

# **Calderdale Standing Advisory Council on Religious Education (SACRE)**

## **Annual Report 2020 - 2021**



The worldwide pandemic we are still experiencing, with its ongoing complexities and trying times, highlights and reinforces even more the need for community cohesion at local, national and global levels in responding to the threat to life, health, and economy this pandemic brings. For this cohesion to be successful at all levels the importance of RE and the spiritual, moral, social, and cultural development of our children and young people, and in turn to society as a whole, needs to be more widely recognised. In developing an understanding of our own, and other people's, views, values and beliefs RE plays a vital role and provides a unique contribution to promote and foster the importance of questioning, critical thinking, and reflection to bring about change.

The impact of the continuing pandemic caused extensive disruption to school life and the education of our children and young people in Calderdale throughout the whole of the last academic year. This 2020-21 Annual SACRE Report identifies, where known, some of the impact this has had on RE and Collective Worship in our schools. As the pandemic continues into the following academic year the full impact of this on our children and young people is likely to remain unknown for some time. On behalf of SACRE, I would like to thank all the staff and governors in our schools for their perseverance, dedication and hard work to make sure our children and young people still had meaningful access to RE within the curriculum under difficult and complex circumstances.

Calderdale SACRE were pleased to learn that, despite the disruption to schools this year, a number of Professional Development courses, RE Co-ordinator termly Networking events still took place. This enables, alongside the requests for, and provision of, support to individual schools, the RE Coordinator to gain an insight into many aspects of the provision of RE and collective worship in Calderdale outlined in this report. We remain committed to promoting quality RE and Collective Worship in Calderdale schools, and encouraged all Calderdale schools to take up the offer of professional support and training to enhance their current provision.

Calderdale SACRE appreciated the opportunity to be able to work with a number of partners and organisations, detailed in the report, to access support, advice and guidance to inform and support our work in 2020-21. We are particularly delighted to have started to work within a collaboration of West Yorkshire SACREs, which widened our existing collaboration with other local SACREs, to enable the wider sharing of common interests, concerns, issues, good practice and experience. We were very proud to have contributed to the production of Voices and Viewpoints to support schools teaching Relationship, Sex and Health Education recognising the links between RSHE and beliefs.

This year we were able to present the 2019-20 Annual SACRE Report to the Children & Young People's Scrutiny Panel and were greatly encouraged by the support and appreciation of the work of Calderdale SACRE from both staff and elected members of Calderdale Council. On behalf of SACRE, I would like to thank Calderdale Council and the RE Consultant, Ian Ross, for their continued support as well as Pennine Learning and Calderdale's School Effectiveness Service for the provision of training and support to our schools.

Calderdale SACRE is principally made up of volunteers members, as outlined in this report, and I would also like to thank them for their continued commitment to the children and young people of Calderdale by their significant support, expertise and contribution to the work we undertake.

You will find more detailed descriptions of the work of SACRE in the report, and I commend it to you.



Shelagh K Hirst, Chair of SACRE

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There is no appendix for local results this year due to Covid 19

This annual report is prepared for Calderdale 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 Calderdale, please contact Ian Ross at [ian@penninelearning.com](mailto:ian@penninelearning.com)

## **Part One: The Work of Calderdale SACRE**

### **The Annual Report and SACRE's responsibilities**

SACRE is required to produce an annual report as one its statutory responsibilities. The main purpose of the annual report is to inform the Secretary of State and key partners about RE and collective worship in schools, together with any advice SACRE has given to the local authority 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, Calderdale SACRE also seeks to serve and support all schools and academies within the area and makes its agreed RE syllabus freely available to all.

The school year has yet again been dominated by the impact of the worldwide pandemic and its effects on schools and education, as well as the broader life, health and economy of the borough. Some of the impact will be outlined in the report and much is still unknown. Local analysis of public examination results is also normally included in the annual report, although this year is understandably exceptional and we have shared some national data from the National Association of RE Teachers (NATRE) and questions for subject leads to ask about RE in their school.

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. However, through offering training and monitoring visits the RE Consultant is able to gain insight into many aspects of the provision of RE and collective worship in Calderdale. This knowledge has been included in this report.

## Meetings of SACRE

There were four meetings of SACRE scheduled during the year 2020 -2021. The meetings were to be held on the following dates and the minutes are included in Appendix 1: for 12<sup>th</sup> October, 2<sup>nd</sup> December, 16<sup>th</sup> March and 24<sup>th</sup> June

A full programme has been arranged for 2021-2022 with meetings scheduled for:

- 21<sup>st</sup> October 2021
- 29<sup>th</sup> November 2021
- 14<sup>th</sup> March 2022
- 23<sup>rd</sup> June 2022

Venues will be published once these have been confirmed. Any subcommittee or working group arrangements will be published as appropriate.

In addition, there will be a meeting each term between the chairs and vice chairs of the West Yorkshire SACREs to share good practice and work collaboratively on key areas.

As well as considering the general position of RE and collective worship in the borough, Calderdale SACRE discussed the following issues at its meetings during the year:

- The Local Agreed syllabus;
- Funding for educational resources, including films of places of worship for use by schools;
- RE subject review prepared by Ofsted and written by RE lead, Richard Kueh, published in May;
- National Association of SACREs (NASACRE) – items of interest or action, including report from NASACRE on SACRE funding. This report was compiled following freedom of information requests to all local authorities in England;
- Discrimination and prejudice, including Black Lives Matter, islamophobia and antisemitism;
- Future joint meetings of chairs and vice chairs across West Yorkshire (WYSACRE);
- Faith and education project to encourage engagement between faith communities and schools;

- Relationships, Sex and Health Education and the production of support materials for schools.

### **NASACRE Conference: Authority in RE**

In May 2021, members of SACRE were able to attend the conference of NASACRE virtually and found it to be a positive, informative and thought provoking experience which is already proving to be fruitful in our conversations and discussions for the remainder of this year.

There were two keynote addresses and was followed by discussions in breakout rooms:

- Sources of Authority in Religions, Worldviews and RE – Denise Cush, Emeritus Professor of Religion and Education, Bath Spa University, who explored ‘What is Authority’ and questioned is it about power, knowledge, truth, rules or protection. She then examined where the different sources of authority in both religious and non-religious traditions comes from along with whose experience, expertise and knowledge bears weight within RE and pointed out that authority is the opportunity for service and is not about power.
- RE and the Quality of Education Inspection Framework – Richard Kueh, HMI, who outlined the quality of education within the 2019 Education Inspection Framework. He explored the idea of the curriculum as ‘narrative over time’ and the sources of authorities leaders and teachers draw upon to construct the RE curriculum as well as OFSTED’s conception of curriculum impact and how that can be thought of in subject specific terms. Both key note addresses provided much food for thought on the theme of Authority in RE and a number of key questions were posed for SACRE’s to consider, and reconsider over time, including:
  - Who do you think has the most power/authority in RE? Who do you think should have more power/authority and why?
  - How can we as SACRE’s influence those in power/authority well?
  - If we all understand authority as a chance for service, what difference do we think this would make to RE?

- Given that the Locally Agreed Syllabus is an authority for constructing a school's RE curriculum, what consideration do SACRE's need to have to ensure this curriculum is of high quality?
- Another key area of authority for teachers is the professional training they receive, what can SACRE's do to support teacher's access to high-quality RE training?
- As SACRE's, how do we model authority in a positive way for the diverse range of schools in our local RE community?

There were 10 workshops available in two sessions covering a wide range of areas including those related to Authority in RE, access to resources/projects available to schools to support RE and raising awareness of a number of new initiatives and reports. Calderdale SACRE members attended the following workshops:

- New SACRE annual report template proposal:  
The progress on the revised format for SACRE Annual Reports and report writing process along with the proposal that it would link with an updated SACRE self-evaluation process for SACRE accountability was shared. It was reported that the DfE is working to support the health of SACREs. It was observed that this new framework , produced by NASCRE and the DfE, needs to recognise the diverse membership and partnerships within SACREs and in mindful of supporting all its members. It was noted by attendees of the workshop that both the new format of the annual report and self-evaluation process need to emphasise the statutory requirements for SACREs. Whilst it was hoped that the new template would be available to for the 2020-21 annual report it was acknowledged that for some SACREs this may not be possible.
- How can national data help SACREs speak with authority:  
Information from the NASACRE report on SACRE funding in England was shared along with the Governments expectation that SACREs will be funded through the Central School Services Block funding. The NASCRE report clearly showed the inconsistency in funding available to SACREs which ranged from 0% to 6% of the CSSB.

Information was also shared about how SACRES could change the narrative about RE, which should not rely on the emphasis of compliance but looking on the bigger picture. This showed that when RE is included in the curriculum, pupils tend to perform better overall. This is especially the case for BAME pupils which was interesting to note from a Calderdale SACRE perspective considering the number of BAME students in our schools. Many attendees felt empowered to have discussions with their LA around SACRE funding to support their work. As noted elsewhere in this report SACRE has gained the confidence to start the conversations with the LA with regard to reviewing the level of support they offer to our SACRE.

### **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	Calderdale Council

A full list of members and their attendance record is included in Appendix 2.

### **Priorities for 2020-21**

The main priorities for SACRE during 2020-21 have included these elements in SACRE's work plan. Uppermost in the Autumn of 2020 is the impact of the coronavirus threat and the uncertainties for the future. As a result all these priorities have been shaped accordingly. For example, including effective CPD shared electronically and the possibilities for on-line 'virtual' visits to faith communities.

1. Communication, information and guidance.
  - Produce regular information for schools, including regular updating of intranet for schools and half termly newsletter;
  - Provide updated guidance on key areas: RE, Collective Worship, Celebrating diversity, and nurturing tolerance of different faiths and beliefs.

## 2. Professional development and support

- Provision of CPD and consultancy for schools;
- Ensuring RE syllabus and resources are further developed.

## 3. Strategy and priorities

- Widening participation and involvement in SACRE;
- Exploring a Yorkshire SACRE Hub;
- Forming a joint working group on faith and RSHE.

## 4. Promoting understanding and tolerance

- Developing a project to encourage visits and visitors to and from faith communities;
- Offering free training to faith communities;
- Designing an audit tool and consultancy support for promoting tolerance and understanding of different faiths in schools.

The report outlines how these priorities have been put in place this year.

## **Priorities for 2021 – 2022**

### 1. Communication, information and guidance.

- Produce regular information for schools, including regular updating of intranet for schools and half termly newsletter;
- Provide updated guidance on Celebrating diversity, and nurturing tolerance of different faiths and beliefs and refresh guidance already produced e.g. template policies.

### 2. Professional development and support

- Provision of CPD and consultancy for schools including termly network meetings for Primary and Secondary subject leads, middle leader training and subject knowledge training;

- Offering a day conference for primary teachers on thoughtful and creative RE;
  - Evaluating provision of RE in secondary schools and offering consultation and support where needed.
3. Strategy and priorities
- Forming a joint working group on faith and celebrating diversity linked to priority 1 above.

### **Funding of SACRE**

In 2021 the National Association of SACREs (NASACRE) prepared a report on the funding of SACREs. The information was based on a Freedom of Information Request to all local authorities in England. The key findings were:

- The majority of SACREs in England do not get a sufficient share of the CSSB to enable them to carry out their duties well.
- Only 12 Local Authorities in 2019-2020 stated that they used 2% or more of CSSB funds on SACRE business, meaning 92% of SACREs were allocated less than 2% of the CSSB. 25 Authorities (18%) claim to use no funding on SACRE business in contravention of statutory responsibilities.
- Over a quarter (27%) of Authorities stated they allocate no funds to professional support for the SACRE.
- More than half of LAs (42, 53%) disclosed that they do not use any funds to support RE in schools. Due to lack of adequate support it is increasingly difficult for some SACREs to fulfil their statutory duties;
- 7 LAs said that their Agreed Syllabus was over 6 years old. One syllabus was last reviewed in 2010

Calderdale SACRE has a budget of £8000 a year provided by Calderdale Council as part of its statutory duties. Most of this budget funds RE training and consultancy and other statutory roles.

During 2020 - 2021 the RE Consultant, Ian Ross, was contracted to support SACRE and was funded by Calderdale Council. The total amount of time allocated for SACRE and other related areas of RE is 20 days a year.

### **Advice to the Local authority**

The following advice is given by SACRE to the local authority:

1. To review the funding of SACRE to ensure it is in line with national recommendations and good practice;
2. To review the membership of SACRE to ensure it reflects the breadth and diversity of the borough in terms of faiths and beliefs.
3. To ensure SACRE's annual report is considered carefully by the Scrutiny Panel of the Council and any of its content noted.

### **Partners, Support and advice**

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

SACRE receives advice and information from a number of sources including: Calderdale MBC, The University of Huddersfield, NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs), The RE Council of England and Wales, Culham St Gabriel's, The Anglican Diocese of Leeds.

The consultants have continued to work with faith communities in Calderdale and beyond, offering training and support for school visits. Guidance for schools is available on all relevant issues.

## Complaints

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

## West Yorkshire Collaboration

For a few years, regional SACREs have held an annual joint meeting but we have aspired to develop closer collaboration across West Yorkshire, maintaining the diversity across the local areas but also recognising our shared interests and experiences. The two projects of the Syllabus and Voices and Viewpoints underline this opportunity.

During the year Calderdale SACRE agreed to join with the other four SACREs in West Yorkshire in establishing a joint meeting for chairs and vice chairs, along with advisers, each term. We have called this WYSACRE. This will probably normally be held on on-line, even once the pandemic subsides, though we may choose to meet face to face on occasions. For the first time it was good to include Wakefield in this partnership so it includes the whole region. Perhaps this is particularly significant in the year in which West Yorkshire has elected its first 'Metro Mayor'.

All the legal responsibilities of local SACREs remain but WYSACRE will enable the sharing and pooling of ideas in a regional group. The group first met in June 2021

In general, WYSACRE meetings will:

- Be a forum for regular communication between local SACREs, sharing common issues for RE and possible responses;
- Be able, as appropriate, to produce common materials such as guidance on specific areas;
- Explore possibilities of regional SACRE events or professional development for teachers;

- Provide a common voice for SACREs across West Yorkshire;
- Evaluate and support the RE syllabus and suggest future developments [for the four SACREs that share a common syllabus].

## Part Two: Religious Education

### The Local Agreed Syllabus

During 2020 our neighbours in Bradford reviewed their local agreed syllabus and, after due consideration and consultation, decided to adopt the syllabus shared by Leeds, Calderdale and Kirklees, 'Believing and Belonging.' Calderdale SACRE welcomed this development as an important collaboration across the region. As a result, some tweaks and adjustments were made to the syllabus and its resources to ensure it was inclusive to all four authorities now using the curriculum.

This was also used as an opportunity to refresh some supporting content to take account of national changes since 2019. There are revised sections, aimed at helping schools plan their curriculum intent and ensuring that a broad, balanced and robust RE curriculum is delivered.

The main changes include:

- A new section on designing an RE curriculum, including advice on Intent, Implementation and Impact;
- A revised section on Early Years and Foundation Stage to take account of the EYFS reforms framework 2020-21;
- Some updating of the guidance for RE and special educational needs;
- A new section summarising support for RE in West Yorkshire (p 81).

The 'refreshed' syllabus was agreed by Calderdale SACRE but there are no changes to the statutory requirements, nor to the expected coverage of the curriculum. It is not a new syllabus. However, it has been a chance to remind schools about the syllabus and to offer support and information through networks and links with headteachers.

This syllabus is the statutory curriculum for all maintained schools in the borough. 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.

### **Professional Support**

SACRE advises and supports the work of Pennine Learning and the RE Consultants. Inevitably most of the day to day work is undertaken by these professionals as employees and contractors of the Council. During the year this professional support continued through two consultants, Ian Ross (SACRE and cross phase support) and Helen Rivers (primary schools, training and general RE enquiries), who are contracted through Pennine Learning, a small local company specialising in RE and community cohesion. Together the two consultants provide twenty days support per year in total, though this is arranged as flexibly as possible to facilitate effective working with schools and others. They also support SACREs and RE in Kirklees and Leeds, enabling appropriate collaboration and partnership.

Through the Effectiveness Service and the RE consultants, support has been available to schools, and used by teachers, in a number of ways, including:

- The provision of a range of on-line resources for remote RE teaching;
- Maintenance of the syllabus and its schemes of work, including prompt response to queries or difficulties;
- On-line consultancy over specific or general RE issues;
- Availability by phone, email or virtual meetings throughout the crisis;

A range of guidance continues to be available to Calderdale schools on a wide range of related areas, including:

- RE Policy
- Withdrawal from RE
- Collective Worship

- Celebrating Diversity
- Engaging with faith communities

In addition, a half termly newsletter and index of resources is available to all schools, together with a directory of possible visits and visitors.

## **Provision of Training**

SACRE does not directly provide other training but recognises and encourages the comprehensive provision of training and support through Pennine Learning. This has included a termly primary network meeting and a day course for new RE coordinators. A secondary Subject Leaders Network Meeting is organised as part of the network package and is organised and lead by Ian Ross and a new Pennine Learning associate, Jake Womack.

A new course has been developed and delivered on Intent and Implementation to fit with Ofsted deep dives. A popular virtual course has also been run on teaching of three faiths. This virtual course run over three twilight sessions included subject knowledge and teaching activities linked to Judaism, Sikhism and Islam. This was further enhanced through meeting a member of a faith community in each session to understand their faith as a lived religion. Tailored training, consultancy and staff training has been provided to schools, subject to demand and the constraints of capacity, and the consultants have attended meetings of headteachers during the year.

The following courses are planned for 2021-22:

- RE coordinators
- Primary RE network
- Teaching Christianity Well
- Teaching World Faiths
- Collective Worship
- Coordinators Plus

## RE Reviews and the Calderdale RE Award

The Calderdale RE Award has been developed as an opportunity to review the quality and provision of religious education in schools and to discover strengths and priorities for future improvement. It can be used as an internal self-assessment tool or it can be the focus for a review with the RE Consultant, leading to recognition by a badge and award. This will continue to be offered and will be adapted as needed. Like the Calderdale RE Agreed Syllabus, the criteria emphasise the importance of RE in community cohesion, SMSC and the fundamental values that we seek to encourage among young people as citizens of Calderdale, Yorkshire and the UK. The award has also been designed to dovetail with the national RE Quality Mark and it can act as a stepping stone towards achievement of that national recognition.



The award has also been designed to dovetail with the national RE Quality Mark and it can act as a stepping stone towards achievement of that national recognition. The five strands mirror the five areas of assessment in the REQM Bronze award but we have tailored these to the local syllabus priorities and to local schools. The award will itself be evidence that can be used towards gaining the REQM.

As part of supporting RE, all schools will be offered the opportunity of a half day review of RE, free of charge. Ten places will be allocated.

The aims of the reviews will be to:

- Offer the opportunity to support your self-evaluation in this important area;
- Recognise and celebrate good practice in RE and community cohesion;
- Identify future priorities for improvement;
- Act as a springboard for schools which may wish to gain the national RE Quality Mark.

Unfortunately due to the pandemic the visits to schools have been postponed, but SACRE would like to congratulate the schools involved this year for all their hard work and preparation for the award.

### **Engaging with faith communities and developing tolerance**



Many schools find it invaluable to arrange links and visits to help broaden understanding and experience of our communities and world. These occasions can contribute to our obligation to promote fundamental values of respect and tolerance. They also broaden pupils' experience and perspectives and develop their critical thinking skills.

During the past year there have been several 'three faiths' days organised by Leeds Minster, Sinai Synagogue and Equilibria Experience (a social enterprise helping schools learn about Islam). These days have involved a school visiting three places of worship and having the opportunity to meet members of faith communities. Feedback has been very positive and it is hoped to build on this during the coming year. There has also been a training day for teachers based on the same model.

During the coming year, it is hoped to further develop this project and extend links, also continuing to offer free training to faith communities. An audit tool and consultancy support will also be made available for promoting tolerance and understanding of different faiths in schools.

To support schools and faith communities a directory of possible visits and visitors is regularly updated. It includes individuals who are willing to come into school and bring some direct engagement with faith communities. It also includes some general information about places and organisations.

## Relationships, Sex and Health Education

Since September 2020 schools have been required to follow statutory guidance on teaching Relationships, Sex and Health Education (RSHE) in English schools. These are deeply personal areas of human life, where facts, feelings, values and experiences all intertwine. Accuracy, sensitivity and safety are all key ingredients in helping children and young people understand how to live healthy and fulfilled lives with integrity and respect. This has always been a sensitive area and perhaps nowhere more so than at the interface between beliefs, sex and relationships. Standing Advisory Councils on RE (SACREs) are responsible for what their title says, Religious Education. We do not have a remit for RSHE and point schools and parents to the national and local guidance provided. However, recognising the links between RSHE and beliefs, Kirklees SACRE, in partnership with Calderdale, Leeds and Bradford, felt it would be helpful to offer some signposts and support to schools, teachers, parents and governors. In September, they formed a small working group of SACRE members and local authority advisers to prepare an anthology of authentic and diverse faith perspectives on the areas covered in RSHE, along with some basic background information. Over the year the group presided over the compilation of these materials and involved over 40 members of faith communities, including SACRE members.

The aims were:

- To offer a range of viewpoints from people of faith about the specific areas covered in the RSHE curriculum. (Not all of these are covered at every key stage);
- To support teachers with background information, so building knowledge, sensitivity and confidence;
- To reassure parents that faith perspectives are recognised;
- To signpost appropriate sources of guidance.

The document, 'Voices and Viewpoints', was published in July 2021 after the agreement of all four SACREs and is being sent to all schools, along with the offer of coordinated training and briefing through local networks.

There are diverse approaches within and between faith communities and they cannot usually be typecast within a convenient religious or denominational label. 'Voices and Viewpoints' therefore represents a range of personal perspectives rather than a summary of 'official' teaching.

### **Public examination results**

GCSE and A Level were not reported on in 2020 -21, however NATRE has provided some information on results and a series of questions that can support subject leads in Secondary and this has been shared in the Secondary RE Network.

## Part Three: Collective Worship

Through the consultant SACRE is always ready to advise or support schools on request though the scope of 'live' support has been limited during the past year.

A half day course has been held on-line to support schools in developing an effective and inspiring programme.

These questions may be helpful in reflecting on the value and effectiveness of collective worship in school:

1. Collective: How does the assembly celebrate and promote a sense of community within the whole school (or group)?
2. Educational: Is there a clear aim and focus, with appropriate learning? Does it engage and interest pupils and staff?
3. Spiritual: How does the assembly nurture pupils' awareness of their beliefs and values - and those of others (including non-religious beliefs)? How does it develop a sense of the meaning, purpose and value in their lives?
4. Reflective: Is there space and opportunity for thoughtful reflection, in the assembly or as a follow up? If prayers are used do these allow for different approaches and responses?
5. Inclusive: How does the assembly programme develop understanding of different perspectives and cultures? How does it promote values of tolerance, diversity and equality?
6. Responsive: How did pupils respond and participate?

Parents have a statutory right to withdraw their children from collective worship. During the year guidance on good practice and protocols for withdrawal has been prepared and is available to schools. SACRE recognises parents' legal rights but hopes all children will be enabled to receive stimulating and balanced RE as part of their entitlement to a broad curriculum. Guidance is also provided to schools in fulfilling statutory obligations over collective worship and promoting good SMSC development.

## **Complaints and determinations**

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

There is one determination to vary statutory requirements in a Calderdale school and this will be reviewed in 2021 - 2022. Responsibility for determinations in English academies and free schools rest with the Schools Funding Agency.



## 1. Welcome/Apologies and minutes of the previous meeting (16/6/20)

SH welcomed everyone to the meeting and introductions were made for the benefit of Wendy Tolson the new Methodist representative.

Apologies had been received from RM.

The minutes were agreed as a true and accurate record.

*Matters Arising:* Now the meeting was quorate the Chair went through items that could not be agreed at the last meeting:

Appointment of Chair: Agreed unanimously that SH would be Chair.

Appointment of Vice Chair: Agreed unanimously that JH would be Vice Chair.

Election of Chairs to Committees: Agreed unanimously that these would be only be elected should the need arise. This had not happened in over 10 years.

Appointment of New Members: Agreed unanimously that any new members would be asked for a reference to be submitted from another member of their faith such as an Imam or Priest.

Membership request for Parents/ Other staff in school: IR had not progressed with writing to letter to schools for them to invite parents/ staff to be members of SACRE due to the pressure on schools at the moment during the Covid crisis. This was planned for after the half term when things should have settled down in school.

Constitution document: This was still in draft form although some of the wording had been changed. Once complete and had been agreed by SACRE members this would be sent to Legal by the Clerk.

Membership: The Clerk agreed to write to all the people who had not attended for some time to see if they wished to continue. She will also attempt to contact Sail Suleman to see if there is anyone from the Interfaith Council willing to be on SACRE.

## 2. SACRE Work Plan

Members had received a copy of the SACRE work plan for this year. IR went through with the following points being noted:

The Black Lives Matters and anti-racist RE planning documents will be sent to schools.

There were 3 sections to the plan – communication, information and guidance; professional development and support and SACRE and strategic direction. IR explained the Yorkshire SACRE Hub to members that he hopes members would like to be part of. This is similar to the North West SACRE hub, where members of all the SACREs in the North West meet together to share news and areas for work to try and encourage more consistency in approach.

In order to carry the work plan it was felt that members need to work similar to that of a governing body with members having specific roles in order to achieve the aims of the plan. Items to be looked at were:

### **1. Annual Report and guidance**

- Reading and commenting on draft annual report
- Reviewing and commenting on guidance produced for schools

### **2. Schools and Teaching**

- Referring news and issues from schools
- Raising issues around the syllabus and resources
- Suggesting areas for development or CPD
- Sending out and collating questionnaire re provision

### **3. National Association of SACREs (NASACRE)**

- Reading and referring items from NASACRE newsletter
- Possible attendance at NASACRE annual conference

### **4. Relationships, Sex and Health Education (RSHE)**

- Part of joint group with Leeds and Calderdale (about 2 from each authority)
- Aims to produce some guidance and support for Calderdale schools, outlining the perspectives and sensitivities of faith communities on RSHE
- See Nottingham document and other papers

Item 2 was discussed as JA felt that Covid-19 had opened new opportunities for working digitally when doing collective worship and this is something that SACRE can collect and learn from in the future. There were a lot of creative ideas already

going on in schools that could be shared. Gathering videos from other school may be a good way of sharing the good practice. MS agreed to bring this up at Calderdale Primary Heads Association that was running on Thursday.

The following roles were agreed:

MS – Item 2 and 4

JH – Due to the possibility of finishing next year would be a reserve for item 1 and 4

DF – Item 1

WT – Will be allocated a role once she has settled in to the SACRE role

JA – Item 4

TB – Item 2

SH – Item 1 and 3

It was agreed that other members not present would be asked to join one of the 4 categories at the next meeting.

JA would also be involved in collective worship in the current climate together with MS. The clerk would be able to collate any information.

### **3. Black Lives Matter and Documentation – Statement and Further Work (Please see Annual Report Draft)**

Pages 9 – 10 of the draft annual report refers to the Black Lives Matter documentation. Members need to discuss and agree their stance on the documentation. The document submitted had already been through Leeds SACRE. Members felt that other issues within a similar category should also be commented on in the document and that the narrative of other religions and imagery used when talking about other faiths be looked at to ensure that stereotyping is not taking place. It was also thought that reflection should be included in the documentation as well as religions, non-religions and world views. Other minor suggestions were made regarding the document and agreed that IR would implement the amendments and bring back to the next meeting.

### **4. Annual Report**

Members had received a copy of the draft report and IR went through each section. He explained that it followed the same format as last years. The only difference was that there was no data for this year so this had been replaced with information from NATRE.

IR went through each section with members giving suggestions where changes may be made. IR explained about determinations in academies, highlighting that SACRE would only receive information on this if they asked as academies do not have to report this. Beech Hill no longer had a determination.

The agreed report would go to C&YP Scrutiny Panel. SH asked that when it goes, the LA is asked to ensure that Scrutiny Panel members are given sufficient time to ask questions or make any comments on the report as the previous year they only had 3 days to respond to it.

## **5. Relationships, Health and Sex Education**

A RHSE working party had already been discussed in item 2. Val Flintoff was due to attend the meeting but unfortunately could not attend. Val is a PSHE adviser working from Kirklees, TSA's and 4 local authorities in her role. Any member who wished to hear Val speak could attend the Kirklees SACRE meeting being held this week where she will be looking to obtain documentation about faith perspectives on RSHE that will be published.

The chair felt that the document was really good, but would be much better if it pertained to the Yorkshire area and not Nottingham and felt that the more SACRE could do to help teachers the better.

## **6. NASACRE and Other Outside Bodies**

Members had received the July report from NASACRE. It was felt that 2 members could possibly attend the NASACRE conference this year as this was via Zoom.

The other outside bodies that Pennine Learning were working closely with were NATRE and AREIAC. NATRE had produced some really useful resources on anti-racism which will be shared with schools. They have also produced on-line learning resources and it has been suggested that schools use these when bubbles close.

AREIAC is a national organisation of RE Advisors and Consultants. Pennine Learning is part of the Trans Pennine group. Alastair is a Vice chair and shares the latest developments with the team. A newsletter is being produced by Olivia Seymour who is the North East Regional Ambassador for RE and IR will share this with members.

Funding has been secured from Culham St Gabriel for the WYRE Project. This is working well and if funding does not continue, SACRE may be asked to

support this project. The project includes 4 members from Calderdale who will be leading teachers in RE.

NATRE also advertising for 1000 primary schools to join the Primary 1000 project. A school can apply for this costing £55 which then entitles them to training, discounted resources and support. They produce a number of resources and although some are aligned to syllabus units (especially the ones RE Today wrote) some are much more based on textual analysis and similar to Understanding Christianity.

These are all discussed and shared at RE network meetings.

## 7. AOB

None.

## 8. Dates of Next Meetings

3<sup>rd</sup> December – Hopefully with Sail Suleman about community cohesion at a Masjid

10<sup>th</sup> or 16<sup>th</sup> March – Joint SACRE meeting

24<sup>th</sup> June – AGM.

CALDERDALE METROPOLITAN BOROUGH COUNCIL  
**CALDERDALE STANDING ADVISORY COUNCIL ON RELIGIOUS  
 EDUCATION**

**Minutes of Meeting 2<sup>nd</sup> December 2020  
 Via Zoom at 5:30pm**

### **Members in attendance:**

#### **Committee A**

Representing Other Denominations & Faiths

Rob Billson (RB)

#### **Committee B**

Representing the Church of England

Rupert Madely (RM)

Trish Boyd (TB)  
John Hellewell (JH)

### **Committee C**

Teachers/Unions

Mark Sharp (MaSh)  
Shelagh Hirst (SH) Chair

### **Committee D**

Representing Calderdale Council

Roger Taylor (RT)  
Dot Foster (DT)

### **In attendance**

Ian Ross (IR)  
Helen Rivers (HR)

Quorum for the meeting is 1 representative from each of the 4 Committees.

KIRKLEES METROPOLITAN BOROUGH COUNCIL

## **KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**Minutes of Meeting 2<sup>nd</sup> December 2020**

**Via Zoom at 5:30pm**

### **Members in attendance:**

#### **Committee A**

Representing Other Denominations & Faiths

Eileen Webb (EW)  
Suzanne Bridges (SB)  
Mark Janes (MJ)  
Mashuda Shaikh (MS)

**Committee B**

Representing the Church of England

Martin Short (MaS)

**Committee C**

Teachers/Unions

Carol Waters (CW)  
 Mariyam Sharif (MSh)  
 Anna Twist (AT)  
 Emma Salter (ES)

**Committee D**

Representing Kirklees Council

Andrew Marchington

**In attendance**

Ian Ross (IR)  
 Helen Rivers (HR)

Quorum for the meeting is 1 representative from each of the 4 Committees.

1. IR welcomed both SACREs to this joint meeting. Each SACRE met separately for the first three items and then discussed items 4 – 7 as a joint meeting.

2. **Welcome/Apologies and minutes of the previous meeting (12/10/20)**

SH welcomed everyone to the meeting and introductions were made for new members.

No Apologies were received by the clerk.

The minutes were agreed as a true and accurate record.

### *Matters Arising*

Call for new members. IR explained that instead of writing to each school re asking for representation on SACRE he has placed a piece in the RE Newsletter which goes to all schools and up to 200 people on a mailing list. Three people have volunteered for SACRE as part of this call.

3. **Calderdale SACRE Report (2019-20)** – This was agreed for publication by the members present.

**Calderdale SACRE Constitution** – the group approved the ‘improved wording’ of the draft constitution which was amended in the summer meeting. A couple of grammatical errors were spotted and amended accordingly.

4. Community Cohesion. MS and HR gave a presentation on the work of engaging with faith communities and specifically events during Interfaith Week. The model of using online platforms to engage with schools and faith/worldview communities is being looked at to roll out for other events. HR explained the aims and activities of the Education and Faith project run within Kirklees including the Schools Welcome training and accreditation for faith centres, primary school diversity days and secondary school question time events. SACRE discussed how they could be more involved in community cohesion work. Volunteers were called for as part of the Schools Welcome programme but also as part of the question time panels in secondary schools. SACRE thanked MS and HR for their presentation and the wonderful outreach work as part of Interfaith Week. To contact Helen re the project use the email [helen.rivers@kirkleeseducation.uk](mailto:helen.rivers@kirkleeseducation.uk)
5. Feedback from the NASACRE EGM. MaS and MJ had attended the NASACRE EGM and although this was great to meet with people online, they both felt that the face to face networking that would take place at a day conference was missing. They reported on the work of both Lambeth and Cumbria projects which involved meeting faith communities and the use of scripture in the Buried Treasure work in Cumbria. ES expressed an interest in finding out more about these projects. Jane Yates from Cumbria can be contacted on [jane.cumbriasacre@outlook.com](mailto:jane.cumbriasacre@outlook.com)  
MJ explained that the next round of applications for the Westhill Awards was now open and that this might be of interest for SACREs to look at some of the projects we are doing. IR explained that this would be an excellent opportunity

to showcase the work of the Education and Faith Project. SACREs will discuss this during the next meeting. MJ also explained that there were vacancies on NASACRE coming up and hoped that members would consider applying for these.

6. Feedback from RSHE working party. MaSh and MJ explained the first meeting of the joint working party for RSHE was held on 2<sup>nd</sup> December. The working party will produce a document that will support teachers and school leaders in the implementation of the statutory guidance for RSHE. This will include faith and worldview perspectives on aspects of the curriculum and also the views of young people in approaching topics within RSHE. IR and AR will be producing some heading of topics and generating questions to ask for viewpoints. The working group will continue to generate these questions and ask for volunteers to provide their views in short paragraphs. As this working party is across Calderdale, Kirklees and Leeds it is expected to be able to reach as many faith and non faith perspectives as possible, but still keep the document user friendly. ES explained the university are also working on a project and MaSh explained he would be happy to explain the process his school has gone through so far. The first compilation of the document would be at the next meeting of the group in February with the hope that this would be in a final draft form for Easter 2021. It is hoped that all members of SACRE would be able to contribute to the answering of questions and the preparation of viewpoints.
  7. AOB. IR has forwarded to all members an open consultation to collect views that will underpin a Faith Engagement Review. CW explained it took her about 45 minutes to complete. IR encouraged all members of SACRE to complete the consultation individually. The closing date for this is the 11<sup>th</sup> December 2020.
  8. Dates of Next Meetings
    - 16<sup>th</sup> March – Joint SACRE meeting
    - 23<sup>rd</sup> June – Kirklees AGM.
    - 24<sup>th</sup> June – Calderdale AGM
-

CALDERDALE METROPOLITAN BOROUGH COUNCIL  
CALDERDALE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Minutes of SACRE Meeting**  
**Tuesday 16 March 2021**  
**6.00 pm – 7.30 pm**  
**Virtual Meeting**

**Members in attendance:**

**Committee A**

Representing Other Denominations & Faiths    Mr Jake Womack (JW)

**Committee B**

Representing the Church of England                      Mr John Hellewell (JH)

**Committee C**

Teachers/Unions    Ms Shelagh Hirst (SH) (Chair)

**Committee D**

Representing Calderdale Council                      Cllr Dot Foster (DF)

**In attendance**

Mrs Debby Simpson – Clerk (DS)  
Mr Ian Ross (IR)

Quorum for the meeting is 1 representative from each of the 4 Committees

## 1. Welcome

SH welcomed everyone to the meeting and introductions were made for the benefit of Jake Womack the new Pentecostal representative. Jake was also working as a consultant for Pennine Learning.

## 2. Apologies, Minutes of the Last Meeting, Matters Arising and Membership Update

Apologies were received from Rob Billson, Mark Sharp and Roger Taylor.

### ***Minutes – 2 December 2020***

The minutes of 2 December 2020 were agreed as a true and accurate record.

### ***Matters Arising***

*SACRE Report:* The report had now gone to the DfE with an acknowledgement being received. It has also been logged with NASACRE. IR is now waiting to hear where it is with regards to CMBC and agreed to email the Clerk with information for her to find out. SH agreed to ask at the meeting she was attending the following day.

*Connie Beirne - Interim Service Manager Early Years and School Strategy and Performance:* Connie had now taken over from Lesley Bowyer. IR had spoken with Connie and she was quite happy to continue with the management of Pennine Learning. DAS to arrange a meeting in April/May.

### ***Membership Update***

DAS had spoken to a representative for Judaism who is going to see if he can find a member from the Jewish community to become a member of SACRE.

Hassan Riaz had been invited to the meeting but had not attended.

Due to Kate Wilson's constant non-attendance it was felt that another secondary headteacher representative be found.

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## 3. Local Agreed Syllabus

IR informed members that Bradford had now been in touch to see if they could join the Agreed Syllabus with Calderdale, Kirklees and Leeds. They were happy to fit in with our cycle. This meant that the syllabus will be updated by Kirklees to fit in some of the Bradford items and allow the introduction, SEN and Early Years models to be refreshed. This will not affect the content of the Syllabus.

New units of work can now be written for primaries and this will also break into the nursery and reception components that are now tied into Early Years. Spirituality is another item that is being looked at for KS2 and JW, with the help of Kurjinder from Lightcliffe will be reviewing the KS3 and KS4 units and adding any missing bits.

This has all been made possible from the extra funding from Bradford.

#### **4. Education and Faith Project**

The Education and Faith Project is part of Kirklees SACRE that has been extended to Leeds however this can be viewed on-line by Calderdale members.

Training sessions are undertaken within places of worship and are then followed up with a visit. As part of the Syllabus review it has been emphasised how important faith visits are and this has also been raised with Sail Suleman and Rev Hilary Barber to see if there is anything they can do with regard to enhancing visits.

Working on the project has meant that people have been found who are willing to come out to schools – however this is difficult at the moment. A 360 degree tour of a Synagogue together with an individual video is being trialled next week and if successful will be trialled in other places.

Leeds have put in for a West Hill Grant to expand the project. This is something that SACRE could consider committing money to in order for Calderdale Schools to access this.

Members felt that this would be an advantage to Calderdale schools and the possibility of applying for funding for this was discussed – with West Hill and Cullan Street being two. It was felt if schools were aware that funding was available then it would encourage them to undertake the visits.

#### **5. Relationships, Health and Sex Education - Update**

MS had unfortunately submitted his apologies for the meeting so JH gave a brief update. The next meeting of the working party will be finalise things with the aim

being to create something that is user friendly. It was noted that there were some really positive outcomes from the Elland Cluster re children and their views that highlighted how sensible the children were with regard to this.

The need for high quality teaching was highlighted.

The working party were now looking at finding a different view in terms of Islam as it was the same voice being used. This was discussed and agreed that individual views would be needed rather than group views. These could be kept anonymous.

The document when complete is aimed at class teachers to show what some people may say about things and therefore acting as a support background so that they can be aware of other people's views. It will also go on the SACRE website, the SACRE Newsletter and to all schools. Members felt that it would be good if it could be shared even wider such as with parents or places of worship.

The document should be completed by the end of June with the next group meeting being held on 21 April 2021.

## 6. West Yorkshire SACRE Meeting

Members had received a document proposing regular meetings between the Chairs of each LA SACRE. This would meet once a term and would normally be held on-line. Other members of the SACREs would be welcome to attend.

All the legal responsibilities of local SACREs would remain but WYSACRE would enable the sharing and pooling of ideas in a regional group.

WYSACRE meetings would:

1. Be a forum for **regular communication** between SACREs, sharing common issues for RE and possible responses;
2. Be able, as appropriate, to produce **common materials** such as guidance on specific areas;
3. Explore possibilities of **regional SACRE events or professional development** for teachers;
4. Provide a **common voice** for SACREs across West Yorkshire;
5. Evaluate and support the **RE syllabus** and suggest future developments [for the SACREs that share a common syllabus].

Members felt this was a good idea.

A Hub was also being held for Chairs and Vice Chairs of SACREs to discuss any concerns – other members can attend and the next meeting is on 5 May 2021.

Alastair Ross is part of the Association of RE Inspectors, Advisers and



**In attendance**

Mrs Debby Simpson – Clerk (DS)  
Mr Ian Ross (IR)

Quorum for the meeting is 1 representative from each of the 4 Committees

## **FORMAL BUSINESS**

### **a. Welcome and Apologies**

**It was noted that the meeting was not quorate at the beginning so items b, c, d, e, f and g were carried out once the meeting was quorate.**

SH welcomed everyone to the meeting and introductions were made for the benefit of new members. New members were:

Councillor Anne Kingstone – elected member  
Mr Peter Baron – representing the Baptist faith

Apologies had been received from Brenda Monteith and Dot Foster (late) and a number of members had informed the clerk that they would be attending later (TB and MS).

### **b. Election of Chair**

No nominations had been received and SH was happy to continue as she was now getting a better understanding of the role. It was agreed that SH would continue as Chair.

### **c. Election of Vice Chair**

It was agreed unanimously that MS would become Vice Chair. No other nominations had been submitted.

### **d. Election of Group Chairs and Vice Chairs for groups, A, B, C and D**

It was agreed as in previous years that these will be called upon only if needed. This had not happened in the past.

### **e. Membership Review**

Membership of SACRE was looked at. There were a number of members who had not attended or given apologies for over 2 years. It was agreed that these would be taken off the membership:

Mustafa Ahmad and Fiaz Farooq – representing the Muslim Faith  
Kate Wilson representing the Secondary Schools

The Clerk had spoken with Ian Ross who was representing secondary special schools who had said he would try and attend future meetings.

For future correspondence with non-attendees a standard letter would be devised to inform them that they will be removed from SACRE membership.

Although some new members had been found over the last year, SACRE was still struggling to find various categories. Various members of the Jewish community had been communicated with but as yet no volunteers had come forward. No further correspondence has been received from the inter-faith Council. There was also no representation from the Catholic Community so it was agreed that the clerk would write to our Catholic schools to see if any interest could be found there. CASH would also be contacted to see if any secondary headteachers or their staff would be interested in taking up a position.

**f. Minutes of Meeting held 16 March 2021**

The minutes were agreed as a true and accurate record.

**g. Matters Arising**

No significant matters were arising.

**GENERAL SACRE BUSINESS**

**1. Consultant's report on 2020-2021**

IR gave members a verbal report on what had been happening through the year. The following points were noted:

Even through lockdown a lot of work had been carried out. The 3 webinars on the 3 faiths had been well received. Both primary and secondary networks had continued to run but had now been revamped. Standardisation and moderation was being looked at in secondary and next year 3 teach meets will be undertaken. Virtual webinars will continue and have now been set up.

The editing of the Syllabus has gone well with the content and provision being the same, but other parts being tidied up such as SEND and Early Years. The EYFS Framework has still to be completed. Development matters 2020 has been changed and the syllabus altered to fit in with the Ofsted criteria.

All units in KS1 and 2 have been reviewed with some new ones being added such as Year 6 Spirituality. There are now more text led units.

The units that have taken longest are the Early Years so 2 people have now been commissioned to help with this. Unfortunately the first 2 resigned so 2 more have been appointed. The deadline for this is 10 July 2021.

There are six new units in Early Years these include special people, special times and special places. Taught activities have been split between nursery and reception. It is hoped that this will be uploaded tomorrow.

It has not been possible to get into schools and a lot of the work has been done on-line and there have been requests re managing withdrawals from RE.

School reviews have now been carried out at Todmorden High School and they have now managed to obtain their RE Award – so congratulations are given to them.

The Education and Faith Project has ran through Kirklees with some people from Calderdale joining. There will be quality assurance being carried out once access to schools is allowed.

Two diversity sessions with questions from pupils have been held with some really interesting questions being asked. It is hoped that Helen will come to talk to SACRE regarding this with the intention of inputting it into the work plan.

Newsletters have continued to be sent.

The biggest piece of work has been the Voices and View Points document.

IR has attended half termly meetings with AREIAC to enhance his own CPD and has also attended the strictly RE conference.

The Chair thanked IR for all his work. This is much appreciated by members of SACRE. It was felt that a lot more work than other SACREs will have been completed due to Pennine Learning with 3 Authorities – possibly 4 which enhances economy of scale.

## **2. Report from NASACRE and Discussions of Implications for the SACRE Work Plan**

Members had received the report from NASCARE giving information on the funding of SACREs. SH had nothing to add on the report.

Both SH and JW had attended the conference and attended 2 workshops each:

SH: New SACRE Annual Template Proposal and How Can National Data Help SACREs to Speak with Authority

JW: NASACRE and Westhill grants: a chance to find out what award winners did with their funding, what has worked well, and the project's lasting impact: Pan-Berkshire -

winners 2019-2020 - Real People, Real Faith: Bringing local faith communities into the classroom (Anne Andrews) and Quality RE Through Local Authority and National Frameworks

SH shared the content of the workshops with members and advised that the power points for the sessions were available on the NASACRE site for members to see.

Discussion took place regarding the new report template. SH had been disappointed that this was not ready at the conference. The context of the template was shared but it did not seem to be much different from what Calderdale already produces. IR said that he did not use this format when producing the report as there were some repetitive questions on the template meaning that if these were just answered the report would become boring and not engage people to read it. The self evaluation toolkit is part of the questions however the key things that are needed in the report is the support for RE and collective worship in schools. IR did not intend to use the template until this became statutory, but will try to incorporate elements of this when he prepares this years report.

IR had spoken to Deborah Western re SACRE data and got the National data from her that was pertinent to Calderdale. He informed members that she would be happy to come to Calderdale to work with them on this.

JW will feed back on his workshops at the next meeting.

### **3. Discussion and Questions on Recent Reports NASACRE (SACRE Funding) and Ofsted Research Paper**

SH went through the information from the NASACRE report on the spending of funding and suggested that this be sent to the LA. The report did state that SACRE's can go to Schools Forum for funding. Funding was discussed in detail and the Clerk said she would find out what percentage from Central Funding was given to SACRE as this should be 2% of the budget.

A new HMI had been appointed – Richard Kueh whose background was a secondary RE teacher.

Research reports were now being produced for RE that shows which schools need a deep dive in RE and which schools don't. It was pointed out that RE isn't just a just a subject in its own right but is part of the ethos and development of the school. The document that has been produced is large and therefore AR had written a summary document and power point that IR went through with members. The power point was filed in the documents folder for members not present to read later if need be.

MS felt that as far as a school perspective was concerned the report was good and had been shared with his RE co-ordinator already.

In Salford PB said that they had identified a vulnerable group and looked at how they could address this. One thing was apparent and that was that Muslim children outperformed other pupils in RE.

### **4. Approval of the Voices and Viewpoints Document**

Members had all received a copy of the document. MS who had been part of the working party said he had a sense of pride and joy in the document having read the voices of

children in the Elland cluster and how they had spoken about diversity. SH highly recommended that all members read the document that would be sent to schools.

SH thanked the people who had contributed to the input and writing of the document – with special thanks to MS and AR. She felt that this document needed to be spread further afield than just schools. IR said he would be discussing how it could be spread more widely with Val Flintoff from Kirklees and also to look at how schools can use the document for training and showcasing. IR will be sending this out after 1<sup>st</sup> July and will send the edits for the syllabus and a reminder of the new units next week.

Members approved the document unanimously.

#### **5. Agreement of Edits to Syllabus and Notes for Schools**

The changes had already been discussed previously. Members agreed unanimously that the edits should be accepted.

#### **6. Dates of Next Meetings and Venues**

It was agreed that the first 2 meetings would be held virtually and then reviewed after that.

IR and DAS will discuss dates and send out to members.

#### **7. AOB**

John Hellewell was now due to move to Cheshire and had sent his thanks to members for the lovely presents he received.

## Appendix 2 - SACRE membership and attendance 2020 - 2021

	P = Attended	Not Relevant/Resigned						
	L = Late							
	A = Absent							
Name	Representing	12/10/2020	02/12/2020	16/03/2021	24/06/2021			
Rob Billson	British Humanist Association	A	P	A	A			
Mustafa Ahmad	Muslim	A	A	A	A			
Fiaz Farooq	Muslim	A	A	A	A			
Wendy Tolson	Methodist	P	A	A	P			
Jake Womack	Pentacostal			P	A			
Hassan Riaz	Muslim				A			
Peter Baron	Baptist				P			
John Hellewell	C of E	P	P	P				
Patricia Boyd	C of E	P	P	A	L			
Rupert Madeley	C of E	A	P	A	A			
James Allinson	C of E	P	A	A	A			
Ian Ross	Secondary Special Teacher	A	A	A	A			
Shelagh Hirst	Calderdale Federation of Education Unions	P	P	P	P			
Mark Sharp	Primary Headteacher	P	P	A	L			
Kate Wilson	Secondary	A	A	A	A			
Jo Buckley	Primary Headteacher				A			
Emily Lawton	Primary Teacher				A			
Dot Foster	LA	P	P	P	A			
Susan Press	LA	A	A	A				
Roger Taylor	LA	A	P	A				
Brenda Monteith	LA				A			
Anne Kingstone	LA				P			

SACRE is looking for new members to join from any faith or education background especially in the areas with a vacancy.

## Appendix 3

### Professional development and consultancy provided by Pennine Learning Associates

#### Courses during 2020 - 2021

<u>Training</u>	<u>Date</u>	<u>Attendees</u>
RE Secondary Network	One meeting per term	6
RE Primary Network	One meeting per term	30
Don't Panic! Leading RE in an Effective and Practical Way	October 2020	6
SMSC, British Values and Equality Network	One meeting per term	6
Inclusive Assemblies and Collective Worship	February 2021	6
Intent to Implementation in RE	Three Webinars	20
Teaching three Faiths Webinars	Three Webinars	8

Further training on RE was also provided for ITE trainees on both the primary and secondary SCITT programme.