

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

## **Annual Report 2019 - 2020**



## Foreword by Chair of SACRE

The worldwide pandemic we are currently experiencing, with its complexities and challenges, highlights more than ever the need for community cohesion at local, national and global 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, is crucial for this cohesion to be successful at all levels. Where RE's unique contribution promotes and fosters the importance of questioning, critical thinking, and reflection which plays a vital role in developing an understanding of our own, and other people's, views and beliefs.

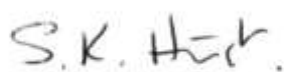
It is widely recognised that over the last two terms of the school year this pandemic has caused significant disruption to school life and the education of our children and young people in Calderdale. This 2019-20 Annual SACRE Report identifies, where known, some of the impact this has had on RE and Collective Worship in our schools. However, as the pandemic continues into the next academic year the full impact of this is unlikely to be known for some time. On behalf of SACRE, I would like to thank all the staff in our schools for their dedication and hard work, under recent/continuing difficult circumstances, who strived to ensure our children and young people still had access to RE within the available curriculum.

SACRE is 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 assess and develop their current provision in order to enhance it. We 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 alongside the requests for, and provision of, support to individual schools. Following on from the launch of the revised joint Agreed RE Syllabus: "Believing and Belonging" for Calderdale, Leeds and Kirklees schools in the summer of 2019 SACRE was pleased to note at the beginning of the academic year that this was taken up by 80 Calderdale schools. Since then specific work has been undertaken to maintain and refresh the syllabus resources, along with helping schools access the materials and answering any queries.

SACRE is principally made up of volunteers members, so I would 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. In particular I would particularly like to thank Rev John Hellewell for his **X** years of **sterling** service as Chair of SACRE.

On behalf of SACRE, I would also like to thank Calderdale Council and the RE Consultant, Ian Ross for supporting the work of SACRE as well as Pennine Learning and Calderdale's School Effectiveness Service for the provision of training and support to our schools.

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

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## **Part 1: The Work of Calderdale SACRE**

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

SACRE is required to produce an annual report as one of 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 second half of the school year has 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. Analysis of public examination results is also normally included in the annual report, although this year is understandably exceptional.

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 three meetings of SACRE scheduled during the year 2019-2020. The meetings were to be held on the following dates and the minutes are included in Appendix 1: for 8<sup>th</sup> October 2019, 12<sup>th</sup> December 2019, 19 March 2020 and 23 June 2021. Unfortunately, due to other commitments and the Covid Pandemic not all meetings took place.

A full programme has been arranged for 2020-2021 with meetings scheduled for:

- 12<sup>th</sup> October – Online
- 3<sup>rd</sup> December – Online or a Masjid
- 16<sup>th</sup> March – Possible Joint SACRE meeting – Bradford-
- 24<sup>th</sup> June – AGM

Venues/ online meetings 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 in March 2021 which will be a joint meeting with Kirklees, Leeds and Bradford SACREs.

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

- **RE Syllabus:** monitoring its uptake and reception during the first year and ensuring support and resources were in place for schools.
- **Relationships, Health and Sex Education (RSE):** SACRE welcomed Kate Horne, Senior Public Health Programme Officer for Calderdale to outline the new statutory curriculum and requirements for schools and a member of SACRE now sits on the governance panel for the roll out of the new curriculum.
- **COVID-19:** during the year the coronavirus pandemic had a major impact on schools and the impact and response was discussed.

## 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.

### **Joint working and West Yorkshire SACREs**

During the year there has been a commitment to work together among SACREs in West Yorkshire. This has developed through the implementation of a joint syllabus in Leeds, Calderdale, and Kirklees. Though not sharing this syllabus, Bradford has also been involved in this inter-SACRE collaboration. Chairs and vice-chairs will be meeting in Autumn 2020 to plan for the March 2021 meeting.

The commitment to joint working will be developed in the year ahead. Ideas discussed included:

- Creating a joint response to matters of faith and the new Relationships and Sex Education

### **Events and Developments**

During the past year, the main responsibility for SACRE has been the production of a revised agreed syllabus for RE which has been undertaken jointly with Kirklees and Leeds. Details of this are outlined below. In addition, items discussed at SACRE included:

- Inconsistency in provision of RE at KS3 and KS4.
- National Report from the Commission on RE.
- Supporting schools in developing understanding of different faiths.
- GCSE results and provision.
- Training provision for schools and teachers, especially relating to the revised RE syllabus.

SACRE does not provide other training but recognises and encourages the comprehensive provision of training and support through Pennine Learning and the School Effectiveness Service. It has also funded and supported specific events from time to time. Details of the provision for training and support are in Appendix 4.

Pennine Learning also provides separate network meetings for teachers of RE at primary and secondary level. These are held each term and are part of a network package arranged with schools.

### **Priorities**

Priorities for 2019-20 included:

- Embedding the new RE syllabus and providing further appropriate support;  
The syllabus units are now being used by over 400 schools in all three local authorities. Key tasks for the consultant have been to amend some units of work and to ensure that schools could access the resources.
- Planning an appropriate RE training programme for primary schools;  
New courses have been written and developed around being a subject leader for RE, how Ofsted inspections have changed and preparing for deep dives in RE.
- Encouraging and supporting RE provision in KS3 and KS4;  
Letters have been sent to all secondary schools reminding them of the statutory nature of RE and the offer of support in looking at long term plans.
- Investigating how SACRE (and joint West Yorkshire SACREs) can be more effective.  
Although the joint meeting had to be cancelled in March 2020 due to Covid 19, the preparation to provide a joint statement on matters relating to faith and the new RSE programme has taken place and Local Authorities have used this in communication with schools.

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

The main priorities for SACRE during 2020-21 will include 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 will be 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 RSE.
  
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.

### **Financial support**

Calderdale SACRE has a budget of £7,500 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. NASACRE advice on use of the CSSB recommends that 2% of this fund supports the work of SACRE. At present this figure is not 2% of this budget. This was discussed as part of the work plan for SACRE in 2019 -20.



During 2019 -20 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.

### **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. 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.

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

### **Further issues**

#### ***Black Lives Matter***

During the year the Black Lives Matter movement made an important impact within Calderdale and across the world. It presents a challenge and opportunity to re-think the narrative of history and the threat of both deliberate and semi-conscious racism. These are questions that have a place in religious education as well as in the wider curriculum. SACRE has drafted the following statement and commitments:

*Religious Education can and does make a significant contribution to understanding diversity and nurturing tolerance of difference. Our present RE syllabus, 'Believing and Belonging', reflects this in its title and is unequivocal promoting the dignity, equality and value of all human beings through the RE curriculum.*

*However, we also acknowledge that for too long minorities have also been hidden, unheard and underrepresented in RE. Religion itself has sometimes been used as a cloak for*

*complicity in prejudice and discrimination. The Black Lives Matter movement, and the cruel events that engendered it, call us to reflect on the shameful, endemic racism for which we all bear some responsibility.*

*As the Standing Council on RE we therefore reaffirm our commitment to challenge racism and, indeed, all forms of prejudice which negate human dignity and opportunity.*

*We will do this through:*

- *Ensuring our curriculum reflects a genuine diversity and openness, including a fairer representation of ethnicity;*
- *Encouraging critical and analytical thinking in RE, so helping students to question presuppositions in religion, history and culture;*
- *Listening and responding to the voices and concerns of BAME people, including young people, in our borough, and doing all we can to make SACRE truly representative.*

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

RSE becomes statutory for all schools, in different ways, in September 2020. The law provides that this should be delivered in a way that affirms the legal framework of equality in the UK and also the right and need of young people to receive RSE as part of their entitlement to a broad and balanced curriculum. At the same time, guidance recognises the need to respect the religious background of students. This is a sensitive and critical area of interest for pupils, parents and teachers and there are particular, and varied, interests from the perspective of faith. During the past year SACRE was briefed on the new guidance and in the early part of the next school year will seek to establish a small joint working group with neighbouring SACREs to outline some relevant, positive and helpful material.

## **Part 2: Provision of Religious Education and Collective Worship**

### **Professional support for RE in Calderdale**

SACRE advises and supports the work of the School Effectiveness Service and the RE Consultant. 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 was provided by two consultants, Ian Ross (SACRE, Cross phase RE) and Helen Rivers (primary schools, training and the Education and Faith Project). They can be contacted at [ian@penninelearning.com](mailto:ian@penninelearning.com) and [helen@penninelearning.com](mailto:helen@penninelearning.com). 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.

A secondary Subject Leaders Network Meeting is organised as part of the network package and is organised and lead by Alastair Ross. Since March 2020 all training and networks have taken place virtually through zoom.

### **The Impact of COVID-19**

The emergence of COVID-19 led to the closure of schools and the arrangement of home learning for, effectively, the period from March until the end of the school year. The ramifications and conclusion to this hiatus are uncertain but have clearly had radical effects on education, including RE. Schools, through senior leaders, teachers and governors, as well as local authorities, have had to adapt to emerging guidance and complex situations. The stress and challenge of this has been palpable but through it the hallmarks of dedication, creativity and kindness have been evident. Feedback from teachers has indicated they have discovered many resources and strategies, but remote learning has still, inevitably, presented limitations. There has been a perception that RE has been marginalised by a focus on core subjects; it will be important to ensure this does not become embedded and that a broad and balanced curriculum is maintained for the future. Secondary teachers have reported that engaging students has sometimes been a challenge. This has been particularly

observed with some groups of economically disadvantaged pupils, but also with some students who have parents in particularly demanding professional situations. At the same time, there have been opportunities to develop new resources and strategies as well as to nurture a culture of independent learning. One specific challenge for RE is how to enable the direct engagement and communication with faith communities that can enrich RE – through visits and visitors. There will be ways of enabling this to happen on-line and these will be explored in the year ahead. Apart from being a response to the pandemic, this may enable communication to be wider.

Through the School 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.

### **The Local RE syllabus**

A revised RE syllabus for Calderdale along with Kirklees and Leeds was produced and published in 2019. This is available free to all schools and is the authorised curriculum for maintained schools and any others who have the option to adopt it. This has been the first year of its use. The syllabus is entitled, 'Believing and Belonging', both developing pupils' understanding of world faiths and other beliefs and nurturing awareness of diversity and sensitivity that different views and cultures can present.

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.

## Guidance

A half-termly newsletter is prepared for schools in Calderdale and sent directly to schools.

A range of guidance is available to Calderdale schools and this has been updated during the year. Guidance covers the following topics:

- 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. Guidance has also been produced to help schools engage parents in supporting visits to places of worship, including a template letter that can be adapted for situations where there is reluctance to consent.

## 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. Courses in the summer term had to be cancelled, including a new course on Teaching Christianity Well. 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 2020-21:

- RE coordinators
- Primary RE network

- Teaching Christianity Well
- Collective Worship
- Curriculum design

## RE Reviews and the Calderdale RE Award

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



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 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 primary 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 in the Summer term 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.

### **Public examination results**

There was no reported exam results this year due to pandemic, however NATRE (National Association of the Teachers of RE) have carried out some analysis of the current situation regarding GCSE

The number of pupils taking GCSE Religious Studies in England and Wales has remained stable in 2020 despite ongoing challenges, reflecting the relevance of the subject and its popularity among young people.

In England, RS GCSE entries for the full course fell by less than 1% to 225,719 compared to 227,913 in 2019. In Wales, entries fell by a similar amount from 10,129 in 2019 to 10,037 in 2020. Overall entries in England, including both full and short courses, fell by 2.3% to 243,786, compared with 249,443 in 2019. Full course entries in 2020 were still almost one third higher than in 2010. In Wales, combined entries fell by just under 2% from 16,327 in 2019 to 16,003 in 2020.

Until this year, there has been a gradual decline in full course RS GCSE entries since a peak in 2016, when 269,839 entries were recorded in England. Full and short course entries reached a high of 461,795 in 2011 but declined rapidly as schools in England opted not to enter



pupils into the short course following Government policy changes, despite a requirement among all schools, including Academies, to provide Religious Education to all pupils at all key stages. In Wales however, the short course entries have not declined at the same rate and fell by just 3.74% (from 6,198 to 5,966). In England, short course entries fell by more than 16%.

Today's figures, however, provide some optimism that the decline may be levelling off. The key outcomes for Religious Education in England and Wales at Key Stage 4 in 2020 are as follows:

- There were 225,719 entries in England and 10,037 in Wales for the full course in GCSE RS, a fall of less than 1% from 2019 (227,913 England and 10,129 Wales).
- There were 18,067 entries in England and 5,966 in Wales for the short course in GCSE RS, a decline of 16.1% in England and 3.74% in Wales from 2019 (21,530 and 6198 respectively).
- There were 243,786 entries for GCSE RS (combined short and full courses) in England, a decline of 2.3% from 2019 (249,443). In Wales combined entry figures were 16,003 a fall of 1.98% from 2019 (16,327).
- Despite a decline since the peak in entries, the number of pupils receiving a full course GCSE in Religious Studies in England in 2020 (225,719) is still 32% greater than in 2010 (170,767). In Wales entries for the full course are 65% higher in 2020 (10,037) than in 2010 (6,100).

	2013	2014	2015	2016	2017	2018	2019	2020
History	238928	236304	227619	242834	239027	244401	261537	273778
Geography	204497	207857	211721	228463	231297	242268	251121	255344

## Religious

Studies Full	239409	258067	271917	271973	256729	229189	227913	225719
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## Religious

Studies Short	150621	99661	68890	53093	36962	26229	21530	18067
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## Religious

## Studies

Combined	390030	357728	340807	325066	293691	255418	249443	243786
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## Sources:

<http://www.jcq.org.uk/examination-results/gcse>

<https://www.gov.uk/government/publications/results-tables-for-gcse-as-and-a-level-results-in-england-2020>

Professor Trevor Cooling, Chair, Religious Education Council of England and Wales (REC), said:

“Over the past decade we have seen short course entries plummet as a result of school performance measures and academisation. Some pupils opted to take the full course instead, which led to a significant rise until 2016. Full course entries have tailed off since then, but we are cautiously optimistic that they may now be levelling out.

“These figures are evidence of the continuing relevance of Religious Studies, with recent events bringing racial awareness to the forefront and bringing worldviews into greater perspective. Its continuing popularity among pupils is also clear.

“RS has an important role to play in preparing pupils for life in multicultural Britain and a globalized workplace. Government policy needs to reflect this and ensure that religion and

worldviews is firmly embedded in the school system, by adopting the recommendations of the Commission on RE, which have widespread support from across the education system.”

Ben Wood, Chair, National Association of Teachers of RE (NATRE), said:

“Congratulations to those pupils receiving their GCSE RS results today, and to their teachers. They have all faced unprecedented challenges this year, but I have no doubt that their efforts will pay off, as they see the value of a deeper understanding of religion and worldviews in later life.

“With entry numbers falls appearing to level off, we are witnessing how much pupils value and enjoy studying Religious Education. The Government clearly agrees and has repeatedly emphasised the importance of young people developing their knowledge and understanding of religious and non-religious beliefs.

“It’s now time to underline that commitment by addressing the issues that may threaten the future of the subject and deny pupils access to the subject they clearly consider vital for life in modern Britain and an increasingly global social and professional environment.”

Commenting on the Government’s decision to use centre assessed grades as opposed to applying Ofqual’s algorithm, Ben Wood added:

“The decision to revert to centre assessed grades is good news for pupils receiving their GCSE grades today. However, this U-turn has caused an enormous amount of distress and disruption to students, in particular those A-level students who may have missed out on their first-choice university. These students deserve every support possible at this challenging time.”

## Collective Worship

The current law on Collective Worship is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend;
- The legal framework outlined here applies to maintained LA schools. In schools with a religious character collective worship is governed by the trust deed. Arrangements in free schools and academies is determined by the funding agreement.
- There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.
- It may take place at any time during the school day and should normally be on school premises.
- It must be appropriate to the age, aptitude and family background of pupils.
- Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.
- Details of arrangements for collective worship, including the policy, must be documented and available to the public.

Through the consultant, SACRE is always ready to advise or support schools on request. 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.

### **Support and Monitoring**

During the year schools were offered a visit to support collective worship through a visit to an assembly and a review of school policy and practice. It was offered to all schools in Calderdale (including academies and free schools) and was available for up to ten schools. During the year 2019 – 20 there were three requests for a support/ monitoring visit from schools in Calderdale.

### **Complaints and determinations**

A determination may be authorised by SACRE to maintained schools which have a distinctive non-Christian religious make up. These schools must make provision for any minorities but a determination should not mean that there are separate acts of collective worship. There is one determination to vary statutory requirements in a maintained school in Calderdale. This will be reviewed by the consultant and school in 2021 -22. Responsibility for determinations in English academies and free schools rests with the Schools Funding Agency.

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

## Part 3: Summary of achievements and priorities

### Achievements and good practice during 2019 -20

These include:

#### To support the professional development of RE teachers in Calderdale.

- Termly networks for primary and Secondary teachers, Primary coordinator course, Teaching and learning strategies and subject knowledge through British Values.
- Developing the West Yorkshire RE Teachers (WYRE) for nurturing the skills and knowledge of subject leaders.
- Supporting the hub bid to develop leading teachers and coordinators of RE through the West Yorkshire RE project in conjunction with Huddersfield University.

#### To support the development of collective worship within schools

- Provided a training session on planning inclusive collective worship with 3 schools booked on this to include professional support in school.

#### To support the professional development of SACRE members

- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.
- Visiting speakers with a regional and national perspective

#### To monitor and support RE in Calderdale

- Through School Effectiveness Service preparing an RE Award scheme.
- Provide 10 visits to schools to support RE

#### To develop collaboration between SACREs in West Yorkshire

- The SACREs of West Yorkshire meet annually to discuss current issues facing them and provide as much as possible a consistent approach. The key element worked on this year is the production of guidance on withdrawal from RE.

## **Priorities for 2020 -21**

### **To support the professional development of RE teachers in Calderdale**

- Termly networks for primary and Secondary, Primary coordinator course, Teaching and learning course, teaching Christianity well course and subject knowledge of three faiths
- Continue to support schools in applying for REQM through the Calderdale SACRE RE Award.
- Provide a day conference for teachers of RE in collaboration with Kirklees SACRE.

### **To support the development of collective worship within schools**

- Provide a training session on planning inclusive collective worship
- Offer a follow up visit from the training to support collective worship in a selection of schools

### **To support the professional development of SACRE members**

- Annual West Yorkshire meeting of SACREs to agree actions and developments across authorities.
- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.

### **To monitor and support RE in Calderdale**

- Visit 10 primary schools to support the development of quality RE
- Continue to embed the RE Syllabus (Believing and Belonging) and provide training in schools for quality RE teaching.
- Preparing advice to schools through inter SACRE collaboration on faith perspectives for the roll out of RSE and equality matters.





## **1. Welcome/Apologies and minutes of the previous meeting (25/6/19)**

Introductions were made for the benefit of Kate Horne, Senior Public Health Programme Officer for Calderdale who was present for item 5 of the Agenda.

Apologies had been received from DF, FF, JA, RM, IR.

The minutes were agreed as a true and accurate record with no matters arising.

DAS informed governors that Perveen Hussain would now not be able to attend SACRE due to other volunteer commitments.

## **2. Draft SACRE Report**

Members had received a copy of the report. IR explained that this was always a year behind and that items highlighted red were the ones that needed amending from the previous report. The key amendments would be the priorities and the evaluation of these. The draft report would also be on the December Agenda to look at the data.

IR had contacted secondary schools to see how many do GCSE – RS and 5 had responded so far. The data would be available from early November and IR agreed to do an analysis of the data and use the analysis to raise questions. JH and SH will assist with the analysis. A meeting was arranged for Tuesday 12 November 2019 at St. Augustine’s Chapel – 10.00 am – 11.00 am to discuss this.

SACRE do not have to report on SIAMS in the report but because Ofsted are now looking to do deep dives in RE this is something that will need to be looked at.

At this point members discussed the information in the NASACRE Briefing regarding the National Recommendation on SACRE funding. The government guidelines are clear and it is recommended that SACRE gets 2% from the Central Services to Schools block to carry out their statutory duties with more than 2% in the year that the Agreed Syllabus is launched. Calderdale were not putting 2% into the budget, but it was explained that in order for the LA to put any money in they would need to know what it is being spent on and what the cost would be. This would be discussed in the next Agenda item. DAS will inform the LA of the advice given.

## **3. SACRE Priorities 2019/20**

The core function of SACRE was to promote quality support for RE. Pennine Learning are currently spending 5 full days in school. Members discussed how they could further promote quality support as part of their priorities. It was agreed that the following priorities would be looked at:

- RSE
- Increase provision of RE Quality Mark and Networks
- Provide a conference for schools that would be subsidised to develop a broad range of staff – this could be commissioned by RE Today to run and would include the cost of room hire
- The possibility of continuing with the WIRE Project, currently being run by Culham St Gabriels – looking at research around teachers/core reports should the funding run out for this.

#### **4. Update on Syllabus**

A re-write was being done on some archive units on Christmas and Easter. There were a few tweaks to other units but only minor. At present 80 Calderdale Schools were using the service and members discussed the possibility of funding the other schools if the reason they weren't using the service was due to funding.

#### **5. Role of SACRE in Consultations, RE: Relationships and Sex Education**

Kate Horne, Senior Public Health Programme Officer for Calderdale came to discuss the new guidance on RSE and its context with regard to the Equality Act. Members were all aware of the statutory guidance so KH went through the Calderdale context. This comes into force in 2020 however schools can start using the new guidance now. KH was wanting to work with SACRE and other establishments in order to support this Agenda.

Members explained that SACRE had an education perspective on this whereas the Calderdale Interfaith Council would have a faith perspective which would definitely benefit the Agenda. KH said she would contact Hilary Barber or Sail Suleman regarding this.

Val Flintoff from Kirklees was currently working with a governance group and an operational group (including young people) looking at this and it was suggested that KH contact her as the aim of the groups was to share good practice.

The difference between relationships education and sex education was discussed and that anything produced for parents would have to be simple without missing any of the key issues out.

Various ways of how SACRE could support was discussed. It was agreed that good practice needed to be harvested and information given on what different strands of faith have to say about the issues. KH felt that a development programme could be produced out of school, however this would need representation. It was agreed that if KH asks the Interfaith Council to work on this with herself and SACRE they could ensure that something was produced that was appropriate for school use. Once a briefing had been agreed this could go to the RE and Equality networks.

It was also suggested that governors come to the RSE briefing and members asked about the possibility of having a RSE governance lead. IR said he would bring this up at the Chairs and Clerks Networks and DAS would look at disseminating any further information to governors.

#### **6. Possibility of being a pilot for CORE recommendations**

Members discussed the possibility of becoming a sub-committee on the CORE report which was working on 14 recommendations. It was felt that this could raise the profile of SACRE but time commitment could be an issue. It was suggested that this be done as part of joint working which members were happy to accept. It was agreed that an expression of interest could be raised for this.

#### **7. Joint Working**

The date for the next joint meeting had been changed to 19 March 2019 and would be held in Bradford.

It was also agreed that Kirklees members be invited to the next meeting at the Mosque.

Members felt that they should try to find more ways of working together in the future.

#### **8. Ofsted Framework**

A power point for school staff had been produced linked to IRAC and NATRE. This was based on the 3 I's (Intent, Implementation and Impact) and the quality of education, especially in RE. There were 3 pilot schools done last year in Calderdale under the new framework and all 3 had a deep dive in RE. Schools need to be aware of this to ensure they are ready when Ofsted come.

#### **9. Training for SACRE Members**

Community cohesion will be looked at during the visit to the Mosque on 12 December 2019. Hinduism was something that hadn't been looked at for a while due to not having any Hindu members of SACRE. The possibility of having someone talk to members on Hinduism as well as how to support schools with a RE deep dive could be put the Agenda in June 2020.

#### **10. Any Other Business**

None.

**11. Dates of Next Meetings**

12 December 2019 – Calderdale Mosque (with a presentation on Community Cohesion - ARRANGED)

19 March 2020 Joint meeting – Venue TBC

23 June 2020 – Christ Church Pellon (JH to arrange)

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

**Minutes of SACRE Annual General Meeting  
Tuesday 16 June 2020 - 6.00 pm – 8.00 pm  
Virtual via Zoom**

**Members in attendance:****Committee A**

No Representations.

**Committee B**

Representing the Church of England

Rev John Hellewell (JH)  
Trish Boyd (TB)  
Rupert Madeley (RM)

**Committee C**

Teachers/Unions  
Teachers - Primary

Shelagh Hirst (SH)  
Mark Sharp (MS)

**Committee D**

Representing Calderdale Council

Cllr Susan Press (SP)  
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

**It was noted that this meeting was not quorate but needed to go ahead. All decisions would have to be ratified at the next meeting.**

## **Formal AGM Business**

### **A. Apologies & Welcome**

The clerk welcomed everyone to the meeting. No apologies had been received. The clerk informed members that Richard Constantine had now tendered his resignation. This would now leave Committee A very low on membership.

### **B. Election of Chair**

A nomination for SH had been received. No other members wished to put themselves forward and it was agreed that as SH had now completed her one year of mentoring everyone were happy with this appointment. **(To be ratified at the next meeting).**

### **C. Election of Vice Chair**

JH nominated himself as Vice Chair which would enable him to help SH if required. No other members put themselves forward. The appointment was agreed. **(To be ratified at the next meeting).**

### **D. Election of Group Chairs for Groups A, B, C and D**

It was agreed that these be arranged if necessary. **(To be ratified at the next meeting).**

### **E. Membership Review**

Membership of the Committee was discussed. All committees, apart from committee A were well subscribed. The clerk explained that all attempts to get someone from the Interfaith Council had not as yet come to fruition and asked if members would be happy for her to write to schools to advertise SACRE membership to parents. Members felt that this would be a good way to try and attract membership. MS said that he could support with this.

### **F. Minutes of Last 2 SACRE Meetings – 8 October 2019**

The minutes were agreed as a true and accurate record.

### **G. Matters Arising**

There were no matters arising.

## General SACRE Business

### 1. Work Plan

IR went through the work plan for this year:

*Conference for Teachers:* The possibility of having a conference for teachers was discussed together with Kirklees. The conference would be run in the summer of next year but pre-costs for the conference would need to be obtained from this year's budget. Kirklees had said that they would pay £2,000 towards the costs and would ask for Calderdale to pay £1,000.

*Budget:* In order to cover pre-costs for the conference, the cost of Pennine Learning and any additional courses, admin costs etc. members felt that £9,000 would be adequate for 2020/21 costs rising to £10,000 for 2021/22 costs.

*Constitution:* It was now well over 5 years since the SACRE constitution had been ratified by the LA. IR had provided members with a draft of the new constitution but asked if self-nomination should be allowed without any supporting evidence of a person's faith. JH explained that this was put in as the reality was people were not coming forward. It was agreed that when members did self-nominate that a reference be asked for from their representative body – such as a church minister, Iman etc.

There was also wording that needed to be updated in the constitution document as some of the agencies no longer existed.

It was agreed that once updated the document would be circulated to members and then sent to Legal for ratification.

*Contract:* Work provided through the Pennine Learning Contract this year will include:

#### **SACRE and local authority**

- Leading and administering SACRE, ensuring that Calderdale fulfils its statutory obligations. Normally four meetings a year.
- Managing any determinations/reviews.
- Monitoring Collective Worship through visits to schools or consultancy as required.
- Drafting responses to any relevant FOI requests.
- Producing the annual report for the Council and DFE.

- Analysis of performance data and respond designing an appropriate response for school support (this will not probably apply in a normal format in 2020).
- Monitoring and advising school compliance with statutory requirements.
- Advising the LA on RE and related matters as required.

### **Schools**

- RE Syllabus: Maintaining and refreshing the syllabus resources.
- Answering queries and requests from schools.
- Up to 10 school RE reviews at the request of schools or at the recommendation of the School Effectiveness Service. Others can be arranged as time permits.
- Maintaining and revising guidance to schools including RE, Collective Worship and sensitivity to faith issues in schools. The latter document will be re written this year.
- Additional consultancy can be offered to schools around RE, Collective Worship, SMSC and Fundamental Values as required.

**Training** (these will be run for Calderdale and be chargeable by the authority to schools)

- New to RE Coordinators Course – 23<sup>rd</sup> October (full day)
- Subject Knowledge Day – 12<sup>th</sup> March (full day)
- Coordinators Plus Course – 2 half days – date to be advised.
- Collective Worship - twilight briefing – date to be advised.

*Courses can be run on-line if necessary. Other courses and briefings in response to demand.*

- RE Secondary Network will be offered free of charge to secondary teachers each term, either hosted by a school or run online.
- Currently offering a regular teachers' 'Keeping in Touch' session via Zoom

## **2. Consultant's Report (Verbal)**

IR went through the work that had been carried out throughout 2019/20:

### **SACRE**

- Led and administered SACRE meetings twice this year. One meeting was cancelled as this was to be a joint meeting regarding community cohesion and RSE and advisors for other LAs were not available to present at this meeting.
- Provided course on Planning for Inclusive Collective Worship.
- Monitoring Collective Worship through visits to schools or consultancy as required. Three reviews booked for early summer term have been cancelled/postponed until 20 -21.



- Reviewed the collective worship template policy and guidance.
- Drafted responses to FOI requests (at least 3 this year) including the annual question about determinations in the LA.
- Produced the annual report for the Council and DFE. This is available on. The draft report for 2019-20 will be available in September 20.
- Analysed performance data for KS4 and 5. We then sought clarification from all secondary schools re provision at KS4 and offered support in curriculum design for secondary schools.
- Advising the LA on RE and related matters as required e.g. RSE.

## **Schools/RE**

- Managed the RE Hub to which 440 schools have subscribed this year at present 58 schools in Calderdale use the hub resources.
- Uploaded all resources and planning for the new agreed syllabus and edited as necessary. Continuing process of answering queries and helping access resources. Maintaining and revising RE, SMSC, Equalities resources on the website including the RE Hub.
- Primary RE Coordinator Network termly-28 on the register. Two face to face networks carries out and one via zoom.
- Secondary RE Network termly – these were carried out either face to face or via zoom.
- New to Coordinators course in October 2019
- RE Coordinators Plus course was successful and will be expanded on next year.
- Devised new course on Teaching Christianity Well.
- Devised new training on RE, Ofsted and SIAMS Intent, Implementation and Impact, along with a selection of resources for schools including a toolkit for readiness for Ofsted and SIAMs.
- Three schools booked in for RE Award These meetings will have to be rescheduled for next academic year.
- Provided advice and support for schools via email/ face to face re provision mapping including Moorside, Bolton brow, Castle Hill, Luddenden CE, Christ Church Pellon, St Augustine's, Bowling Green and Withinfields.
- Booked visits to Secondary Schools – Trinity Sowerby Bridge, Calder Valley and Todmorden High.
- Provided Keeping In Touch sessions for teachers of RE weekly via zoom in lockdown.

- Provided half termly newsletter for schools on RE, SMSC and Equalities.
- Revised the RE template policy and written withdrawal advice from RE.
- Maintaining a resource folder for schools to access throughout lockdown with suggestions of online learning etc.
- Began the process of reviewing the Sensitivity to Faith Guidance.
- Reviewed the SMSC and British Values Audit toolkit
- Revised the Equality Checklist and Audit with LGBT audit and devised a new audit re faith and diversity – trialled this with two schools in Calderdale.

### 3. **NASACRE Reports and other Outside Agencies**

There had been lots of reports received from NASACRE this year which had been passed to members by the clerk. They will be producing a list of what SACRE's need to be doing next year in their next newsletter and members need to read this carefully.

IR informed members of AREIAC of which IR was a member who were sending communications regularly. AREIAC will be providing a conference in the near future. The clerk agreed to send any communications to members.

### 4. **Dates of Next Meetings**

Before looking at dates IR informed members of 2 events that SACRE members may be interested in.

*Joint Meeting normally held in March:* IR was looking at the possibility of running something similar to what happens in the North West at the moment. This is a SACRE Hub where 2 members from all areas hold a meeting with the Hub and then disseminate the information to other members at the next meeting. This could be done as a Trans-Pennine initiative or just a West Yorkshire one. The Regional Ambassador for RE is attending the North West Hub. AREIAC would run the events and not Pennine Learning. Members discussed this further and felt that a commonality of approach would be beneficial discussed regionally.

*WYRE:* Kirklees were presenting at some of the networks being held by WYRE. They will be discussing what SACRE does and what it means. This is something that Calderdale could also do jointly with Kirklees if they so wished. It was agreed that if it could be done jointly then this is something that Calderdale could do. This is subject to social distancing being removed. If not this may happen via Zoom. The Faith and Sensitivity process could also be discussed.

IR/DAS will look at meeting dates for next year to correspond with the dates agreed last year. These would be in October, December, March and June. Dates will be sent out to members.

Should social distancing be removed then members felt that they should carry on meeting in different places of worship. The following were suggested:

Elland Mosque – via Sail Suleman  
St Jude's Halifax – via the Curate

It was agreed that one of the sessions could have a presentation on the process of becoming a Priest. DAS to contact the curate at St Jude's to come and speak.

## **6. Any Other Business**

SH and members thanked JH for all the work he had done for many years as Chair to SACRE. His offer to become Vice Chair was also much appreciated.



## Appendix 2 - SACRE membership and attendance 2019 -2020

P = Attended

 Not Relevant/Resigned

L = Late

A = Absent

Name	Representing	08/10/2019	12/12/2019	11/03/2020	16/06/2020
Richard Constantine	Catholic - Leeds Diocese	P			
Rob Billson	British Humanist Association	A			A
Mustafa Ahmad	Muslim	A			A
Fiaz Farooq	Muslim	A			A
John Hellewell	C of E	P			P
Patricia Boyd	C of E	P			P
Mark Young	C of E	A			
Rupert Madeley	C of E	A			P
Ian Ross	Secondary Special Teacher	A			A
Shelagh Hirst	NEU	P			P
Mark Sharp	Primary Headteacher	P			P
Kate Wilson	Secondary	A			A
Dot Foster	LA	A			P
Susan Press	LA	A			P
Roger Taylor	LA	P			A

SACRE is looking for new members to join from any faith or education background especially in the areas with a vacancy including Sikh, Hindu, Jewish representation.

### Appendix 3

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

##### Courses during 2019 - 2020

<u>Training</u>	<u>Date</u>	<u>Attendees</u>
RE Secondary Network	One meeting per term	5
RE Primary Network	One meeting per term	40
Don't Panic! Leading RE in an Effective and Practical Way	October 19	10
SMSC, British Values and Equality Network	One meeting per term	6
Inclusive and Effective Collective Worship	November 19	7
RE Coordinators Plus	March 20	8
From Intent to Implementation (3 courses)	Three sessions from May to July	60

Schools were visited for a range of purposes including SMSC training, RE syllabus training. Further training on RE was also provided for ITE trainees on both the primary and secondary SCITT programme.