



## **Rochdale SACRE Annual Report to NASACRE 2016-2017**

### **Contents**

1. Chair's introduction and context
  - a) Introduction and context
  - b) Membership 2016-2017
2. Advice to statutory bodies
  - a) Local Authority
  - b) Schools
  - c) Government or other statutory bodies
  - d) Response to the advice given
3. Standards and quality of provision of Religious Education
  - a) Public examinations
  - b) Attainment in Religious Education not covered by public examination
  - c) The quality of Religious Education provision in schools
  - d) Withdrawal from Religious Education
  - e) Complaints about Religious Education
4. Agreed Syllabus
  - a) If there was a review of the syllabus
  - b) When the next review will take place
5. SACRE Projects
  - a) Working with churches and the Town Centre Chaplaincy
  - b) Supporting teachers
  - c) SACRE Chair activities

## 1. Chair's introduction and context

### a) Introduction and context

Rochdale SACRE (Standing Advisory Council for Religious Education) serves a borough with a mixed faith community, with high percentages of Christian and Muslim followers, and smaller groups of Hindu, Humanist, Jewish and Mormon followers. Non-conformist Christian denominations are also well-represented (Methodist, Baptist, URC and Unitarian). Two of the Local Authority's thirteen secondary schools are Roman Catholic Voluntary-Aided schools and one is a joint Anglican/Roman Catholic Voluntary-Aided school. Eighteen of the Local Authority's sixty-eight primary schools are Church of England Voluntary-Aided schools (one of which is a joint Church of England/Methodist school) and eleven are Roman Catholic Voluntary-Aided schools.

Rochdale's history of the last few years makes it particularly important for local faith communities to be integrated and co-operative, and this is one of Rochdale SACRE's highest priorities. Rochdale SACRE has good representation from all four groups (Church of England, other faiths and denominations, teaching associations and the Local Authority) and enjoys strong links with the local Anglican community and with Rochdale Council of Mosques. There is good representation from primary and secondary sectors and Rochdale SACRE works collaboratively with neighbouring Local Authorities, particularly with Oldham SACRE, with whom Rochdale SACRE has collaborated on several initiatives and events in 2016-2017.

The current Chair of Rochdale SACRE is Rev Margaret Smith, Rochdale's Town Centre Chaplain, who was elected to the position of Chair of SACRE in December 2015. Gillian Rhodes (ex-Headteacher of St Michael's CE Primary School in Bamford and School Advisor for Manchester Diocese) is Rochdale SACRE's Vice Chair. The current Local Authority representative to SACRE is Peter Owen (School Improvement Officer, Early Help and Schools) and the current Clerk to SACRE is Karen Andrews (Local Authority Admin Officer).

### b) Membership 2015-2016

#### Group A: Christian denominations other than Church of England and other religions

Rev Margaret Smith	Rochdale Town Centre Chaplain (chair)
Ghulam Rasul Shahzad	Rochdale Council of Mosques
Dobir Miah	Rochdale Council of Mosques
Margot Reeve	Branches Christian Fellowship

#### Group B: Church of England

Gillian Rhodes	School Advisor for Manchester Diocese (vice chair)
Rev Frances Guite	St Martin's Anglican Church Castleton

#### Group C: Associations representing teachers

Francis Farrell	Edge Hill College (Higher Education representative)
Kay Bentley	Year 4 Teacher and RE Co-ordinator Smithy Bridge
Clair Kitching	Year 5 Teacher and RE Co-ordinator St James' CE Wardle
Emily Clark	Head of RE Falinge Park High School
Aisha Mohammad	Head of RE Oulder Hill Community School

#### Group D: Local Authority

Karen Andrews	Local Authority Business Support (clerk to SACRE)
Councillor Kathleen Nickson	Elected member (Labour)
Peter Owen	School Improvement Officer (LA representative to SACRE)

SACRE hopes to appoint at least two new members in 2017-2018: an LA officer representing Prevent and Community Cohesion (to replace Yasin Khan who passed away in 2017) and a representative from the Jewish Representative Council of Greater Manchester.

## **2. Advice to statutory bodies**

### **a) Local Authority**

Rochdale SACRE advises Rochdale Local Authority on quality and standards of Religious Education in the schools of the borough as follows.

- i) Ofsted inspection reports on any Rochdale schools who have been inspected are read and scrutinised by the Local Authority School Improvement Team for comments on SMSC, Religious Education, collective worship, British Values, PSHCE or any comments in the Personal Development, Behaviour and Wellbeing section which may have comments of judgments relevant to Religious Education.
- ii) SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports and Roman Catholic Diocesan reports from inspections carried out on Ofsted's behalf are read and scrutinised by the Local Authority School Improvement Team.
- iii) Pupil Outcomes in Religious Education are monitored by the Local Authority School Improvement team by considering the outcomes for GCSE Religious Education when these are available, via the unvalidated Secondary ASP (Analyse School Performance) in December and the FFT Aspire reports on each school. The Local Authority representative on SACRE, who is also a member of the School Improvement Team, advises the Local Authority on SACRE's behalf (as well as reporting to SACRE on the Local Authority's behalf regarding GCSE results in Religious Education in Rochdale's Secondary Schools).
- iv) Any issues reported to the Local Authority regarding the Teaching, Learning and Assessment of Religious Education in Rochdale schools, whether via an Ofsted inspection or via an independent complaint, will be followed-up by a discussion between the School Improvement Team and the LA SACRE representative, who will then report to SACRE regarding any appropriate action to be taken.
- v) In his role as School Improvement Officer, the Local Authority SACRE representative regularly conducts reviews and monitoring visits at Rochdale primary and secondary schools where Safeguarding, SMSC, British Values and PSHCE are a focus. During these reviews or monitoring visits there may be a focus on the provision or teaching of Religious Education, and if there are comments on this in the written report, these will be shared with the School Improvement Team and with SACRE.
- vi) Requests from parents regarding withdrawal from Religious Education (or from schools who have received such requests) are passed to the Local Authority SACRE representative. Any such inquiries are referred to SACRE (time permitting and depending on whether there is a SACRE meeting in the period immediately following the inquiry). In dealing with any such requests, SACRE and the LA representative to SACRE provide advice and guidance to Local Authority officers as well as to the school or parents.

### **b) Schools**

Rochdale SACRE advises Rochdale schools on quality and standards of Religious Education in the as follows.

- i) Rochdale SACRE advises Rochdale schools through the provision of a locally-agreed syllabus for Religious Education which was last revised in spring term 2013 for a September 2013 start (see below). The Rochdale Agreed Syllabus is next due for revision in 2018, and consequently SACRE will be discussing the syllabus revision and implementation during its meetings in the academic year 2017-2018.

- ii) Rochdale SACRE advises schools on the procedure whereby they should apply for a determination (which lifts the requirement for the school's worship to be 'wholly or mainly of a Christian nature'). Rochdale SACRE provides advice and guidance about the circumstances under which a school may apply for a determination and a pro-forma for that application. The pro-forma is submitted to SACRE as that school's application for a determination and SACRE makes a decision accordingly.
- iii) Where a parent makes a request to the school to withdraw their child from Religious Education in whole or in part, or from any aspect of the school's spiritual or religious activities, schools contact Rochdale SACRE via the Local Authority representative to SACRE (who is also a School Improvement Officer). Until 2015-2016 advice and guidance was given to schools on a case-by-case basis, incorporating advice from the Local Authority, the Community Cohesion team, the Diocese and Section 71 of the *School Standards and Framework Act* (1988). From 2017 onwards SACRE is preparing a package of advice and guidance that can be provided for all schools to support them with parental requests to withdraw.
- iv) Rochdale SACRE advises Rochdale schools on the provision of Religious Education via regular teacher networks and hubs (see below) and by invitation to shared events with other SACREs and Local Authorities (predominantly Oldham). The network and hub meetings are co-ordinated by serving members of SACRE (who are also teachers in Rochdale schools) and provide bespoke training, guidance and support on the preparation, delivery and assessment of Religious Education in Primary and Secondary schools.
- v) Rochdale's Chair of SACRE, Rev Margaret Smith, undertakes an annual programme of visits to Primary and Secondary schools in Rochdale, providing bespoke advice and guidance, and taking assemblies, acts of worship and Religious Education lessons to support schools in their delivery of Religious Education.

### **c) Government or other statutory bodies**

Rochdale SACRE has not provided any specific advice to the government, to any government bodies, or to any other statutory bodies in the academic year 2016-2017.

### **d) Response to the advice given**

Rochdale Local Authority (School Improvement Team and Community Cohesion Officers) have responded to Rochdale SACRE's advice as follows.

- i) Rochdale Local Authority refers all requests for determination and all school inquiries (or parental inquiries) regarding the withdrawal of children from Religious Education to Rochdale SACRE via the LA representative to SACRE and supports any advice and guidance given to schools or parents by SACRE and its representatives.
- ii) Rochdale Local Authority refers any specific inquiries from schools regarding the teaching of Religious Education, collective worship or the celebration of festivals to SACRE and accepts SACRE's advice and guidance on all such matters.
- iii) Rochdale Local Authority refers any FOI (Freedom of Information) requests regarding Religious Education or collective worship to SACRE via the LA representative to SACRE and accepts and implements SACRE's advice on a case-by-case basis.
- iv) Rochdale LA's Community and Cohesion Officer collaborates with SACRE representatives on reviews and monitoring visits of schools, and the LA Community Cohesion Officer served as a member of SACRE in 2016-2017 to increase and strengthen the arrangements which exist between the LA (Early Help and Schools) and SACRE.

Rochdale Primary and Secondary Schools have responded to Rochdale SACRE's advice as follows.

- i) Schools have responded well to the provision of the Locally Agreed Syllabus and to the provision of network and hub support for Religious Education. SACRE receives regular requests for the Locally Agreed Syllabus, for resources to support it, and for access to hub and network support, usually in (but not limited to) situations where there is a newly-appointed Religious Education co-ordinator in the school.
- ii) Schools have contacted Rochdale SACRE (via the Local Authority) on several occasions in 2016-2017 regarding advice around parental withdrawal from Religious Education. This is covered under item 3d (standards and quality of provision of Religious Education: withdrawal from Religious Education) below.

### 3. Standards and quality of provision of RE

#### a) Public examinations

Twelve of Rochdale's thirteen secondary schools (all except Redwood Special School) entered a total of 1,180 students for GCSE Religious Education in 2017, representing 51.1% of the Rochdale Year 11. Nationally, 38% of the Year 11 cohort entered GCSE Religious Education, so Rochdale has a higher percentage of Year 11 students entering GCSE Religious Education than the national average. In 2016, 48% of the Rochdale cohort entered GCSE Religious Education from eleven secondary schools, so Rochdale has increased both the number of its secondary schools who enter students for GCSE Religious Education and also the number of students who took GCSE RE (as a total and as a percentage of the cohort).

In Rochdale, only Redwood Special School did not enter any students for GCSE Religious Education in 2017 (see below). Five secondary schools entered more than 80% of their Year 11 cohort for GCSE Religious Education (four of which are church schools) and four secondary schools entered nearly all of their Year 11 cohort (more than 94%) for GCSE Religious Education (three of which are church schools).

School	Entry	Of cohort	APS	% Grade 4	% Grade 7	Progress
Cardinal Langley RC	164	94.8%	4.1	62%	15%	-3%
Falinge Park	237	97.9%	4.3	57%	24%	-3%
Hollingworth Academy	36	15.2%	6.5	97%	64%	+10%
Holy Family RC and CE	110	100.0%	4.9	74%	28%	+0%
Kingsway Park	50	27.9%	3.5	46%	10%	-2%
Matthew Moss	66	42.1%	5.5	85%	36%	+10%
Middleton Technology	14	7.3%	5.6	93%	36%	+13%
Oulder Hill	28	15.3%	4.5	75%	36%	+10%
Siddal Moor	18	10.2%	3.8	50%	22%	-14%
St Anne's Academy	92	85.2%	3.8	60%	8%	-8%
St Cuthbert's RC	202	96.7%	4.2	58%	22%	-4%
Wardle Academy	153	73.2%	4.4	68%	16%	+1%
Rochdale LA	1180	51.1%	4.4	64%	22%	-1%
National average		37.7%		71%	29%	+0%

In the table above, APS represents the Average Point-Score per student in GCSE RE (of those students who took GCSE RE in that school). The percentage achieving Grade 4 (or higher) is the percentage who achieved a 'standard pass' at GCSE (approximately comparable to a Grade C in the previous nomenclature). The percentage achieving Grade 7 (or higher) is the percentage who achieved the approximate equivalent of a Grade A in the previous nomenclature.

The 'progress' figure is calculated by measuring the GCSE outcome for each pupil who took GCSE RE against the GCSE outcome for all pupils nationally with the same Key Stage 2 point-score. A pupil who achieved better GCSE outcomes (than those who achieved the same Key Stage 2 score) has a

positive value for their 'progress' and a pupil who scored worse (than those who achieved the same Key Stage 2 score) has a negative value for their progress (hence the national average for progress should always be zero). All pupils in a school (who took GCSE RE) have their individual progress scores converted to an average, and this is the school's progress in GCSE RE.

#### Schools entering the majority of the Year 11 cohort for GCSE Religious Education

Cardinal Langley RC entered 164 students for GCSE Religious Education in 2017 (representing 94.8% of their cohort and compared to an entry of 171 in 2016). At Cardinal Langley RC 62% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (4.1% lower than in 2016 and 49% lower than the national average).

Falange Park High School entered 237 students for GCSE Religious Education in 2017 (representing 97.9% of their cohort and compared to an entry of 220 in 2016). At Falange Park High School 57% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (7.4% lower than in 2016 and 14% lower than the national average).

Holy Family RC and CE College entered 110 students for GCSE Religious Education in 2017 (representing 100% of their cohort and compared to an entry of 110 in 2016). At Holy Family RC and CE College 74% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (3.1 higher than in 2016 and 3% higher than the national average).

St Anne's CE Academy entered 92 students for GCSE Religious Education in 2017 (representing 85.2% of their cohort and compared to an entry of 74 in 2016). At St Anne's CE Academy 60% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (22.2% higher than in 2016 but 11% lower than the national average).

St Cuthbert's RC entered 202 students for GCSE Religious Education in 2017 (representing 96.7% of their cohort and compared to an entry of 236 in 2016). At St Cuthbert's RC 69.9% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (11.9% lower than in 2016 and 13% lower than the national average).

Wardle Academy entered 153 students for GCSE Religious Education in 2017 (representing 73.2% of their cohort and compared to an identical entry of 153 in 2016). At Wardle Academy 68.0% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (1.5% higher than in 2016 but 3% lower than the national average).

#### Schools entering a cohort smaller than 50% of their Year 11 cohort for GCSE Religious Education

Hollingworth Academy entered 44 students for GCSE Religious Education in 2017 (representing 15.2% of their cohort and compared to an entry of 36 in 2016). At Hollingworth Academy 97% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (6.1% higher than in 2016 and 26% higher than the national average).

Kingsway Park High School entered 50 students for GCSE Religious Education in 2017 (representing 27.9% of their cohort and compared to an entry of 26 in 2016). At Kingsway Park High School 46% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (27% lower than in 2016 and 25% higher than the national average).

Matthew Moss High School entered 66 students for GCSE Religious Education in 2017 (representing 42.1% of their cohort and compared to an entry of 35 in 2016). At Matthew Moss High School 85% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (6.4% lower than in 2016 but 14% higher than the national average).

Middleton Technology School entered 14 students for GCSE Religious Education in 2017 (representing 7.3% of their cohort and compared to a zero-entry in 2016). At Middleton Technology

School 93% of students entered gained grade C/4 or better in GCSE Religious Education in 2016 (22% higher than the national average, albeit with a very small cohort).

Oulder Hill High School entered 28 students for GCSE Religious Education in 2017 (representing 15.3% of their cohort and compared to an entry of 12 in 2016). At Oulder Hill High School 75.0% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (an almost identical percentage to 2016 and 4% higher than the national average).

Siddal Moor Sports College entered 18 students for GCSE Religious Education in 2017 (representing 10.1% of their cohort and compared to an entry of 27 in 2016). At Siddal Moor Sports College 50% of students entered gained grade C/4 or better in GCSE Religious Education in 2017 (4.9% lower than in 2016 and 21% lower than the national average).

## **b) Attainment in Religious Education not covered by public examination**

In Rochdale, only Redwood Special School did not enter any students for GCSE Religious Education in 2017. Redwood has no GCSE Religious Education provision as only a very small percentage of their students take GCSE. Redwood has been visited by the Chair of SACRE, Rev Margaret Smith, to discuss its Religious Education provision and SACRE's support for RE in Rochdale schools.

## **c) The quality of Religious Education provision in schools**

Twenty schools responded to Rochdale SACRE's annual return for Religious Education. Of those, fifteen were Primary schools and five were Secondary schools. Three were Roman Catholic schools, three were Church of England schools and fourteen were LA-maintained schools. SACRE believes this is a reasonable data-base from which to draw some conclusions about: the teaching and assessment of RE: the delivery of, and provision for, collective worship: and the relationship of RE to whole-school policy, broad and balanced curriculum, SMSC and British Values in Rochdale schools. The responses to the return by Rochdale schools are summarised below.

Does the school have a policy on the teaching of Religious Education?

Eighteen schools (90% of respondents) do have a policy on the teaching of Religious Education and two schools (10% of respondents) do not have a policy on the teaching of Religious Education.

Does the school have a policy on collective worship?

Twelve schools (60% of respondents) do have a policy on collective worship and eight schools (40% of respondents) do not have a policy on collective worship.

Does the school have a policy on SMSC (Spiritual, Moral, Social and Cultural Education)?

Thirteen schools (65% of respondents) do have a policy on SMSC and seven schools (35% of respondents) do not have a policy on SMSC.

Which Religious Education syllabus do you use?

Ten schools (50% of respondents) use the Rochdale Agreed Syllabus, four schools (20% of respondents) use the Rochdale Agreed Syllabus alongside an Agreed Syllabus from another Local Authority and six schools (30% of respondents) use a Diocesan Syllabus.

Does the school meet the minimum requirements for time (for Religious Education lessons) as stipulated in the Rochdale Agreed Syllabus?

Nineteen schools (95% of respondents) do meet the minimum requirements for time for Religious Education lessons (as stipulated in the Rochdale Agreed Syllabus) and one school (5% of respondents) does not.

Is provision made for a daily act of collective worship in line with statutory requirements?

Provision for a daily act of collective worship is made in fifteen schools (75% of respondents) but is not made in five schools (25% of respondents).

Do you have regular monitoring, review and evaluation of collective worship provision in your school? Regular monitoring, review and evaluation of collective worship provision is conducted in fourteen schools (70% of respondents) but is not conducted in six schools (30% of respondents).

The strengths of Religious Education in Rochdale primary schools include:

- a) A project/ themed approach to RE, teaching with a focus on similarities between different faiths to discuss and learn about values through looking at celebrations, stories from special books, clothes people wear and special buildings.
- b) Combining a project/themed approach with stand-alone projects such as 'Who is a Christian and what do they believe?'
- c) Using RE topics in Key stage 2 as a platform to discuss values, moral dilemmas and important controversial topics that had an RE focus (for example, what is so special about marriages?) which created a platform to talk about relationships, people we trust, and the difference between forced and arranged marriages.
- d) A Year 6 topic 'why are inter-faith relations important to strengthen our community?' in which pupils learn about living and working together, how you can practise your faith in the community, and what religions say about respecting others, neighbours and the environment.
- e) Having RE mainly taught by the RE Co-ordinator (during PPA time) to ensure progression and sound subject knowledge.
- f) Visits to places of worship (churches, synagogues, mosques) and visitors to school representing different faiths within the community.
- g) Teaching British Values through RE and SMSC and covering key skills in discrete RE lessons.
- h) Giving Collective Worship a high profile in school, with themed assemblies which reflect British Values and skills learned in RE.
- i) Children leading British Values assemblies after a specific class lesson on each of the values, and assemblies for different celebrations of different faiths (Harvest, Diwali).
- j) A good range of resources (religious artefacts) so that children are able to develop their experiences of other faiths in a classroom setting.
- k) The use of Philosophy-4-Children training in which they share some interesting and useful resources for RE, enabling children to discuss subjects such as Harvest Festival in a debate and discussion-type lesson.
- l) A strong philosophical approach to thinking about moral issues and the content of prayer, discussed regularly in the classroom but also forming part of the collective worship.
- m) Celebrations of Faith throughout the year where children celebrate religious events from the faith calendar (supported by inviting community leaders of different faiths into assemblies).
- n) Some church schools have focal areas where a cross is displayed, a Bible is available (for collective worship time and children to access), reflective displays and copies of prayers.
- o) A timetable of visits to the church for key religious festivals; joining in special services such as Holy Week and Easter.
- p) Involving children in the monitoring and evaluation of collective worship and assemblies.



- q) Working with other faith schools in the Local Authority, with a training focus on collective worship where resources have been shared.
- r) Strong links to other faiths in the community with local faith leaders regularly invited into school to take part in assemblies and Religious Education lessons.

The strengths of Religious Education in Rochdale secondary schools include:

- a) Improved quality of GCSE RE results since its introduction as an option.
- b) Improved attitude to British Values and SMSC due to delivery of these through RE, through topics such as war and peace, extremism, racism and discrimination.
- c) In previous external parent surveys (Kirkland Rowell) Religious Studies has been graded as outstanding overall, as good for its contribution towards SMSC, and as a strength for its contributions towards topics such as racism in PHSE.
- d) GCSE Religious Studies is nearly always taught by specialist staff and is well-resourced and well-supported by senior management.
- e) Involvement of Religious Studies subject leaders in SACRE (both Oldham and Rochdale) and involvement in setting-up network meetings for secondary RE teachers.
- f) Training from AQA for new syllabuses and specifications with clear impact in terms of understanding and how the exam will be marked.
- g) Regular moderation of students' work between Rochdale schools so that students are able to see best practice and staff are also clear on expectations.
- h) Religious Education becoming more visibly a subject in its own right and moving away from the Humanities structure in the school.
- i) Religious Education contributing significantly to the curriculum offered to Year 8 and Year 9 students around the Holocaust Memorial.
- j) Participation in the Archbishop of York award.

#### **d) Withdrawal from RE**

Rochdale SACRE guides and advises Rochdale schools regarding parental applications to withdraw their children from Religious Education as follows.

- i) Rochdale context  
An increasing number of schools have contacted SACRE in the last two years regarding parents' intention to remove their children (partially or wholly) from RE, from collective worship or from spiritual religious activities which form part of the school's curricular and extra-curricular provision (carol services, faith celebration days). In several instances this has centred on proposed visits with pupils to Mosques or Churches, and there have been instances of Christian parents wishing to remove their children from Mosque visits, and Muslim parents wishing to remove their children from Church visits.

These instances are all unique in their own way. SACRE has consistently offered advice and guidance to schools drawn from statutory documentation (principally Section 71 of the *School Standards and Framework Act* (1988)). SACRE has also collaborated with the Church of England, the Roman Catholic Diocese and the Local Authority Community and Cohesion Team in terms of their advice and guidance in these situations.

ii) Planning for the future

Until 2017, SACRE advised schools on a case-by-case basis as shown above, but as a result of the increasing number of such queries and the likelihood that their frequency will increase, SACRE has prepared a set of documentation which (a) clarifies the legal position, (b) reinforces statutory advice, (c) explores links with Manchester Diocese's policy statement and guidelines and (d) provides guidance on handling such situations and on raising the profile of Religious Education and visits to religious centres.

The purpose of the guidance package is to advise schools of their statutory obligations if a parent does request the withdrawal of their child from Religious Education or collective worship, but also to offer a range of proactive actions, drawn from our experience and from the advice of the Local Authority Community Cohesion Team, which would reduce the likelihood of such a situation arising. This package of resources and guidance was made available to all Rochdale schools from September 2017 onwards. The key contents and recommendations of the package are as follows.

- Prompt contact with Local Authority and SACRE as soon as a request for withdrawal from Religious Education is received by the school.
- Comprehensive package of advice and guidance sent to the school by SACRE.
- Telephone conversation between Headteacher and Local Authority representative to SACRE and/or Local Authority Community Cohesion Officer as soon as possible.
- Visit to school by Local Authority representative to SACRE and/or Local Authority Community Cohesion Officer if required as follow-up to telephone conversation.
- Model letter (based on the letter written in the case study above) shared with Headteacher as guidance and as an example.

**e) Complaints about Religious Education**

No complaints have been received about Religious Education provision in Rochdale schools and no complaints have been received about Rochdale SACRE by the Local Authority or Ofsted.

**4. Agreed Syllabus**

**a) If there was a review of the syllabus**

Rochdale Agreed Syllabus for Religious Education was reviewed and revised in summer 2013 and launched in Rochdale schools from September 2013 onwards. All schools (except for church schools) follow the appropriate syllabus, and all schools who have responded have confirmed that they allocate at least the minimum recommended time for each part of the syllabus as recommended.

**b) When the next review will take place**

The next review of the Rochdale Agreed Syllabus for Religious Education is due take place in 2018. Over the course of its meetings in 2016-2017, Rochdale SACRE, on the advice of the Chair, Rev Margaret Smith, has decided that it does not have the resources to prepare its own Agreed Syllabus, and will therefore explore options for using the Agreed Syllabus of another Local Authority.

The preferred options, at this stage, are (a) to purchase the Locally Agreed Syllabus of Lancashire Local Authority; or (b) to collaborate with Oldham SACRE on the development of a new Locally Agreed Syllabus. Lancashire LA/SACRE will present to SACRE on 20<sup>th</sup> February 2018 and Oldham SACRE will present to SACRE on 25<sup>th</sup> April 2018. A decision will then be taken.

## 5. SACRE Projects

### a) Working with Churches and the Town Centre Chaplaincy

The Town Chaplaincy and a group of local churches liaised with SACRE to hold a 'thanks for the Harvest' event. This included some local businesses and churches putting on a display of what Harvest means to them: biblically, spiritually, practically and economically. Primary and Secondary schools were invited to submit a display of what Harvest means to their school and to send pupils to experience some interactive stalls. Five schools sent display items and four schools visited the event sending approximately 110 pupils.

### b) Supporting teachers

In July an RE resources exhibition was organised for all schools. Various RE resource providers were contacted. Fewer than expected responded, despite emails and telephone calls, so the event was smaller than anticipated. There were six exhibitors and two companies sent materials. All the information and contacts were later circulated to all schools. Those attended found it useful and benefitted from meeting SACRE members.

### c) SACRE Chair activities

The Chair of SACRE has made herself to the schools throughout the year. Three schools asked for a visit for advice about curriculum and resource ideas. Two schools requested RE lessons and assemblies on Easter. One school requested RE lessons on weddings and baptisms which included liaison with their local church to act out a mock wedding and baptism where all the children took part. Three schools asked for assemblies on Harvest. One school requested an RE lesson on the Bible and Mary Jones which was for all their Year 1 pupils. One secondary school invited the Chair to attend a Holocaust event and to sum up the day's event with a short act of prayer. Another secondary school asked for an RE lesson on chaplaincy including prison chaplaincy and a Christian approach to restorative justice. December 2016 included RE lessons on Christmas to Years 5 and 6 along with Christmas assemblies. These are being offered again in 2017.

This report was submitted to NASACRE and to the Department for Education on 31<sup>st</sup> March 2018 and constitutes the annual report for Rochdale SACRE for 2016-2017. The report will also be submitted to Rochdale SACRE at their next meeting on Wednesday 25<sup>th</sup> April 2018.

Rev Margaret Smith  
Rochdale Town Centre Chaplain  
Chair of SACRE

Peter Owen  
School Improvement Officer  
LA Representative to SACRE