.
3. The Religious Education syllabus in county and voluntary controlled schools should no longer be set by a system of agreed local syllabuses, but by an agreed national syllabus which would have a similar legal status to the requirements of other subjects in the National Curriculum.
4. The nationally-agreed syllabus would be determined by the Secretary of State in agreement with a newly created 'National Standing Advisory Council on Religious Education (NASACRE)' comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems. This nationally-agreed syllabus should be reviewed every 5/7 years.
5. The government discusses with the faith school providers, including academies and free schools, the merits of voluntary-aided and foundation faith schools adopting this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all maintained schools to adopt this syllabus.
6. The government also discusses with faith school providers including academies and free schools, the importance of making a distinction within schools between religious instruction, formation and education, including agreement that religious instruction (even of a kind which does not include coercion, or distortion of other religions or beliefs) does not take place within the school day.
7. In addition, the government discusses with independent schools whether they should adopt this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all schools to adopt this syllabus.
8. If these changes are agreed, the right of parents to withdraw their children from the Religious Education part of the curriculum should be abolished.

9. The legal requirement for Religious Education at Key Stage 5, after the age of 16, should be removed and that, within the context of a general reform of the curriculum at Key Stage 4, consideration should be given to modifying the legal requirement for Religious Education to a wider study of religious, spiritual, moral, ethical, social, and cultural values.
10. All faith schools, and possibly all schools in receipt of state funding, clearly advertise and explain the kind of religious (or non-religious) ethos and formation which they offer, so that prospective parents and pupils can make informed choices.
11. The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction.
12. An important, though not the only, way to promote community cohesion and to counter radicalization across the school system is to make the kinds of curriculum change which we are proposing. OFSTED should re-establish a strong inspection system to ensure that all schools, faith or not, properly fulfil their duty to promote community cohesion

Faith Schools

13. Children of families of faith should where possible be able to attend schools of that faith, and that their current right to be given priority in the admissions process should not be removed.
14. The churches need to make strong and continued progress in addressing the very real concerns about fairness, and that changes to the current legal position should be considered as an urgent matter if faith bodies fail to make progress in the directions which they have set for themselves. We believe that there are legitimate concerns about using regular attendance at worship as a selection criterion and we recommend that this criterion be kept under review.
15. Further effort be given to developing alternative proposals for fairer admissions procedures to faith schools, procedures which balance the rights of families of faith to have their children educated in that faith with other considerations of fairness to others and serving the whole local community.

16. The ability of faith schools to retain their own inspection process for the content of collective worship and religious formation should be reconsidered within the context of the overall changes we propose.

17. The inspection regime for independent schools continues to be steadily tightened in the context of the curricular changes we propose.

The current arrangements which enable faith schools to discriminate in their employment are kept under review, given legitimate concerns about their effects.