

# **Barking & Dagenham**

London Borough of Barking and Dagenham

## **ANNUAL REPORT 2020-21**

**STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION  
(SACRE)**

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## Section 1 Introduction

*It has been a very challenging year for all, both on a personal and professional level. Despite the challenges, as a SACRE we have continued to make great progress within the borough as well as moving SACRE forward as an advisory body. SACRE members were able to use Zoom effectively this year, ensuring meetings took place while maintaining quoracy.*

*We have had several successes this year, enabling us to raise the profile of RE around schools in the borough. We ran our first Borough RE competition on the theme of hope. Members met remotely to judge the entrants and held a prize giving ceremony for winners, who had produced some truly inspiring work.*

*B&D SACRE were able to secure the Westhill/NASACRE grant, the funds allowed members of SACRE to bond around a common aim with 64% of SACRE members being involved in the project. The council were also able to complete our first self-assessment as a SACRE and then provide training to members on how we can work well together to move forward with a comprehensive development plan and budget plan to lay out our aims and goals clearly.*

*One of our biggest successes, despite the pandemic, has been to increase the membership allowing SACRE to have an input from a range of religious groups and professional bodies when considering how to assist schools. With all these small steps we continue to grow and assist the progress of RE and Collective Worship within Barking and Dagenham.*

Randip Kaur Sahota– B&D SACRE chair

## Section 1 Overview

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship (CW) - in practice every SACRE has developed its own particular style and character.

B&D SACRE, which began its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2020-2021 are included in this report, namely its support out to schools and its involvement with our agreed syllabus development – working with different religion and worldview leaders and teachers across all key stages.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. B&D LA makes this report available publically through their website.

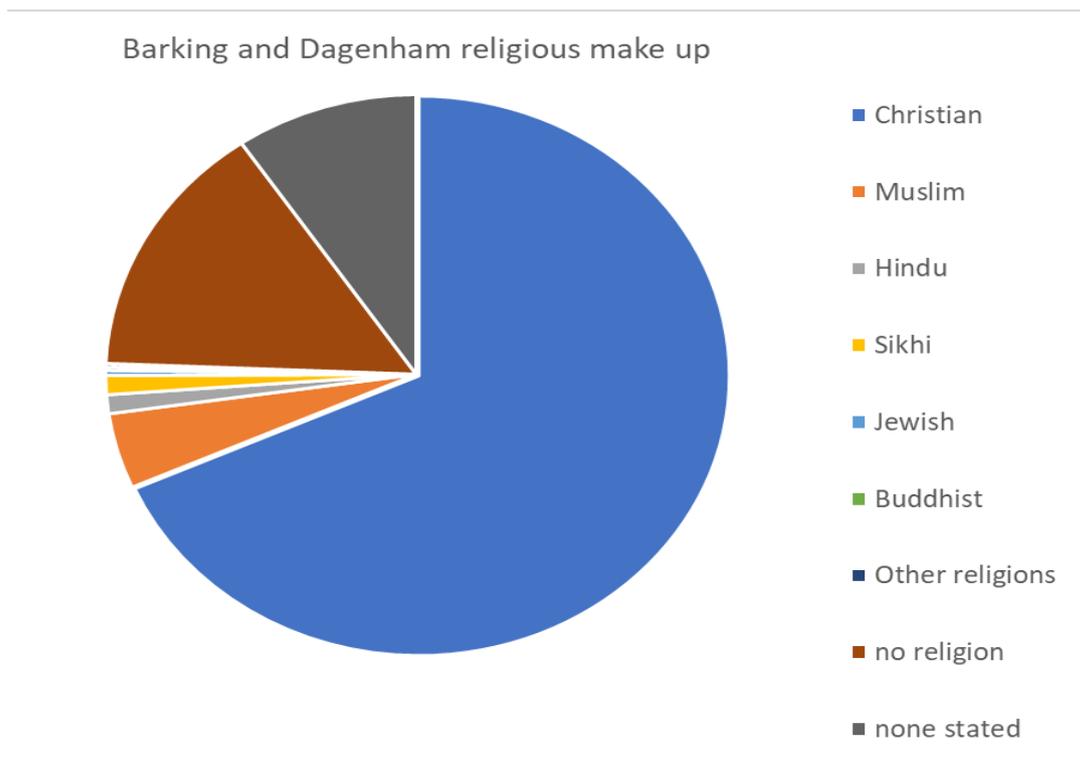
SACRE met three times across the academic year 2020-21. Due to the pandemic these meetings were held on zoom in accordance with the LA procedures. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

September 2020	via Zoom
February 2020	via Zoom
May 2021	via Zoom

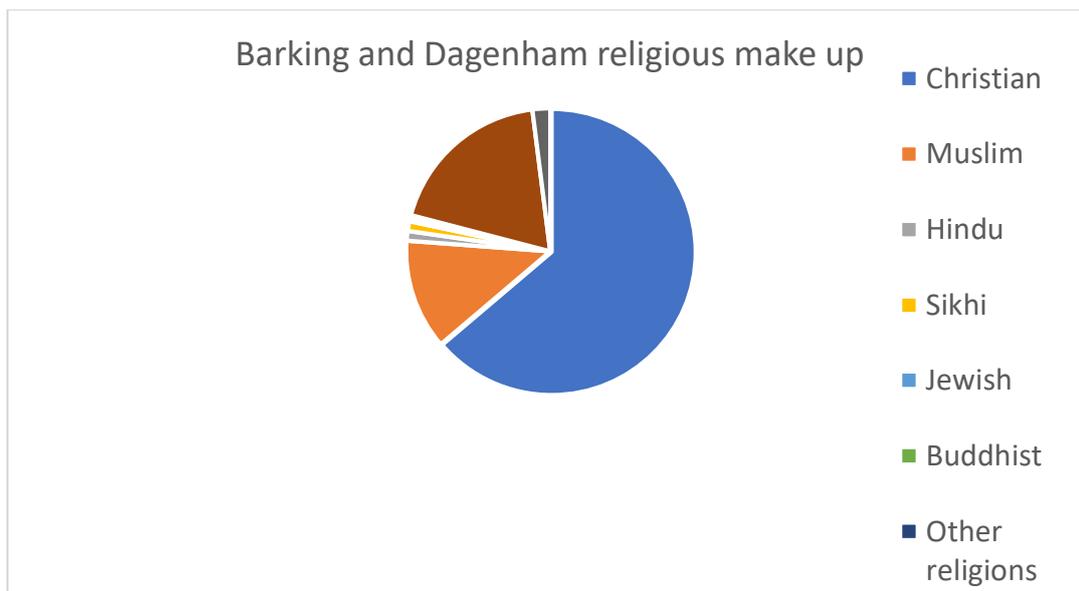
## Background to the Borough

In the 2011 Census, figures clearly indicate that Barking and Dagenham is a multifaith Borough; after Christianity (69%) the largest religious group in the Borough is made up of the Muslim population (4.4%), then Hinduism at 1,867

(1.1%), Sikhism at 1,800 (1.1%), Judaism at 500 (0.3%), Buddhism 400 (0.2%) and other religions at 308 (0.2%). More recent data indicates that there will continue to be demand for religious meeting places in particular for Churches, Mosques, Mandirs and Gurdwaras.



**2018 London religious data**



Religion & Worldview	2011	2018
Christian	64%	54%
Muslim	12.50%	22%
Hindu	1.10%	3%
Sikhi	1.10%	1.50%
Jewish	0.30%	0.30%
Buddhist	0.20%	0.20%

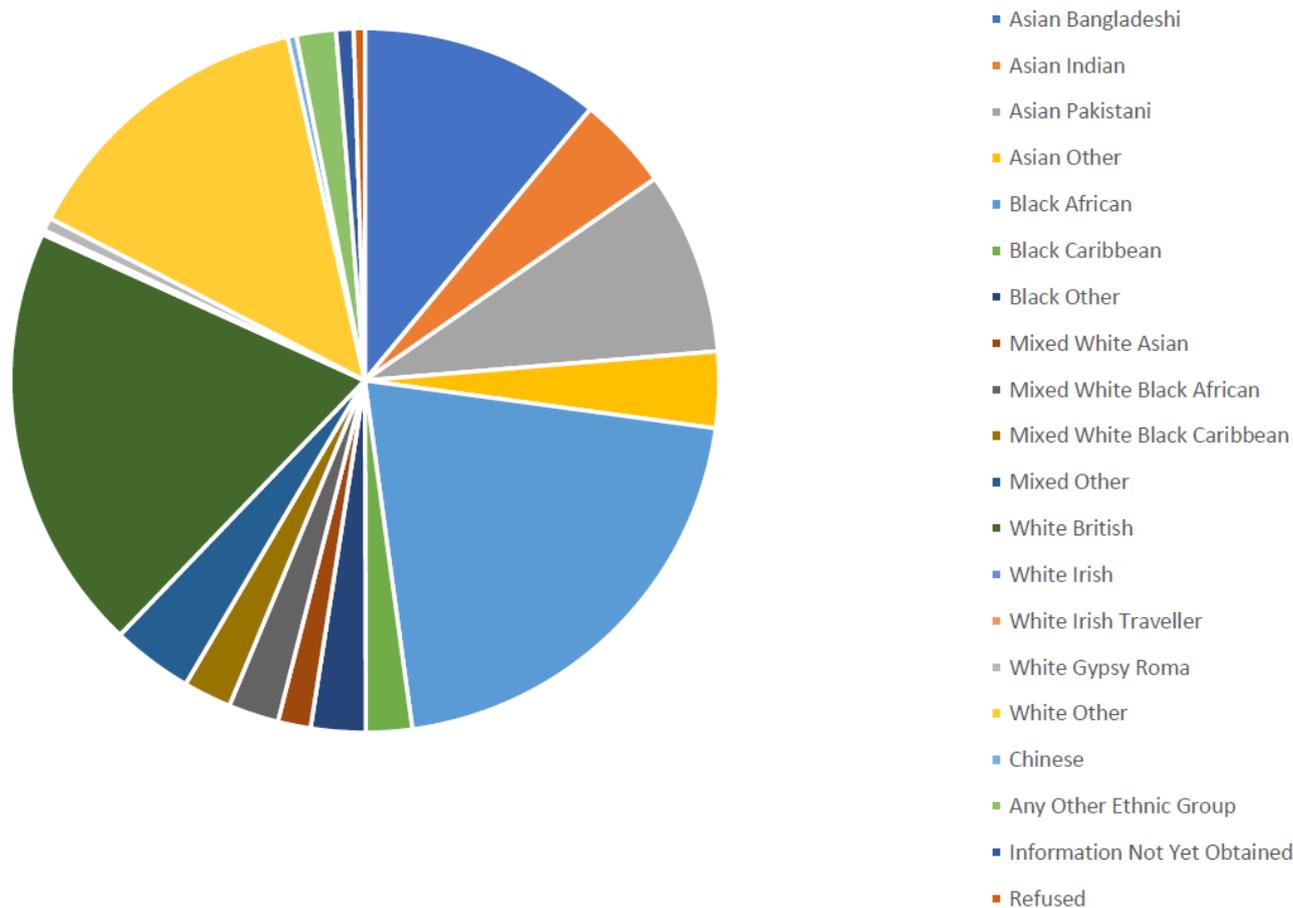
Other religions	0.20%	3%
no religion	19%	15%
none stated	2.00%	

According to the 2021 school census there were 44,591 (Source: School Census, January 2021). This includes pupils attending school-based nurseries and 6th forms in Barking and Dagenham. They make up 21% of the total population in the borough. For comparison, across London as a whole children and young people are 24% of the population.

There were 181 different languages spoken in Barking and Dagenham schools according to the January 2020 school census. The ten most spoken languages in schools were English, Bengali, Urdu, Romanian, Lithuanian, Yoruba, Albanian, Portuguese, Panjab and Polish. Understanding and appreciating difference and diversity is an important value to support in schools.

Language	Number
English	22,947
Bengali	3149
Urdu	2332
Romanian	2053
Lithuanian	1334
Yoruba	1215
Albanian/Shqip	907
Portuguese	712
Panjabi	671
Polish	578

B&D School Ethnicity Jan 2021



## Section 2 Standards and quality of provision of Religious Education (RE)

- 2.1 Within Barking and Dagenham, advice is available to schools around RE through four forms:
- The B&D Agreed Syllabus <https://bdsip.co.uk/resources-download/re-agreed-syllabus-for-barking-and-dagenham/> and support schemes of work
  - the SACRE RE consultant
  - regular CPD opportunities for RE and
  - SACRE documents being sent electronically into every school.
- 2.2 The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2020/2021. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. The meetings often have to unpack cultural rather than religious objections, offering a great learning experience for parents as well as school leaders.

A larger piece of work for SACRE and the RE consultant was running our Westhill/NASACRE grant award with pupils, teachers and schools in 2020-21. Our original plans had to be adapted due to the pandemic, but we still managed to run a highly effective programme despite these obstacles. A write up of the action research we led has now been published as part of the Religious Education Council's 'Still Standing' report and found in Appendix 3 of this report.

The main outcomes from undertaking this work were found to be:

1. It gave adult SACRE members to meet with and be involved with teachers of RE in B&D. 14 members were present at different session, 4 there for all 3 sessions (out of a possible 22 members) 64% involved. 9 members of SACRE presented and helped lead training – they weren't just present, but more active. There are 10 recorded sessions of faith leaders now up on YouTube for all schools to access: [https://www.youtube.com/watch?v=oM8F76W5sVc&list=PLBm9k0V6w4-UI3QbXMRa-2rQ\\_3pViRb-b](https://www.youtube.com/watch?v=oM8F76W5sVc&list=PLBm9k0V6w4-UI3QbXMRa-2rQ_3pViRb-b)
2. Teachers understanding their responsibility to know the correct information to give to pupils – teaching standards (subject knowledge) was raised. From the initial questionnaire it was evident that teachers had gaps in their learning and had come on this CPD to fill those – so they were understanding their responsibilities in this area. Evident from evaluations that every teacher had gained in terms of subject knowledge.
3. Teachers became aware of what they didn't know when teaching about different religions and worldviews. The initial questionnaire and the final the evaluations showed for some teachers:
  - Where they felt confident about their subject knowledge the CPD sessions opened up an awareness of what else there was for them to add to their subject knowledge
  - Teachers who were aware from the start of subject gaps in their knowledge, and evaluations show their progress in closing gaps. Know where to go next or what they needed to do further reading on.
  - The sessions catered for everyone – that was a strength of it. Because of the small numbers in breakout rooms and the opportunity to question the presenter was a strength.
  - The sessions were devised so that there was time for questions and dialogue
  - People were able to ask whatever questions they had – an opportunity to take teacher's subject knowledge a lot deeper.
4. Teachers now know where to go to find correct information. Contact details for all 25 presenters were shared with teachers – so teachers once they had met all of these contacts would feel much more able to carry on a dialogue with or to approach to ask a question. It gave teachers a sense of what different faith leaders and representatives would work better at primary (KS1 or KS2) or in a secondary setting. For the first time B&D has launched a database of POW and faith contacts – this event gave teachers face to face (although virtually) contact with people on the database. Finally it highlighted for teachers what they need to develop in terms of their own expertise in leading RE in their schools and having good subject knowledge. Having the 3 sessions spaced out really helped to absorb the information learnt.

5. Teacher confidence to ask questions to religious leaders was strengthened. ‘Theology of embrace’ - In order to learn from religion and worldviews you need to create a safe place where adults feel able to listen with an open heart, and for those who share to do so with an open heart. ‘The politics of recognition’ (book) - We think it is about seeing that everyone has worth, universal dignity. Our true self/identity is formed through continual dialogue with others and our experiences. We can’t find a sense that one culture is superior to another culture, unless we have the same fusion of horizons about things before we can make value judgements
6. Knowing the point of contact for a religion in a local area (link to SACRE) was achieved. The generosity of all the different religious leaders who wanted to enable teachers to be in a better place to help teachers to be able to lead better RE in schools was amazing. Joint responsibility to improve the education opportunity for our children around religion and worldviews was impressive at all the events.

SACRE sent out updated advice on Ramadan and fasting in schools for pupils in January 2021, which was received well by schools. The SACRE consultant also provided training for local faith leaders on the content of the RE syllabus, hosting school visits to their places of worship and due to the pandemic how to do virtual visits to places of worship during lockdown.

### 2.3 Monitoring of RE in schools

From the LA’s monitoring of schools, we know that 70 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 44,591 pupils. This means that 99.94% of pupils are in B&D RE lessons. We are grateful for the hard work of schools to explain the purpose of RE and the importance for all pupils to receive education about other’s beliefs and to local faith leaders being prepared to go into schools and talk about this issue directly with families from their own religion to support understanding around the purpose of RE in our area and keep everyone, as far as possible, receiving RE.

#### Primary RE

	<b>Outstanding</b>	<b>Good</b>	<b>Needs attention</b>	<b>Inadequate</b>
<b>No. of schools</b>	3	37	8	0
<b>Percentage</b>	6%	77%	17%	0%

#### Secondary RE

	<b>Outstanding</b>	<b>Good</b>	<b>Needs attention</b>	<b>Inadequate</b>
<b>No. of schools</b>	1	9	0	0
<b>Percentage</b>	10%	90%	0%	0%

### 2.4 Complaints about RE

There have been no formal complaints received about RE from any B&D schools during 2020-21.

### 2.5 Public examinations

Due to COVID 19 and lockdown there are no published examination results in RE/RS for summer 2021 that we can analyse as a local authority/SACRE.

Looking to national standards, the Joint Council for Qualifications has published this for GCSE RS results (cumulative percentages).

Subject	Gender	Number Sat	% of Total No. Sat	CUMULATIVE PERCENTAGES by Grade			
				7/A	4/C	1/G	U
Religious Studies	Male	110378	3.8	29.3	74.7	98.4	100.0
		(113026)	(4.0)	(26.6)	(74.7)	(99.2)	(100.0)
	Female	132693	4.6	46.5	85.7	99.3	100.0
		(134598)	(4.7)	(42.8)	(86.1)	(99.7)	(100.0)
Male & Female	243071	4.2	38.7	80.7	98.9	100.0	
		(247624)	(4.4)	(35.4)	(80.9)	(99.5)	(100.0)

Looking to national standards the Joint Council for Qualifications has published this for A'Level RS results (cumulative percentages).

Religious Studies	Male	4285	1.3	16.5	42.4	69.4	88.8	96.5	99.6	100.0
		(3948)	(1.2)	(11.2)	(34.7)	(62.4)	(86.4)	(96.7)	(99.7)	(100.0)
	Female	11374	2.8	16.3	44.1	73.3	92.3	97.9	99.8	100.0
		(10616)	(2.7)	(11.3)	(36.6)	(66.4)	(89.4)	(97.6)	(99.8)	(100.0)
Male & Female	15659	2.1	16.4	43.6	72.3	91.3	97.5	99.7	100.0	
		(14564)	(2.0)	(11.3)	(36.1)	(65.3)	(88.6)	(97.4)	(99.8)	(100.0)

## 2.6 Barking and Dagenham Agreed Syllabus

The B&D Agreed Syllabus was published in June 2020 and so this report marks its first year being the legal document used by schools in teaching RE. Schools have been very positive about the new curriculum and implementing it successfully.

“The resources were very helpful and provided support for the new topics. On the whole, staff have found the plans and progression for each year group very detailed and helpful.”

## 2.7 Attainment in RE

Schools continue to make use of the Agreed Syllabus steps in assessing pupil’s attainment in RE. The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2020-21.

The RE Advisor would in a normal year systematically review school Ofsted reports in order to maintain an overview of standards within schools, but due to COVID19 we have not been able to do this as Ofsted Inspections were put on hold.

## Section 3 Standards and quality of provision for Collective worship (CW)

- 3.1 Within B&D advice is available to schools around CW through the SACRE RE consultant. It is recognised by SACRE that there is a need to develop advice and support for schools in this area. It is part of our development plan and we are waiting for financial resourcing so that we can implement our plans.
- 3.2 The RE consultant to SACRE has given advice to schools on a number of occasions in 2020/2021. Some of these have fallen into assistance with parental objections to a part of collective worship. The meetings often have to unpack cultural and religious objections, offering a great learning experience for parents as well as school leaders.
- 3.3 Compliance with the statutory requirement

Collective Worship has been reviewed and monitored in B&D through the collection of relevant data from schools, which has shown:

Primary CW

<b>Outstanding</b>	<b>Good</b>	<b>Needs attention</b>	<b>Inadequate</b>
4	30	8	6
8.5%	62%	17%	12.5%

Secondary CW

<b>Outstanding</b>	<b>Good</b>	<b>Needs attention</b>	<b>Inadequate</b>
2	6	2	0
20%	60%	20%	0%

From this data it can be seen that 75% of schools judged that their acts of collective worship were good or outstanding.

- 3.3 Determinations: There were no requests for a determination from schools in 2020-2021, and there were no renewals.
- 3.4 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2020-21.

#### **Section 4 SACRE links with other bodies**

Nationally: B&D SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. SACRE members attended the NASACRE virtual conference in May 2021 and gained a lot of ideas to bring back to what we could do as a SACRE in B&D. SACRE members have also attended the start of the NASACRE virtual monthly training programme.

We have had William Crossman (B&D Community Engagement coordinator), Claire Clinton (SACRE consultant) and Himanshu Jain (SACRE member and Faith Forum chair) all involved with B&D Faith Forum, ensuring there are positive links between the work of SACRE, the LA and the local faith community.

#### **Section 5 SACRE’s contribution to support schools through events and training**

Many SACRE members have hosted virtual school visits to their places of worship throughout the year. SACRE members have also virtually gone into schools to lead collective worship times as well as being a school faith visitor.

SACRE ran for the first time a borough wide competition – a poetry competition – asking pupils to write a poem inspired by the theme of hope. Four SACRE members created short films that spoke about what they had done in lockdown to cope with the pandemic – this gave teachers a starting point to discuss pupils emotions and find ways in which to work on what they wanted to say out of lockdown. The poetry competition was judged by SACRE members along with a local poet. We held a prize giving (virtually) and celebrated the amazing poetry pupils wrote. This provided us with a project where SACRE members could work together, but also raised the profile of SACRE with our schools in a positive way. In Appendix 4 you can read an article published about the competition in a local paper. The following link takes you to the BDSIP website where supports for school can be seen <https://bdsip.co.uk/sacre-poetry-comp/>.

**Section 6 SACREs own arrangements**

SACRE has been quorate for all of its meeting in the year September 2020-August 2021.

**Chart of SACRE attendance 2020-2021**

		23.9.20	9.2.21	11.5.21
Alison Carter	Member - Techer	Y	Y	apologies
Avril Carnelley	LA representative	Y	Y	Y
Billy Crossman	LA representative	apologies	apologies	Y
Claire Clinton	RE consultant	Y	Y	Y
Clare D'Netto	Member - Teacher	apologies	Y	Y
Councillor Dorothy Akwaboah	Member - LA - VICE CHAIR	apologies	apologies	Y
Councillor Elizabeth Kangether	Member - LA	N/A	Y	Y
Councillor Muhammad Salem	Member - LA	apologies	Y	Y
Emma Anderton	Member - CofE	Y	Y	Y
Fran Jeens	Member - Other faiths	apologies	apologies	Y
Himanshu Jain	Member - Other faiths	apologies	apologies	Y
Jackie Day	SACRE clerk	Y	Y	Y
Lizzie Bird	Member - Teacher	Y	Y	Y
Margaret Haig	Member - LA	Y	Y	Y
Nadia Nadeem	Member - Teacher	Y	Y	apologies
Pastor Ade Adesina	Member - Other faiths	apologies	apologies	Y
Paul Wallis	Member - Teacher	apologies	Y	Y
Randip Sahota	Member - Other faiths - CHAIR	Y	Y	Y
Rev Katie Miller	Member - CofE	apologies	Y	Y
Rev Martin Court	Member - CofE	apologies	Y	Y
Rev Ray Descombes	Member - CofE	apologies	apologies	Y
Ruth Everett	Member - CofE	Y	Y	Y
Ruth Kaufman	Waltham Forest SACRE	N/A	Y	Y
Shelina Khatun	LA representative	N/A	Y	apologies
Shaheena Khan	Member - Other faiths	apologies	Y	apologies

**SACRE costs**

During the year 2020-2021 three LA officers supported SACRE professionally and administratively:

- Claire Clinton as Professional RE advisor;
- Stephen Noon from BDSIP, Avril Carnelley as the Local Authority link office, and
- Jackie Day as Clerk to SACRE.

*Finance*

The sum of **£15,205** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences and refreshments. (These figures break down to: £1550 for the clerk to SACRE; NASACRE membership £95; RE Advisor consultant £13,500; NASACRE conference £60).

## Appendix 1

# Barking and Dagenham SACRE membership

### **SACRE support**

Mrs A Carnelley, Local Authority Representative

Ms C Clinton, RE Consultant

William Crossman (LA community team)

Tom Llewelyn-Jones, Prevent Co-ordinator

Shelina Khatun, Prevent Team

Miss J Day, Minute Clerk

### **CofE group**

Reverend Martin Court

Ms Ruth Everett

Ms Emma Anderton

Rev Ray Descommes

Reverend Katie Miller

### **LA group**

Councillor Dorothy Akwaboah (**Vice-chair**)

Councillor Muhammad Saleem

Councillor Elizabeth Kangethe

Ms Margaret Haig (Governor rep)

### **Teacher group**

Mrs Clare D'Netto (Primary headteacher rep)

Ms Lizzie Bird (RE SLE Secondary headteacher rep)

Mr Paul Wallis (NEU Representative)

Ms Nadia Nadeem (RE SLE primary)

Ms Alison Carter (EYFS B&D Advisor)

### **Other faiths group**

Ms Randeep Sahota (**Chair**) (Sikh rep)

Ms Fran Jeens (Jewish rep)

Mr Himanshu Jain (Jain community)

Pastor Ade Adesina (Pentecostal Christian community)

Ms Shaheena Khan (Muslim rep)

Key:		Task completed
		Task to do
		Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	February 2021 February 2021 Nov onwards 2021 Sept 2021 December 2021	<ul style="list-style-type: none"> <li>Discuss 2019-2020 Annual report</li> <li>Publish 2019-2020 report to schools &amp; on LA website</li> <li>RE Advisor to write draft Annual Report from September 2021, ready for review at SACRE Jan 2022 meeting</li> <li>RE Advisor to liaise with LA data team to get 2021 GCSE, A/S exam analysis for RE 2021</li> <li>Send final Annual Report 2021 to DFE and NASACRE</li> </ul>	<ul style="list-style-type: none"> <li>Both the LA &amp; SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.21</li> <li>LA &amp; SACRE will have an overview on the implementation of the Agreed Syllabus in schools &amp; school needs around RE and CW</li> </ul>	Total cost of this work to be met from RE Adviser's commissioned time budget, paid by LA
2	Compliance in RE	February 2021 May-July 2021  July 2021	<ul style="list-style-type: none"> <li>Pass new draft monitoring form for sending out to schools</li> <li>RE Advisor to e-mail RE subject leaders new 2021 monitoring forms, BDSIP to send out to headteachers and ask for monitoring survey to be completed by mid - Nov 2021 (review dates around COVID pressures) Make sure governors know about the report coming – clerk to ensure it is in the governors briefing papers</li> <li>RE Advisor to collect returns from schools – have a system to chase schools for the document agreed by LA and BDSIP</li> </ul>	<ul style="list-style-type: none"> <li>SACRE becomes clearer on what RE and CW is going on within its schools</li> </ul>	Cost of this work to be met from RE Adviser's time paid by LA
3	Membership of SACRE	Feb 2021 On-going  Feb 2021	<ul style="list-style-type: none"> <li>RE advisor and SACRE members to suggest new recruits: ongoing</li> <li>Ensure each group is quorate</li> <li>Work with council for new appointment of councillors</li> <li>Recruit a Buddhist, RC and Hindu rep for SACRE – use Billy Crossman's (&amp; his new worker) contacts as a starting place</li> <li>Work on getting an Academy member of SACRE via teacher representative</li> </ul>	<ul style="list-style-type: none"> <li>a good breadth and diversity of faiths established on B&amp;D SACRE</li> <li>SACRE as far as is possible is representative of B&amp;D population</li> </ul>	No cost implication

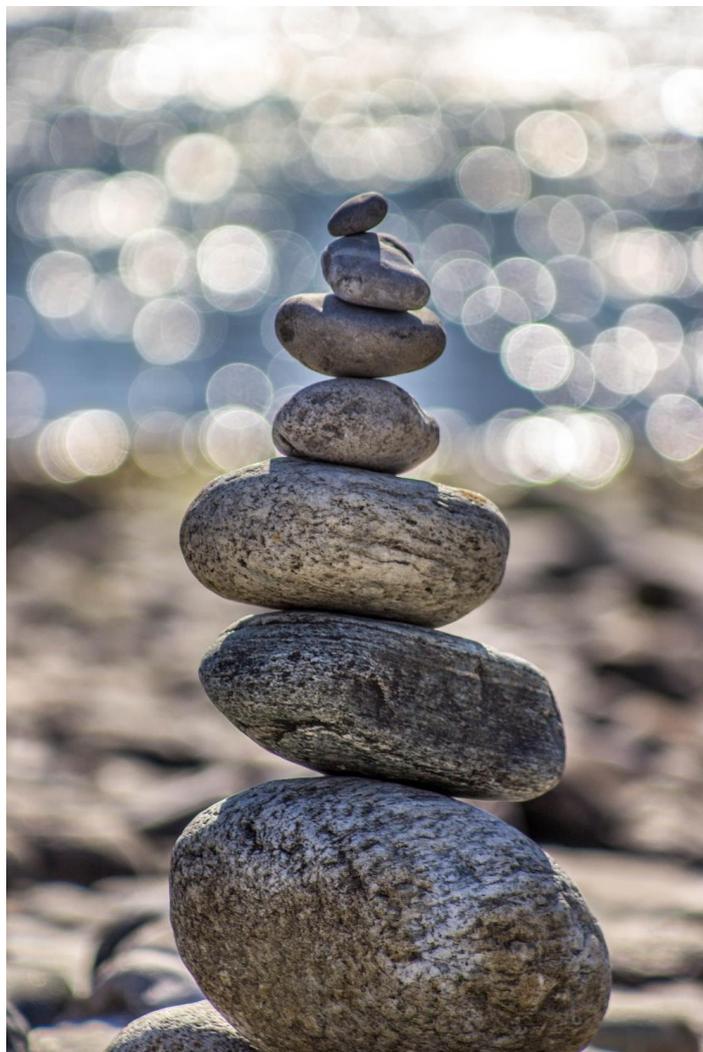
No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Supporting good RE in schools	January 2021 onwards  Ongoing  Ongoing  Ongoing	<ul style="list-style-type: none"> <li>• BDSIP along with SACRE provide a primary and a secondary termly network meeting to support the teaching of RE in its schools</li> <li>• Consider new ways in which SACRE can support excellent RE in B&amp;D schools – using modern ways of support</li> <li>• SACRE members go to schools to support RE and CW, maybe at least one visit a year with an annual focus (eg CW focus, or EYFS), or help with CPD, poetry competition</li> <li>• Circulate best practice examples in RE via Ofsted, RE Today, REC to schools regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Members develop a vision and ownership for how SACRE can support good RE in schools</li> </ul>	Total cost of network mting work to be met from RE Adviser’s time paid by LA
5	Links to best practice in RE and CW	June 2021	<ul style="list-style-type: none"> <li>• SACRE to become aware of what the requirements are for collective worship in schools</li> <li>• RE consultant and SACRE develop advice to B&amp;D schools to ensure this aspect of the school day is understood by schools and SACRE has discharged its legal duty to support and monitor this aspect of a school’s work</li> <li>• Develop SACRE working group to work on BDSIP advice and best practice examples from schools</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfil legal requirement to have a SACRE running correctly</li> <li>• Reflect on best practice from other authorities and use in B&amp;D</li> </ul>	Cost of this work to be met from RE Adviser’s time paid by LA
6	SACRE CPD	January 2021 onwards	<ul style="list-style-type: none"> <li>• Provide finances for consultant and SACRE member to attend National SACRE AGM May 2021</li> <li>• Provide finances for being a member of NASACRE</li> <li>• <i>Understand what SACREs role is – annual briefing - and providing to new members as they join.</i></li> <li>• <i>Skills audit for SACRE members – identifies gaps - annual</i></li> <li>• <i>SACRE members attend training that is happening for teachers Feb &amp; March 2021</i></li> <li>• <i>SACRE CPD to be trained in the focus for the year</i></li> <li>• <i>SACRE CPD to know how to evaluate what we have seen</i></li> </ul>	<ul style="list-style-type: none"> <li>• Enabling SACRE to keep up to date with national best practice</li> <li>• Enabling SACRE to reflect on its own practice and procedures</li> </ul>	Funding provided by LA annually to SACRE budget

No	Priority	Date	Process	Outcomes	Cost/resource implications
7	Quality of teaching and leadership and management of RE	January 2021 onwards	<ul style="list-style-type: none"> <li>Providing SLT in schools with statutory requirements for RE as a reminder each year</li> <li>Work with headteachers and governors to help SACRE support high quality teaching, leadership and management in B&amp;D schools</li> <li>Look to train up RE SLE (senior leaders in education), so that we have a work force to support high quality RE at primary and secondary</li> <li>Highlight to schools REQM as a way to reflect on their own practice</li> </ul>	<ul style="list-style-type: none"> <li>SACRE is able to support schools that are weaker in their teaching of RE</li> <li>SACRE and LA SLE's are able to understand what high standards look like in RE with confidence</li> </ul>	RE advisors time covered by LA budget
8	Launch new Agreed Syllabus	April 2021 June 2021 June 2021 September 2021	<ul style="list-style-type: none"> <li>Plan an official launch for AS in Borough and find budget for launch</li> <li>Survey schools to gain feedback on implementation of AS</li> <li>Survey pupils and parents about RE in LA</li> <li>Link in our 2021 poetry competition winners into AS launch</li> </ul>	<ul style="list-style-type: none"> <li>B&amp;D LA fulfil legal duties on publishing a new Agreed Syllabus</li> <li>B&amp;D schools will be clear on new syllabus requirements and implementation</li> <li>Syllabus is known about within the LA, and SACRE becomes more recognised as a useful partner in community cohesion</li> </ul>	RE advisers time is covered in LA work Budget needed for launch
9	Work with B&D Faith Forum	January 2021 onwards June/July 2021 onwards	<ul style="list-style-type: none"> <li>To have a SACRE rep officially on B&amp;D Faith forum</li> <li>RE Advisor to offer training to faith leaders so they understand our new syllabus as well as top tips for receiving school visits</li> </ul>	<ul style="list-style-type: none"> <li>SACRE becomes a helpful and supportive partner for schools by providing appropriate links into local communities</li> </ul>	No costs involved
10	NASACRE grant and project	June/July 2020  Spring term 2021	<ul style="list-style-type: none"> <li>Avril, Randip and Claire to meet to produce a plan for doing the project</li> <li>Autumn term create flyer for schools, get schools signed up for conference day for Spring and summer terms.</li> <li>Share dates with SACRE members so they can also attend</li> <li>Organise opportunities for teachers and SACRE to meet across the year</li> </ul>	<ul style="list-style-type: none"> <li>Support created for SACRE's to function more effectively</li> </ul>	No funding needed as gained grant from Westhill and NASACRE for £4000

<b>No</b>	<i>Priority</i>	<i>Date</i>	<i>Process</i>	<i>Outcomes</i>	<i>Cost/resource implications</i>
<b>11</b>	SACRE budget	October 2020 onwards	<ul style="list-style-type: none"> <li>• Report back to main SACRE group termly</li> <li>• SACRE needs to bid for funds from April 2021 for work in September 2021</li> <li>• Set up a SACRE finance plan – working party set up for this (Avril, Randip, Dorothy, Lizzie, Nadia, Margaret)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

# Appendix 3 **STILL STANDING**

A report on future directions for SACREs



A report on the joint REC/NASACRE LAN Pilot project 2020-21

Claire Clinton

November 2021



## Appendix 3 B&D write up of LAN research project

This project has developed from The CoRE report section 8 and the need for a new Continuing Professional Development (CPD) framework:

### Aim of Project:

- To provide 2/3 CPD occasions where local teachers can meet local faith leaders and learn about different religions in the spring term 2021. These days will build teachers subject knowledge around religions and world views and allow them to be clearer on similarities and differences.

### Why do we need this project?

- It will improve religious literacy, helping teachers to talk knowledgeably about religion/world views and diversity with pupils;
- It will help to build community – between teachers as well as between community members when meeting with local religious/worldview leaders.

This initiative is the first stage of an action research within the national LAN project. We will be using the data from the CPD sessions to investigate what is going well, what causes issues, how things could be changed.

Process	Tasks	Data collection activities
Specifying the problem	<ul style="list-style-type: none"> <li>• B&amp;D has suffered from a lack of any specific RE CPD for a number of years.</li> <li>• SACRE discussed Sept 19 this need and decided to apply for a NASACRE and Westhill Trust grant to allow this work to be carried out.</li> <li>• This project seeks to look at the impact of a ‘LAN’ providing CPD for teachers around subject knowledge around religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data from teacher in 2020</li> <li>• Before teachers attend CPD collect data on interest, knowledge and confidence around religions and worldviews. Then compare to evaluations after CPD to measure impact after 3 training occasions.</li> </ul>
Planning an intervention or change	<ul style="list-style-type: none"> <li>• In order to do this we decided as a SACRE to create a SACRE working group: established June 2020 (Chair, vice-chair, LA rep and RE Advisor). Meet regularly to progress the project. This group reports back to SACRE at each meeting over the course of the year.</li> <li>• At the sub group: We decided to go and do some reading on creating this event to see what we could learn from research about holding/organising this type of CPD. Thinking about our reading – what we have learnt from 3 articles we read:</li> <li>• Kathryn Wright PHD thesis ‘Theology of embrace’: In order to learn from religion and worldviews you need to create a safe place where adults feel able to listen with an open heart, and for those who share to do so with an open heart. If you can create this then your time potentially will be very powerful in terms of teacher learning and understanding about someone else’s life – their motivations and outlook/worldview. Real life encounters offer the teacher a great source of knowledge and understanding of other ways of living – as well as epistemological wisdom – gaining insight.</li> </ul>	<p>a) Adult SACRE members will be invited to attend the teacher CPD days – <i>64% of SACRE members attended</i></p> <p>b) Break down barriers constructed through ignorance and fear of the unknown, and challenge the resulting stereotypes which emerge in popular culture around religion.</p> <p>Desired outcomes:</p> <ol style="list-style-type: none"> <li>1. Teachers understanding their responsibility to know the correct information to give to pupils – teaching standards (substantive subject knowledge)</li> <li>2. Teachers aware of what they don’t know</li> </ol>

	<ul style="list-style-type: none"> <li>• Emma Salter: religious representation in secular RE (article in BJRE): Just telling children about faith isn't enough. Having children being able to meet someone from that faith allows them to build/make their own perspective. Personal connections are important in pupils building their own views/opinions. Personal testimonies that people have are important to show how teaching are put into practice. But doing that it allows pupils to link their own ideas and questions to a factual base. Don't be concerned if someone gives a biased personal; the research piece talk about the fact that the teacher should be there to highlight the factual learning so pupils can see what is different. Recommended practice to include a faith practitioner when teaching RE</li> <li>• Charles Taylor: The politics of recognition (book): So complex and complicated not sure there is anything in it for us – was our first reaction to reading parts of it! But we think it is about seeing that everyone has worth, universal dignity. Our true self/identity is formed through continual dialogue with others and our experiences. We can't find a sense that one culture is superior to another culture, unless we have the same fusion of horizons about things before we can make value judgements. The fusion of horizons comes from Gadamer's work and further reading on this might help with the theoretical aspect of the research - it's about finding common understandings when people have very different background traditions and understandings.</li> </ul> <p>We can see as we think about setting up these CPD events we need to ensure:</p> <ul style="list-style-type: none"> <li>• Telling us teachers need to meet people who are living with the faith to see how it is used in every-day life to then help children to develop their knowledge and thinking around religion</li> <li>• Teachers to develop their authentic self they need to dialogue with others from different cultures and religions – different voices.</li> <li>• Dialogue, places where you can safely ask questions and not upset people are essential if you want deep learning and insights to be gained by teachers at CPD. Also that wisdom only develops where there is openness to hear – need to flag this up gently with teachers in how we set up events</li> <li>• All of this informs who we set up our CPD opportunities as well as how we introduce people, and set parameters for respect, asking questions</li> <li>• We should still go ahead – Action point for Claire to re-advertise to RE leaders and BDSIP out to schools</li> <li>• Hold 2/3 training events for teachers in B&amp;D.</li> <li>• 23<sup>rd</sup> Feb – Event 1 (1:30-4:30pm) Islam &amp; Christianity</li> <li>• 2<sup>nd</sup> March 2021 – Event 2 (1:30-4:30pm) Hinduism &amp; Sikhism &amp; Jainism</li> </ul>	<ol style="list-style-type: none"> <li>3. Teachers know where to go to find correct information</li> <li>4. Teacher confidence to ask questions to religious/worldview leaders</li> <li>5. Knowing the point of contact for a religion in a local area (link to SACRE)</li> <li>6. Sharing what they know with others in their school or local school community, information embedded with school systems</li> </ol> <ul style="list-style-type: none"> <li>•</li> <li>• CPD assessment at the end of our intervention shows the above bullet points 1-6 have been more than met</li> <li>•</li> </ul>
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	<ul style="list-style-type: none"> <li>• 30<sup>th</sup> March – Event 3 (1:30-4:30pm) Judaism &amp; Buddhism</li> <li>• Create baseline assessment for teacher’s expertise. Denominations, how different people interpret scriptures; have they visited places of worship; confidence on teaching this religion/world view; answers questions from pupils on this religion. <a href="https://docs.google.com/forms/d/1XA0GpG_RDzCMfRuljaPg5ga2HhHJK_R2LHFM6bibpbs/edit">https://docs.google.com/forms/d/1XA0GpG_RDzCMfRuljaPg5ga2HhHJK_R2LHFM6bibpbs/edit</a></li> </ul>	
<p>Implementing the intervention</p>	<ul style="list-style-type: none"> <li>• Produce a baseline assessment for teachers to complete before coming to the 3 CPD events - done</li> <li>• Advertise CPD to schools and teachers – done via Prof RE advisors school database; BDSIP advertised to schools and HTs; SACRE HT rep also advertised it out to head teachers; faith forum newsletter to pass onto any teachers they know – all achieved</li> <li>• RE advisor then recruited religion/worldview leaders and representatives to lead sessions at the CPD events.</li> </ul>	<ul style="list-style-type: none"> <li>• Data from our google form showed: <b>Results are very positive:</b></li> <li>• Before the 3 CPD session 28% of teachers said they felt confident/extremely confident around teaching RE. After the training this figure was 82%. <b>A rise of 54%.</b></li> </ul> <p>We can see dramatic change in teacher confidence around understanding different religions and worldviews from the training input – with every input after training there is a much larger percentage of ‘yes’. The biggest change is in teachers confidence around Buddhism with 7% of teacher feeling confidence about teaching Buddhism before the training and 63% feeling confident after it. 29.7% of teachers felt confident or extremely confident to ask questions to religious leaders. After the training we found teachers, confidence rose to 69%. <b>A rise of almost 40%.</b></p> <p>Overall, we have found that teachers have gained a great deal from attending these sessions. We used £2000 to put on this provision and therefore believe this shows excellent value for money as targeted CPD for teachers, as well as building up community cohesion.</p>
<p>Evaluating</p>	<p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. Give adult SACRE members will be invited to attend the teacher CPD days             <ul style="list-style-type: none"> <li>○ 14 members were present at different session, 4 there for all 3 session (out of a possible 22 members) 64% involved.</li> <li>○ 9 members of SACRE presented – they weren’t just present, but more active</li> </ul> </li> </ol>	

	<ol style="list-style-type: none"> <li>2. Teachers understanding their responsibility to know the correct information to give to pupils – teaching standards (subject knowledge)             <ul style="list-style-type: none"> <li>○ From the initial questionnaire it was evident that teachers had gaps in their learning and had come on this CPD to full those – so they were understanding their responsibilities in this area. Evident from evaluations that every teacher had gained in terms of subject knowledge.</li> <li>○ 10 recording of faith leaders now up on YouTube for all schools to access: <a href="https://www.youtube.com/watch?v=oM8F76W5sVc&amp;list=PLBm9kOV6w4-UI3QbXMRa-2rQ_3pViRb-b">https://www.youtube.com/watch?v=oM8F76W5sVc&amp;list=PLBm9kOV6w4-UI3QbXMRa-2rQ_3pViRb-b</a></li> </ul> </li> <li>3. Teachers aware of what they don't know             <ul style="list-style-type: none"> <li>○ The initial questionnaire and the final the evaluations showed for some teachers:</li> <li>○ Where they felt confident about their subject knowledge the CPD sessions opened up an awareness of what else there was for them to add to their subject knowledge</li> <li>○ Teachers who were aware from the start of subject gaps in their knowledge, and evaluations show their progress in closing gaps. Know where to go next or what they needed to do further reading on.</li> <li>○ The sessions catered for everyone – that was a strength of it. Because of the small numbers in breakout rooms and the opportunity to question the presenter was a strength.</li> <li>○ The sessions were devised so that there was time for questions and dialogue</li> <li>○ People were able to ask whatever questions they had – an opportunity to take teacher's subject knowledge a lot deeper.</li> </ul> </li> <li>4. Teachers know where to go to find correct information             <ul style="list-style-type: none"> <li>○ Contact details for all 25 presenters were shared with teachers – so teachers had met all of those contacts – they would have felt much more able to carry on a dialogue with or to approach to ask a question.</li> <li>○ It gave teachers a sense of what different faith leaders and representatives would work better at primary (KS1 or KS2) or in a secondary setting.</li> <li>○ For the first time B&amp;D has launched a database of POW and faith contacts – this event gave teachers face to face (although virtually) contact with people on the database.</li> <li>○ Highlighted for teachers what they need to develop in terms of their own expertise in leading RE in their schools and having good subject knowledge.</li> <li>○ Having the 3 sessions spaced out really helped to absorb the information learnt.</li> </ul> </li> <li>5. Teacher confidence to ask questions to religious leaders</li> </ol>	
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	<ul style="list-style-type: none"> <li>○ Evidence in evaluation (54% and 40%)</li> <li>○ ‘Theology of embrace’</li> <li>○ On order to learn from religion and worldviews you need to create a safe place where adults feel able to listen with an open heart, and for those who share to do so with an open heart</li> <li>○ The politics of recognition (book)</li> <li>○ We think it is about seeing that everyone has worth, universal dignity. Our true self/identity is formed through continual dialogue with others and our experiences. We can’t find a sense that one culture is superior to another culture, unless we have the same fusion of horizons about things before we can make value judgements</li> </ul> <p>6. Knowing the point of contact for a religion in a local area (link to SACRE)</p> <ul style="list-style-type: none"> <li>○ Generosity of all the different religious leaders who wanted to enable teachers to be in a better place to help teachers to be able to lead better RE in schools. Joint responsibility to improve the education opportunity for our children around religion and worldviews was impressive.</li> <li>○ Bullet points 1-5 have been met</li> <li>○ Have to acknowledge that to be able to do events like these you need a lot of knowledge and a lot of contacts. It has been successful because it comes on the back of work that our professional RE advisor has done for many years in East London.</li> <li>○ Succession planning – how do we ensure the links are secured.</li> </ul> <p>7. Sharing what they know with others in their school or local school community, information embedded with school systems</p> <ul style="list-style-type: none"> <li>○ Area to follow up. What have they done back in school as a result of the training? How could the training be better next time? What do you need next?</li> <li>○ CPD assessment shows the above bullet points 1-6 have been more than met</li> <li>○ SACRE have now written a funding application for further funding from the LA to be able to build upon the work we started with teachers this year. This is also a successful outcome from the project.</li> </ul>	
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Final words

- CoRE report suggest that LANs should in recommendation e) provide CPD for schools. We have researched what a small amount of funding (in this case £2000) can provide a LAN with the opportunity of leading for local teachers successfully.
- We believe if SACREs were to change to a LAN then having a relationship with schools is an important element of what they offer, and providing CPD an essential part of that relationship. This provides SACRE members with opportunities to share their expertise and substantive knowledge with teachers in their community. As

well as LAN members to learn from teachers the questions they need answering in order to represent different religions and worldviews successfully in their classrooms. Most importantly it provides a place for on-going dialogue and questioning.

- But we were able to do what we did as a SACRE fine. The NASACRE/Westhill awards gave us the chance to make an intervention. For the LA to see what as positive and to be proud of gaining the award. This has now led to the LA releasing more funding to SACREs work going forward and means we will have a budget annually to decide how best to use for the benefit of teachers in B&D schools. So whatever SACREs are called this is an essential part of their work, and having NASACRE/Westhill awards allows 5 SACREs annually to have this journey potentially within their locality.

#### SACRE working group members

- Avril Carnally – B&D LA rep on SACRE; Randip Sahota – B&D teacher and SACRE chair; Councillor Dorothy Akwaboah – SACRE vice-chair; Claire Clinton – B&D RE advisor
- May 2021.