

# **Sheffield Standing Advisory Council for Religious Education**

## **DRAFT Annual Report for Religious Education**

**2019 to 2020**



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## 1. Local Authority Support for SACRE

The Local Authority, through its Commissioning, Inclusion and Learning Services, has continued to provide annual support to SACRE with five days of a chairperson and the time of a SACRE clerk and other administrative staff.

## 2. Curriculum Support for Schools

SACRE continued to provide support for schools via the primary and secondary network meetings. These groups met in the Autumn term, but the Spring and Summer meetings were cancelled due to COVID. Support then continued on a more informal basis with members of SACRE (particularly Helen Sheehan and Heather Bower) offering individual support to schools who approached us asking for guidance. These enquiries most commonly came from primary schools, and were asking specific questions about the Agreed Syllabus and curriculum planning.

Resources are also available on the Sheffield SACRE website which is located on the Learn Sheffield website (<https://www.learnsheffield.co.uk/Partners/SACRE/>). This includes the Sheffield Agreed Syllabus (2019-2024), RE resources links to key documents and organisations.

We had some training planned for primary colleagues (*RE: Intent, Implementation and Subject Knowledge*) but this was cancelled due to COVID.



The screenshot shows the Sheffield SACRE website. At the top, there is a navigation bar with the Learn Sheffield logo and links for Covid-19, Sheffield Strategy, Subscription, Training & Events, Education Services, and Partnerships. Below this is a secondary navigation bar with buttons for SACRE Home, Purpose, Membership, RE Agreed Syllabus, RE Resources, RE Organisations, Key Documents, and Training & Projects. The main content area features the title 'SACRE (Standing Advisory Council for Religious Education)' and a paragraph explaining its role as a statutory body. Below this is a list of three key recommendations from the Commission on Religious Education's report, followed by a paragraph providing more information about the website's resources.

**Learn Sheffield** In collaboration.

**Covid-19** Sheffield Strategy Subscription Training & Events Education Services Partnerships

**SACRE Home** Purpose Membership RE Agreed Syllabus RE Resources RE Organisations  
Key Documents Training & Projects

### SACRE (Standing Advisory Council for Religious Education)

The Sheffield SACRE (Standing Advisory Council for Religious Education) is a statutory body which is constituted to provide advice in relation to religious education and collective worship, including convening a locally agreed syllabus. Each SACRE prepares an annual report to the National Association of Standing Advisory Councils on Religious Education.

The role of SACREs was considered by the Commission on Religious Education, who published a report (Religion and Worldviews: The Way Forward) in September 2018. The report outlined a new National Plan for RE which had three components – outlined below. Sheffield SACRE has considered this report and its recommendations carefully, especially when reviewing the Agreed Syllabus in the summer of 2020, and awaits a government decision that it is the right time to begin these reforms.

1. A new vision for the subject acknowledging the role that both religious and non-religious worldviews play in all human life. The recommendation was that the subject should be called Religion and Worldviews.
2. All pupils should have access to high quality teaching, whatever school they attend. The recommendation was that there should be a National Entitlement, that all schools should publish details of how they provide this Entitlement and that it should be subject to inspection.
3. There should be a significant investment in ensuring two essential supports for this new way forward. Firstly, the report acknowledged that highly qualified and knowledgeable teachers will be required to realise their vision. Secondly, it also acknowledged the work done by SACREs in supporting RE to date and argued that this local support should continue (although perhaps in a new way).

For more information about Sheffield SACRE, including access to the Agreed Syllabus, key documents and links to resources and organisations, use the links above. Learn Sheffield works closely with Sheffield SACRE to ensure that RE professional development is available to Sheffield practitioners and support the development of SACRE as an education forum which can consider faith related content.

### 3. GCSE and A Level Results (2017 - 2019)

#### 2019 Results

##### GCSE

Percentage of cohort entered for GCSE					
No	%	%	No	%	%
Sheffield		National		National	
Boys		Boys		Girls	
813	30.2%	34.5%	927	36.5%	42.3%

Percentage of those entered achieving grades 4+					
Sheffield		National		National	
Boys		Girls		Total	
58.9%	64%	76.9%	79%	68.5%	72%

##### AS Levels

% Achieved grades A-C					
Sheffield		National		National	
Boys		Girls		Total	
0% (0)	57.1%	40% (2)	66.2%	22.2% (2)	63.8%

##### A Levels

% Achieved grades A*-C					
Sheffield		National		National	
Boys		Girls		Total	
75.% (21)	74.9%	83.3% (45)	76.7%	80.4% (66)	76.1%

( ) Figures in brackets denote the overall number of entries

## 2018 Results

### GCSE

Percentage of cohort entered for GCSE					
No	%	%	No	%	%
Sheffield		National		National	
Boys		Boys		Girls	
915	35.7%	35.6%	961	39.6%	42.7%

Percentage of those entered achieving grades 4+					
Sheffield		National		National	
Boys		Girls		Total	
51.3%	61.6%	69.6%	77.8%	60.7%	70.3%

### AS Levels

% Achieved grades A-C					
Sheffield		National		National	
Boys		Girls		Total	
67% (6)	57.5%	38% (21)	61.9%	44% (27)	60.6%

### A Levels

% Achieved grades A*-C					
Sheffield		National		National	
Boys		Girls		Total	
85.7% (18)	77.6%	73.3% (44)	78.0%	76.5% (62)	77.9%

(figures in brackets denote the overall number of entries)

## 2017 Results

### GCSE

Percentage of cohort entered for GCSE					
No	%	%	No	%	%
Sheffield		National		National	
Boys		Boys		Girls	
1187	45.2	40.6		1209	49.0
				49.6	

Percentage of those entered achieving grades A*-C					
Sheffield		National		National	
Boys		Girls		Total	
51.4	64	66.1	78	58.8	72

### AS Levels

% Achieved grades A-C					
Sheffield		National		National	
Boys		Girls		Total	
41.2(17)	60.4	51.4(35)	64.3	48.1(52)	63.2

### A Levels

% Achieved grades A*-C					
Sheffield		National		National	
Boys		Girls		Total	
85.0(40)	78.9	75.3(73)	81.7	78.8(113)	80.9

**()figures in brackets denote the overall number of entries**

Further detailed validated statistics for GCSE can be found via the Department for Education website link:

<http://www.education.gov.uk/schools/performance/>

## 4. SACRE MEETINGS 2019/20

The SACRE meetings were chaired by Andrew Jones, Head of Primary and Targeted Intervention, Commissioning, Inclusion and Learning Services, Sheffield LA and Helen Sheehan (vice chair), Senior Lecturer and Religious Education PGCE course leader at Sheffield Hallam University. Clerking support was provided by Debbie Royles, SACRE Clerk, Commissioning, Inclusion and Learning Services, Sheffield LA.

Two meetings were held during the year, both well attended, in October 2019 and February 2020. The first was held at Oasis Don Valley Academy and the second at Learn Sheffield. The third (scheduled for June) was cancelled as a result of the COVID pandemic and we were not able to arrange an alternative date/format. Meetings resumed (remotely) in Nov 2020.

We were delighted to be able to welcome new members to SACRE:

- Carole Cahm (representing Jewish community)
- Kevin O'Grady (co-opted)
- Fiona Walton (representing Church of England)
- Kath Wendell (co-opted)

The agendas set for our meetings focussed on the following areas:

- The agreed syllabus conference to ratify the revised Sheffield Agreed Syllabus 2019-2024
- Discussion of the SACRE development plan and the annual report.
- Discussion around faith communities' responses to the development of a Sheffield RSHE curriculum. Sue Finnegan from Sheffield City Council presented an update on the development of a scheme of work for Sheffield Schools. This is a collaborate project involving Sheffield City Council, Learn Sheffield, education leaders and faith groups.

## 5. Publications

*Faith Leaders of Sheffield: schools visits and visitors* – guidance for school leaders and other stakeholders in relation to school visits and the hosting of external speakers. (see appendix A)

*Absence for Religious Observance from School* – guidance for school leaders in dealing with requests for absence for religious observance. Their key recommendations were:

*Festival calendar 2020* (Feb 2020) – Local version of the SHAP calendar to support school leaders in making decisions about request for absence due to religious observance.

## 6. SACRE Members and SACRE Members Attendance 2019/20

Andrew Jones	Chair	SCC - Education & Skills Service
Debbie Royles	Clerk to SACRE	SCC - Education & Skills Service

### SACRE Members

#### Committee A

Carole Cahm	Jewish Faith
Mrs Mary Hearnshaw	Methodist
Kang Upkar	Sikh
Harbir K Chadha	Sikh
Leila Fananapazir	Baha'is of Sheffield
Dr V Patel	Hindu
Vacancy	Catholic
Paul Bellingham	Baptist
Jordanna Farrimond	Buddhist
K. Mbewe	Black Led Christian Churches
Mohammad Ismail	Muslim
Mr Greg Nettleship	The Church of Jesus Christ of Latter Day Saints
Mr Abdool Gooljar	Muslim

#### Committee B

Mrs Margaret Langrish	Church of England
Mr Huw Thomas	Church of England
Fiona Walton	Church of England

#### Committee C

Alison Dallman	ATL
Judith Pyatt	VOICE
Heather Bower	Head of RE – Tipton School
Lisa McCalla	Head of RE – Oasis Don Valley Academy
Rosin Paul	Headteacher
Karen Dunning	Woodseats Primary
Michelle Hutchinson	Pathways Academy
Helen Sheehan	Sheffield Hallam University
Vacancies	ASCL, NUT, NASUWT

#### Committee D

Cllr Cliff Woodcraft (Fulwood)	Liberal Democrat Councillor
Vacancy	Local Auth rep Labour
Vacancy	SASGB Primary School Governor
Vacancy	SASGB Secondary School Governor
Richard Selby Foster	Governor Rep



## Co-opted

Stephen Betts	Co-opted (Learn Sheffield)
Mike Granville	Sheffield Humanist Society
Kathy Weddell	RE Consultant
Kevin O'Grady	RE consultant / Cohesion Sheffield

Attendance lists have not been included this year due to the fragmented nature of the meetings and a change in administrative due to the City council response to COVID.



## Faith Leaders of Sheffield: **school visits and visitors**

**The faith leaders of Sheffield affirm educational experiences that grow children's knowledge and understanding of the diverse faiths of our city. We encourage the use of visits or speakers to broaden children's experiences of faith.**


Facilitating visits and meetings through which children encounter a diversity of religions is an important part of good religious education. Representatives of the main faith communities, speaking from within a religious tradition, provide a vital resource, as does the experience of visiting a place of worship.

We encourage all schools to develop links with our varied faith communities and ensure their children encounter a diversity of religions.

We encourage parents from within our religious traditions, and those of other traditions or none, to give their permission and support to schools as they engage with visits to diverse places of worship.

We encourage our schools to be thorough in ensuring any agency or visitor will not be presenting a message that is at odds with the schools foundation, values or ethos.

We expect any adult engaging with children to be prepared for the group they are to address, ensuring their words and activities will be appropriate for the age of the children involved.



Visits and visitors should be opportunities to present a religious faith, but should never be used to convert, proselytise or radicalize children. Engagement with children and young people in an educational setting should avoid expressing any aspect of faith that may cause anxiety or fear within the children participating.

As they pay visits that may explore faiths that are not their own, children should never be compelled to take part in any religious activity.

We advise that any speaker or agency presenting a religious faith should avoid any comment that critiques or gives negative views of any other faith. Any messages communicated to students should be tolerant and refrain from marginalizing any communities, groups or individuals.

We affirm the difference between learning about religion, and learning from religion. While we acknowledge that school visits are often focussed on factual content and the relating of religious belief and practice, children can be encouraged to think about their response to what they hear.

We ask the leaders of our religious communities to have regard to the role and skills a member of their community undertakes when engaging with schools, and propose that schools should only draw upon speakers and visits that are approved by the religious communities concerned.

All visits or engagements should comply with the school's safeguarding policy and procedure and we would expect our speakers and facilitators to check that they are fully abiding by such requirements.

As regards practical considerations, we commend the advice of NATRE (the National Association of Teachers of Religious Education) in relation to organising visits, particularly their "Checklist of some of the things to consider when arranging visits or visitors":

[www.natre.org.uk/about-re/guidance-on-resources/visits-and-visitors](http://www.natre.org.uk/about-re/guidance-on-resources/visits-and-visitors)



## Appendix B

### DRAFT SACRE DEVELOPMENT PLAN 2020/21

<b>Key Element 1 – Monitoring standards, quality and provision of RE</b>					
<b>Objective</b>	<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Success criteria/outcomes</b>	<b>Comments and Achieved</b>
<p>Encourage the use of the Quality Mark as an audit – A training and moderation tool for RE leaders in the city</p> <p>Establish pilot groups at Primary &amp; Secondary level.</p>	<ul style="list-style-type: none"> <li>• Schools asked to complete audit as a monitoring tool with a view to achieving a quality mark grade</li> <li>• Send electronic letter to schools to promote the QM Audit</li> <li>• Encourage schools to attend QM training</li> <li>• Promote the QM Audit through the Head Teacher Partnership Groups in order to encourage and increase participation</li> </ul>	<p>Stephen Betts/Network Leads</p>	<p>Part funding available for 2 schools</p>	<ul style="list-style-type: none"> <li>• Active RE Teacher support group established</li> <li>• The audit provides new RE Coordinators with a tool and resources to use in the classroom</li> <li>• RE QM Audit is embedded and benchmarked across the city.</li> </ul>	<p>Ongoing</p> <p>This target has had some false starts, but we remain committed to this and intend to return to it as a priority after the COVID pandemic.</p> <p>Need schools to fund half if the Authority or LS fund the other half</p>
<b>Key Element 2: Advanced preparation for development of the next Agreed Syllabus</b>					
<p>To engage in dialogue around the emerging Religions and Worldviews agenda.</p> <p>To allow SACRE members to develop awareness of current developments in RE/RW to inform the direction of RE/RW in Sheffield</p>	<ul style="list-style-type: none"> <li>• Establish a working group that includes RE teachers and school leaders to produce a paper about current issues in the subject</li> <li>• Regular signposting in SACRE meetings to relevant publications</li> <li>• Explore opportunities to</li> </ul>	<p>Helen Sheehan</p> <p>Kevin O’Grady</p>	<p>Get at least one member to attend the NASACRE conference</p>	<p>An emerging plan for preparation for and development of a new syllabus</p> <ul style="list-style-type: none"> <li>• The plan is used to inform the planning of CPD</li> <li>• Discussions will other SY LAs will have determined if a collaborative approach is</li> </ul>	

	work collaboratively with other LAs in South Yorkshire			feasible. <ul style="list-style-type: none"> <li>SACRE members feel that they have a understanding of the developments that allow them to make informed decisions.</li> </ul>	
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**Key Element 3 – The Development of SACRE Role and Work**

Produce Annual SACRE Report.	<ul style="list-style-type: none"> <li>Produce Annual SACRE Report and send to NASACRE and DfE.</li> </ul>	Chair and vice chair		<ul style="list-style-type: none"> <li>Sheffield SACRE and LA are up to date with new developments in teaching of RE</li> </ul>	Carry forward if not completed. This has not been possible due to COVID but will resume when the situation allows
Continue to develop RE training packages and conferences. Keep up to date with relevant conferences and national initiatives	<ul style="list-style-type: none"> <li>In conjunction with Learn Sheffield, develop CPD opportunities relevant to emerging priorities.</li> <li>Attend annual NASACRE Conference</li> <li>Through network meetings continue to encourage schools to attend regional partnership meetings.</li> <li>Continue to utilise social media through Learn Sheffield to promote forthcoming events and key information.</li> </ul>	Stephen Betts  2 Attendees tbc		<ul style="list-style-type: none"> <li>Appropriate CPD offer is in place.</li> <li>Sheffield SACRE represented at NASACRE conference</li> </ul>	
Support RE Departments that are facing threat of subject being dropped/edged out of the curriculum.	<ul style="list-style-type: none"> <li>Through the network meetings monitor the situation with regards to the treat of schools axing RE from the curriculum and provide support advice to</li> </ul>	Network Leads  All  Heather Bower Ellen Cofield		<ul style="list-style-type: none"> <li>Through challenge and support, there is reduction in the number of schools dropping RE.</li> <li>RE practitioners feel</li> </ul>	

<p>Actively recruit new representative to join SACRE.</p> <p>Further develop partnership links with South Yorkshire SACREs to share good practice and new developments</p>	<p>RE teachers</p> <ul style="list-style-type: none"> <li>Recruitment drive to attract new representatives where there are vacancies</li> <li>Explore opportunities to work with other SY SACREs</li> <li>Find out if there is any interest in collaborating on Agreed Syllabus Developments</li> </ul>	<p>Stephen Betts/ Chair</p> <p>Chair/Helen Sheehan</p>		<p>supported by SACRE</p> <ul style="list-style-type: none"> <li>A wide range of representation from different faiths, non-faith, and educational organisations contributing to the development of RE in Sheffield.</li> <li>Conversations take place to make links and explore collaborative projects.</li> </ul>	
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