

Kirklees Standing Advisory Council on Religious Education (SACRE)

Annual Report 2019 - 2020



Foreword by Chair of SACRE

What an eventful challenging year it has been for all SACREs. Our year began well with the embedding of the new agreed syllabus which has been well received with over 400 schools across Kirklees, Leeds and Calderdale engaging with it.

In March RE teachers had to face a new challenge of online teaching and continuing to engage students in RE remotely. They rose to this challenge and will continue to do so as the pandemic will affect education in the next academic year. The professional development of teachers, unable to take place face to face continued online so teachers received ongoing support through the second half of the year.

The Black Lives Matter movement then brought home the realisation that we all have a responsibility to challenge prejudice and how our job is just as important as is ever has been in delivering good RE which enhances understanding and cultivates mutual respect and tolerance.

In the summer we said goodbye to Carol Waters as chair of SACRE who has been committed to its causes for 10 years, luckily, she remains with us as a valued member.

We look ahead to the next year as a positive one, adjusting the way we work but not the quality of our work as find our way through the current pandemic. We will continue to provide information and guidance for schools, and improve the services of SACRE; widening SACRE's participation, exploring a Yorkshire SACRE hub and work to support the new RSE. A big thank you to Ian Ross, our clerk and consultant for his excellent support and to the Kirklees Learning Service who is continuing to support primary and secondary teachers through the provision of resources, training, networks meetings and making themselves available.

Most of all I would like to highlight the hard work of the teachers who have creatively and tirelessly provided engaging RE for our young people throughout this difficult year. They are an amazing, dedicated and hard-working group of professionals who do a brilliant and high quality job. Thank you!

Anna Twist, 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 Kirklees 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, Kirklees 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 Kirklees. 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 9th

October 2019, 4th December 2019, and 24th June 2020. 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:

- 14th October
- 2nd December
- 10th March
- 23rd June

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

In addition, there will be a meeting in March 2021 which will be a joint meeting with Calderdale, Leeds and Bradford SACREs.

As well as considering the general position of RE and collective worship in the Kirklees, 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 Val Flintoff from the Learning Service 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	Kirklees 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 Calderdale 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 Kirklees Learning Services. It has also funded and supported specific events from time to time. Details of the provision for training and support are in Appendix 4.

Kirklees Learning Service also provides separate network meetings for teachers of RE at primary and secondary level. These are held each term and are part of the Kirklees Network Package.

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

Kirklees SACRE has a budget of £15,000 a year provided by Kirklees Council as part of its statutory duties. Most of this budget funds RE training and consultancy and other statutory roles. As part of the local agreed syllabus the sale of the units of work has increased the budget that SACRE can use to support RE which will include a conference for subject leaders.

During 2019 -2020 the RE Consultant, Ian Ross, was contracted to support SACRE and was funded by Kirklees Council. The RE Consultant is also contracted to deliver training in RE and other areas through Kirklees Learning Services. The total amount of time allocated for SACRE and other related areas of RE is 40 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: Kirklees 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.

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

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 Kirklees 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 Kirklees

SACRE advises and supports the work of the Learning Services 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 Education and Faith Project). They can be contacted at ian.ross@kirklees.gov.uk and helen@penninelearning.com . Together the two consultants provide forty 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 Calderdale 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 Learning 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 Kirklees along with Calderdale 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 Kirklees and sent directly to schools.

A range of guidance is available to Kirklees 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 Kirklees Learning Services. 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 Kirklees 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 Kirklees 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 Kirklees, 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
Religious Studies Short	150621	99661	68890	53093	36962	26229	21530	18067
Religious Studies Combined	390030	357728	340807	325066	293691	255418	249443	243786

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.”

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.

Complaints and determinations

There were no complaints made during the year to SACRE about Collective Worship. 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 Kirklees. This will be reviewed by the consultant and school in 2020 -21. Responsibility for determinations in English academies and free schools rests with the Schools Funding Agency.

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 Kirklees (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 Kirklees.

Complaints

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 Kirklees.

- 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 e.g. Val Flintoff (Learning Services lead on RSE)

To monitor and support RE in Kirklees

- Through Kirklees Learning Services preparing an RE Award scheme.
- Provide 10 visits to schools to support RE

To develop collaboration between SACREs in West Yorkshire

- See notes above on how this has developed.

Priorities for 2020 -21

To support the professional development of RE teachers in Kirklees

- 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 Kirklees SACRE RE Award.
- Provide a day conference for teachers of RE in collaboration with Calderdale SACRE.

To support the development of collective worship within schools

- Provide a training session on planning inclusive collective worship this could be funded through Learning Services
- 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 Kirklees

- 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.

APPENDIX 1 Minutes of Meetings

KIRKLEES METROPOLITAN BOROUGH COUNCIL KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Minutes of SACRE AGM 26th June 2019
Held at Dalton St Paul's Methodist Church at 5.30 pm**

Members in attendance:

Committee A

Representing Other Denominations & Faiths

Eileen Webb (EW)
Suzanne Bridges (SB)

Committee B

Representing the Church of England

Rupert Madley (RM)

Committee C

Teachers/Unions

Carol Waters (CW) - Chair
Janice Leam (JL)
Mehrun Mohamed (MM)
Anna Twist (AT)

Committee D

Representing Kirklees Council

No Representation

In attendance

Ian Ross (IR)

Quorum for the meeting is 1 representative from each of the 4 Committees. This meeting was not quorate.

Formal AGM business

a. Apologies and Welcome

CW welcomed everyone to the meeting and a round of introductions were made. Apologies were received from: Emma Salter and Cllr O Donovan.

b. Election of Chair

Nominations were received from the meeting for Carol Waters to be chair. Proposed by MM and seconded by AT

c. Election of Vice Chair

Nominations were received from the meeting for Anna Twist to be vice chair. Proposed by SB and seconded by MM.

d. Election of Group Chairs and Vice Chairs for groups A, B, C and D if these are thought to be necessary.

This was deferred for a decision as and when required.

e. Membership review. Could members please actively seek nominations from a variety of faith groups e.g. Hindu, Buddhist, Sikh, Evangelical Church. AT proposed that we meet in faith centres not represented on SACRE to encourage faith communities to engage with us.

f. Minutes of the last SACRE meetings - December 2018 and March 2019

These were approved as a true record. Proposed by JL and seconded by EW.

g. Matters Arising

Matters arising will be discussed further in the meeting.

General SACRE business

1. Work Plan and Budget 2019-20 and discussions on SACRE roles and responsibilities.

A discussion was held over the work plan for 2019 – 20. Some elements of this will be continuation of the statutory responsibilities e.g. training and support for RE. It was

proposed that we also look at how we support lone RE teachers in secondary schools and how this could link to developing subject knowledge and pedagogy for trainees. A key element of encouraging effective RE in primary schools will be the launch of the Kirklees SACRE RE Award. Ten schools will receive a free half day visit as part of the statutory support for RE.

Key work plan for SACRE as a body will be discussed further in the October meeting including supporting collective worship and supporting schools with advice.

2. Consultant's report on 2018 - 19 (verbal)

The key work of the consultant this year has been the renewal of the local agreed syllabus, editing the units of work and coordinating the writing of new units. Three courses have been taught this year including the new to coordinators course and coordinators plus course. The primary and secondary networks continue to run with around 35 attendees at the primary network.

3. Discussion with Val Flintoff re the new PSHE curriculum

VF led the meeting through a discussion on the new PSHE curriculum and focussed around 4 key questions.

a) What are some of the main opportunities and challenges presented by the new guidance for Relationships Education, Sex Education and Health Education (RSHE) for effective teaching in Kirklees?

b) Ref p12 para 20. How can schools ensure that they take the religious background of all pupils into account when planning RSHE whilst also reflecting the law (Equality Act 2010). How can schools manage to juggle these sometimes-conflicting interests e.g. protected characteristics of religion or belief and sexual orientation or gender reassignment?

c) How can schools consult (have conversation with) ALL parents regarding the new guidance? And share good practice.

d) The guidance allows for parents to request their child is excused from sex education but not relationship education (p17). How can schools best manage this process with parents?

4. Report from NASACRE and any other outside agencies

There are no reports from NASACRE, however IR has been in touch re the new syllabus and how other authorities could ask for support in the writing their own syllabus

5. Dates of Meetings 2019 - 2020 and Venues

Wednesday 9th October (Huddersfield – Gurdwara)
 Wednesday 4th December (Huddersfield Holocaust Centre)
 March joint meeting of WYSACRE will be discussed by the chairs.
 Wednesday 24th June

6. AOB

No other business .
The meeting closed at 7:45pm

KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Minutes of SACRE Meeting 9th October 2019
Held at Guru Nanak Gurdwara, Huddersfield at 5.30 pm**

Members in attendance:

Committee A

Representing Other Denominations & Faiths

Eileen Webb (EW)
Suzanne Bridges (SB)
Mashuda Shaikh (MS)
Jas Sohanpal (JS)

Committee B

Representing the Church of England

Julie Anderson (JA)

Committee C

Teachers/Unions

Carol Waters (CW) - Chair
Janice Leam (JL)
Mehrun Mohamed (MM)
Anna Twist (AT)
Emma Salter (ES)

Committee D

Representing Kirklees Council

Andrew Marchington

In attendance

Ian Ross (IR)

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

Welcome/Apologies and minutes of the previous meeting (June 2019)

Introductions were made as new members have joined SACRE

Apologies had been received from Mary Whalley

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

Jas Sohanpal introduced members to the Punjabi School at the Gurdwara and explained some of the events that take place at the community centre. Members of SACRE asked questions about worship and the Sikh community.

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 although not many had responded so far, he will send another email out and reminder about compliance. 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.

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.

3. SACRE Priorities 2019/20

The core function of SACRE was to promote quality support for RE. 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
- Consider how the Local Agreed Syllabus could feed into the National Entitlement recommendations from the CoRE report.

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. There may be need for another syllabus briefing session for schools that could not attend the launch events in May and June.

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

EW has been asked to sit on a governance group looking at the implementation of the RSE curriculum advising schools from a faith perspective. Members were keen to ensure that RSE being statutory should be similar to RE in that it is about knowing, understanding and respecting.

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 through the chairs and vice chairs group.

7. Joint Working

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

8. Ofsted Framework

A power point for school staff had been produced by NATRE. This was based on the 3 I's (Intent, Implementation and Impact) and the quality of education, especially in RE. IR informed members that 3 pilot schools were inspected 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 Holocaust Centre in 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

Emma Salter gave an update to members on two projects in the local authority. The first is the Primary RE Project supported by funding from Culham St Gabriel's. this project is for 10 primary teachers and is helping them become research based professionals with research on the CoRE recommendations and

Big Ideas in RE. The second project is the Primary 1000 project from NATRE which offers support for hard to reach primary schools. IR agreed to publicise this and to encourage Kirklees Learning Partners to advise schools to join up.

11. Dates of Meetings 2019 - 2020 and Venues

Wednesday 4th December (Huddersfield Holocaust Centre)

March joint meeting of WYSACRE will be discussed by the chairs.

Wednesday 24th June

Agenda items for December 2019 include:

Community Cohesion (MS) to speak and Non Compliance in RE Letter.

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

Minutes of AGM 24th June 2020

Via Zoom at 6:10pm

Members in attendance:

Committee A

Representing Other Denominations & Faiths

Eileen Webb (EW)

Suzanne Bridges (SB)

Mashuda Shaikh (MS)

Mark Janes (MJ)

Committee B

Representing the Church of England

Martin Short (MaS)

Committee C

Teachers/Unions

Carol Waters (CW)

Janice Leam (JL)

Mehrun Mohamed (MM)

Anna Twist (AT)

Emma Salter (ES)

Committee D

Representing Kirklees Council

Andrew Marchington

In attendance

Ian Ross (IR)

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

Welcome/Apologies

Introductions were made as new members have joined SACRE

Apologies had been received from Julie Anderson

Election of Chair

One nomination was received prior to the meeting. Anna Twist was duly elected as chair of SACRE.

Election of Vice Chair

CW asked MJ if he would be willing to stand especially with his experience of NASACRE and other SACREs. Mark Janes was duly elected as Vice Chair.

Election of Group Chairs and Vice Chairs for groups A, B, C and D if these are thought to be necessary

Group chairs of the four committees would be appointed if the need arises during meetings.

Membership review

IR went through the number of representations for each group. Vacancies were noted in Group A for representation from Buddhist, Sikh, Jewish, Humanist, Hindu communities and from the Roman Catholic and Evangelical Churches.

Group B has at present five members including representation from the Anglican Diocese of Leeds.

Group C has vacancies for a primary headteacher, a secondary headteacher.

Group D has 2 vacancies, but these could also be remedied through changes in the constitution.

IR asked if members knew of colleagues and friends who could join SACRE to fill the vacant positions. A number of names were shared. One area that Calderdale are doing with this is to ask for representation from schools re parents/ staff who would consider joining SACRE with a covering reference from their faith/ organisation leader. A similar letter could be sent to Kirklees schools.

SACRE also discussed whether we could offer an incentive to primary/ secondary headteachers by arranging for NATRE membership for their school if they were to join SACRE.

SACRE Constitution

A draft document was discussed at the meeting and amendments made to some of the wording. IR will finalise the draft and send to members for discussion.

Amendments will include numbers of representatives in the groups and voting rights.

Minutes of the last SACRE meetings and Matters Arising

The minutes of the last meeting were discussed. Amendments were made to some dates. These were received as a true record. Nominated by EW and Seconded by JL.

Work Plan and Budget 2020 -21 and discussions on SACRE roles and responsibilities.

Ideas for the work plan and budget for 2020 -21 were discussed. These will be finalised at the October meeting 2020. Ideas include:

- Providing a day conference for teachers in Kirklees and Calderdale with joint funding from the two SACREs.
- Supporting the WYRE project and teachers as researchers in schools. This could take the form of a presentation evening/ twilight.
- Reviewing RE provision in secondary schools through questionnaire and contact with schools.
- Offering up to 10 school RE reviews at the request of schools or at the recommendation of the Learning Service. Others can be arranged as time permits. Up to 10 are provided free of charge to schools as part of SACRE's statutory responsibilities.
- Collective worship reviews for 10 schools.
- Additional consultancy can be offered to schools around RE, Collective Worship, SMSC and Fundamental Values as required.
- 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.

Courses (these will be run for Kirklees Learning Service)

- New to RE Coordinators Course – 29th January (full day)
- RE Teachers Conference in 2021 funded by SACRE – date to be advised.
- Teaching Christianity Well – date to be advised (half day)
- Ofsted, SIAMS and the RE Curriculum twilight briefing – date to be advised.
- Primary RE Coordinator Network each term
- Secondary RE Network

Consultant's report on 2019-2020

IR gave SACRE a report on work carried out this year and what has continued to happen over lockdown.

- Led and administered SACRE. Two meetings were cancelled/ postponed due to the general election and one was to be a joint meeting regarding community cohesion and RSE and advisors for other LAs were not available to present at this meeting.
- Booked a visit to review the one determination in Kirklees. Postponed due to Covid 19. This will be rebooked in the 20 -21 academic year.
- Monitoring Collective Worship through visits to schools or consultancy as required. One review carried out in the Spring term. The two 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 Business Solutions. 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. One member of the SACRE sits on the governance panel for the roll out of the new PSHE curriculum.

Schools/RE

- Managed the RE Hub to which 440 schools have subscribed this year, including most Kirklees schools and many in W Yorks and beyond. Kirklees network schools and academies have free access.
- 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- 44 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 – 12 attended.

- RE Coordinators Plus course planned for early summer term and will be rescheduled for next year.
- Devised new course on Teaching Christianity Well and plan to deliver this next year.
- 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.
- Training in schools – Honley JIN – Teaching, Learning and assessment in RE, Thornhill Lees – Teaching and Learning in RE in KS1 and outdoor provision.
- Three schools booked in for RE Award – Earlsheaton, St John’s Dewsbury, Gomersal Primary. 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 Linthwaite Clough and Gomersal St Mary’s.
- 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.

Report from NASACRE and any other outside agencies

NASACRE have been sending out regular newsletters and support advice and IR found these helpful.

Dates of Meetings 2020 -21 and Venues

IR suggested these dates/ venues and agenda items for the next year:

- 7th October – Baptist/ Evangelical Church – Finalising the Sensitivity to Faith Document
- 2nd December – Masjid – Finalising the annual report and presentation re community cohesion
- 10th March – Joint SACRE meeting – Bradford- The PSHE Curriculum
- 23rd June – AGM

The meeting closed at 7:25pm. AT thanked all for their attendance.

Appendix 2 - SACRE membership and attendance 2019 -2020

	No		Exp	Attendance
GROUP A – ALL FAITH GROUPS EXCEPT ANGLICANS				
Roman Catholic Church	1	VACANCY		
Baptist	1	Mark Janes	Sep24	33%
Methodist	1	Suzanne Bridges	Sep24	100%
United Reformed Church	1	VACANCY		
Baha'i	1	VACANCY		
Islamic representatives nominated by mosques	4	Mashuda Shaikh	Sep 23	66%
		Kaushar Tai	Sep 22	0%
		Lukman Patel	Sep 22	0%
		Vacancy		
Evangelical Churches in Kirklees	1	VACANCY		
Buddhist rep	1	VACANCY		
Hindu rep	1	VACANCY		
Jewish rep	1	VACANCY		
Sikh rep	1	VACANCY		
Humanist rep	1	VACANCY		
Church of Jesus Christ of Latter- Day Saints	1	Eileen Webb	Mar 23	100%
GROUP B – C OF E				
Church of England (lay & clergy)	5	Janet Tringham/ Rupert Madley	May 20	33%
		Pamela Kent	Mar19	0%
		Julie Anderson	Mar20	33%
		Elizabeth Wakefield	Mar 20	0%
		Martin Short	Sep23	33%
GROUP C – SCHOOLS				
Primary School Head Teacher	1	VACANCY		
Secondary School Head Teacher	1	VACANCY		
Primary Teachers	3	Mehrun Mohammed	Sep 23	100%
ATL/ NEU	1	Janice Leam	Jun 20	100%
NUT/ NEU	1	Carol Walters	Sep 20	100%
Secondary School Teacher	1	Anna Twist	Sep 23	100%
GROUP D – COUNCIL MEMBERS				
Elected Members of Kirklees Council	4	Cllr Nosheen Dad	19 -20	0%
		Cllr O Donovan	19 - 20	0%
		Cllr A Marchington	20 - 21	33%
CO-OPTED MEMBERS				
Not to exceed 1/4 of members appointed to Group A	4	Dr Emma Salter (Hudds Univ)	19 -20	33%
EX-OFFICIO MEMBERS				
		Alastair Ross/ Ian Ross		100%

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

Appendix 3

Professional development and consultancy provided by Kirklees Learning Services

Courses during 2019 - 2020

<u>Training</u>	<u>Date</u>	<u>Attendees</u>
RE Secondary Network	One meeting per term	8
RE Primary Network	One meeting per term	40
Don't Panic! Leading RE in an Effective and Practical Way	October 2019	10
SMSC, British Values and Equality Network	One meeting per term	10
SMSC and British Values for Governors	March 2020	8

Schools were visited by Kirklees Learning Partners 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.