



SACRE Annual Report
2019

**North
Lincolnshire
Council**

www.northlincs.gov.uk

Strategic Officer's introduction

Welcome to our Standing Advisory Council on Religious Education (SACRE) annual report for the period January – December 2019.

All children and young people in England and Wales are entitled to receive Religious Education (RE) at school. Academies and free schools are contractually required to deliver RE through the terms of their funding agreement and local authority schools deliver RE either according to the locally agreed syllabus or according to the trust deed of the school. You can find out more about the legislation in relation to RE at <http://www.natre.org.uk/about-re/legal-requirements/>

The Education Reform Act (1988) established SACREs. Every LA has a statutory duty to establish a permanent authority, a SACRE, to advise the LA on matters concerned with the provision of RE and collective worship. SACREs also oversee the five yearly revision of the Religious Education Locally Agreed Syllabus and consider any complaints about the provision and delivery of RE referred to it by the LA.

This report aims to show how North Lincolnshire SACRE has advised the LA through the following means:

- Regular monitoring of the established North Lincolnshire Syllabus and Schemes of Work, Foundation to 14-19
- Monitoring of standards in RE via school reviews and Ofsted reports
- Review of the RE Scheme of Work in line with the expectations of the revised North Lincolnshire Agreed Syllabus in partnership with East Riding Council, North East Lincolnshire and Hull Council.



Sandra Simmons
Strategic Officer SACRE (2019)



Annual Conference

The **Annual RE Conference** 'Sense of Self, Beliefs and Faiths' was held during November 2019 and featured Lat Blaylock and Gillian Georgiou as the Keynote Speakers.

The conference was well attended and the topics covered included

- The new inspection framework with examples of RE intention, and a focus on illustrating the three Is with some classroom learning activities for key stages 1,2 and 3 that show good practice in creativity and thoughtfulness.
- Applying the latest educational research to RE: Rain forests, Rosenshine and Retrieval.
- Examples of how creative activities can be used in RE lessons while ensuring that RE learning still takes place.
- Practical ideas for supporting children across key stages 1 and 2 in asking and answering some of life's/RE's big questions. A look at how skills they develop can positively impact on others areas of the curriculum.



Holocaust Memorial Day



To commemorate **Holocaust Memorial Day 2020**, the Mayor of North Lincolnshire, Cllr Jonathan Evison hosted a ceremony at 20-21 Visual Arts Centre in Scunthorpe.

The Mayor was joined by school pupils and guests from across North Lincolnshire who joined him in laying a stone in memory of the millions of people who lost their lives in the Holocaust.

St Barnabas Church of England Primary School Choir officially opened and closed the ceremony, and other local school children read poems.



In attendance were Father David Rowett, the Mayor's Chaplain; Abid Khan, Chairman of the Multi-Faith Partnership; the Young Mayor of North Lincolnshire, Levi Bonnett; and children from schools in North Lincolnshire including Althorpe and Keadby Primary School; Barton St Peter's Church of England Primary School; Berkeley Primary School; Bowmandale Primary School; and St Hugh's Communication and Interaction Specialist College.

Holocaust Memorial

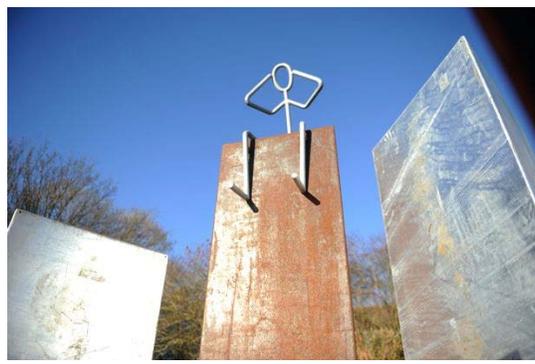
A new Holocaust memorial designed by a local student has been opened in Brigg. The sculpture in Peace Park is intended to help remember the genocide of six million Jews and other groups who were killed during the Second World War by the Nazis.

The sculpture, which depicts a horror-struck person with their head in their hands, was designed by Izzy Roberts, a year 10 pupil from Sir John Nelthorpe School. More than 80 pupils from the school and Vale Academy submitted designs.

Cllr Rob Waltham said: "Izzy has done a wonderful job of designing a piece that will last for generations and help young people to understand what the Holocaust meant. So many different groups were affected, but the Star of David is used to symbolise how the Jewish people were the most targeted."



"Brigg has a proud tradition of recognising Holocaust Memorial Day, with people of different backgrounds coming together, which I hope will continue in the future."



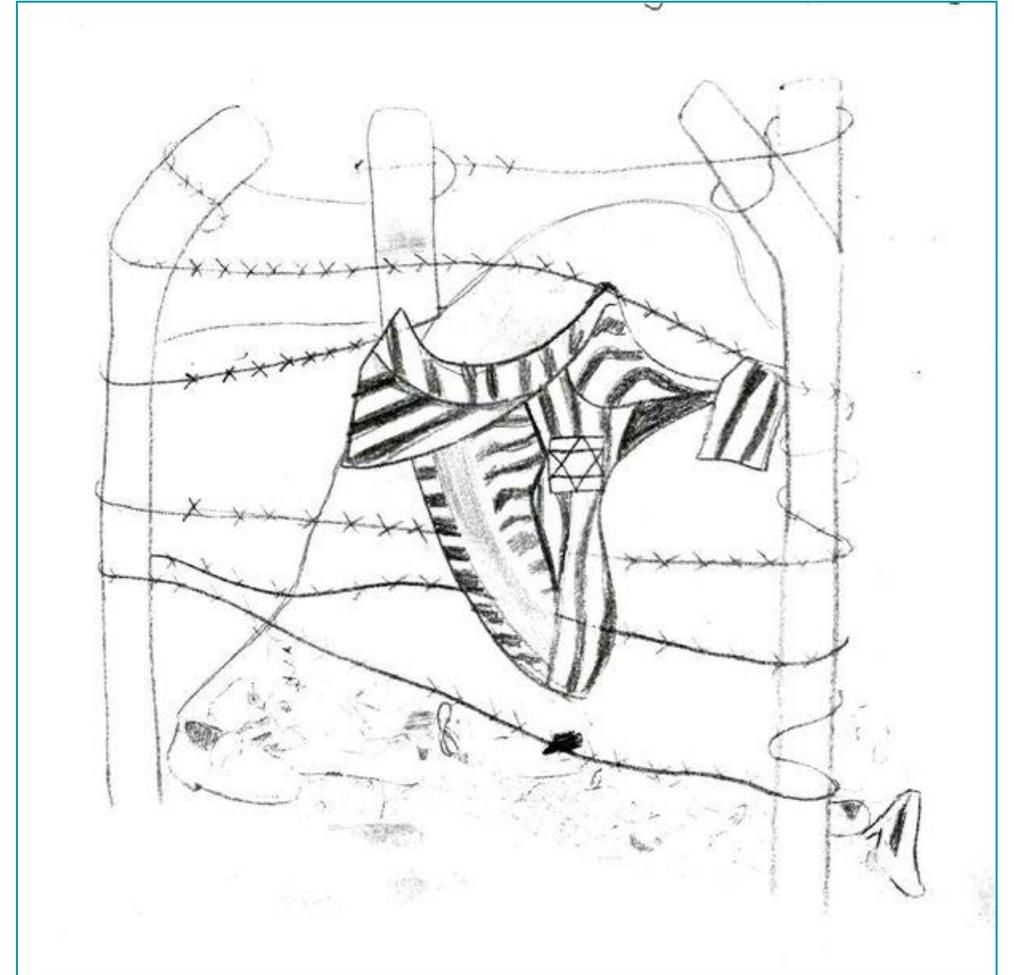
Holocaust Memorial

A design has been chosen for a new Holocaust memorial in Scunthorpe from proposals submitted by local secondary school pupils.

The chosen design – called ‘Lay Bare’, by Rigitas Sinkonis of Outwood Academy Foxhills – depicts a pile of thousands of shoes, surrounded by a barbed-wired fence, with a concentration camp prisoner’s uniform caught on it.

In the description of the design, Year 10 pupil Rigitas said: “The pile of shoes is a mixture of old-style shoes and modern shoes, to represent the discrimination and victimisation faced both then and now.”

Cllr Rob Waltham said: “We launched this search for a design for a prominent memorial in Scunthorpe to bring our communities together and honour the millions of victims of Nazi persecution. The designs submitted by local young people were so thought provoking and it was clear that each had put a lot of research into their proposal. Each pupil should be incredibly proud of the work they have done in putting together a design for the memorial. After much discussion, Rigitas’ design was chosen for demonstrating the millions of victims with the pile of shoes, and the barbed wire fence with the shirt caught on it showing their isolation and entrapment”.



Ofsted Inspection Data 2019

School	Phase	Date of Inspection	Comments from Inspection Report
Huntcliff	Secondary	February 2019	Leaders promote pupils' spiritual, moral, social and cultural development well through a comprehensive programme of themed assemblies, external speakers, events and educational visits, which contribute effectively in preparing pupils for life in modern Britain. As part of the programme, form tutor sessions are planned to support pupils' development. However, at the time of the inspection, those form tutor sessions observed were neither well planned nor utilised effectively.
Kirmington St Helena's CofE Primary	Primary	March 2019	Pupils' spiritual, moral, social and cultural development is outstanding.
East Halton Primary School	Primary	March 2019	The curriculum is well planned to meet the needs of pupils from a local community, but caters for the diversity in communities not so far away. This good planning means that the curriculum provides a range of experiences to foster pupils' spiritual, social, moral and cultural development.
Melior Community Academy	Secondary	April 2019	Leaders organise spiritual, moral, social and cultural education well. Pupils receive this education in form time, assemblies and across different subjects. Enrichment days give pupils further opportunities to develop this aspect of their education. In addition, pupils in key stage 3 have a weekly timetabled lesson. There is a real emphasis on English and mathematics, but leaders check carefully to ensure that pupils' spiritual, moral, social and cultural education is not neglected.
Killingholme Primary School	Primary	May 2019	Pupils' spiritual, moral, social and cultural development is good overall. Pupils learn about their roles as young citizens. They are less aware of the diversity represented in Britain beyond their local area. Pupils' spiritual, moral, social and cultural development is generally very well fostered. Pupils learn about their mental and physical well-being and about showing due respect and consideration to others. They debate global issues and topical news items in lessons and assemblies. They know that many communities around the world are not as privileged as theirs and they support charitable events without hesitation. Over time, pupils develop a mature understanding of how to be good citizens. They have a well-developed understanding of the community in which they live. They are less sure about the diverse nature of communities beyond the local area, as they prepare for life in modern Britain.
Demeter House	Special	May 2019	The school's work to promote pupils' personal development and welfare is good. The curriculum and wide range of enrichment activities ensure that pupils' spiritual, moral, social and cultural development is secure. There are many opportunities for pupils to develop respect for, and understanding of others.
Berkeley Primary School	Primary	May 2019	Leaders promote pupils' spiritual, moral, social and cultural development well. Through assemblies, lessons, educational visits and visitors to school, pupils acquire knowledge and understanding which prepare them effectively for life in modern Britain. For example, pupils participate in performances, such as singing and drama festivals, and events, such as the Holocaust memorial.

Ofsted Inspection Data 2019

School	Phase	Date of Inspection	Comments from Inspection Report
Willoughby Road Primary Academy	Primary	June 2019	Leaders have ensured that curriculum planning ensures that pupils develop their spiritual, moral, social and cultural understanding over their time in school. Throughout the inspection, pupils, particularly those in key stage 2, talked confidently about their learning about different religions and how adults in school teach them to be good citizens.
Winterton Infant CofE School	Infants	June 2019	The promotion of spiritual, moral, social and cultural education is supported well by the school's strong Christian ethos and values which are embodied in the school motto, 'We care'. Through assemblies, visits, the teaching of religious education and additional activities, pupils have a good understanding of other cultures and religions. They can describe the similarities and differences between Judaism, Hinduism and Christianity. Pupils have a developing appreciation of different artists. They could describe the work of Paul Klee and discuss the style of pointillism painting.
Gunness & Burringham	Primary	July 2019	My final focus for the inspection was to check how well you promote spiritual, moral, social and cultural education. Following your previous inspection, inspectors recommended that pupils have the opportunity to develop a deeper understanding of people and cultures other than their own. Pupils discuss different religions regularly and are knowledgeable about different faiths and beliefs. Whole-school assemblies promote an understanding of tolerance and respect. The texts that pupils study provide opportunities to learn about other cultures. Older pupils consider the effects of racism and differences between people and societies. Behaviour in and around the school is good; children develop a strong sense of right and wrong from an early age and this develops through the school until pupils discuss fundamental issues such as human rights. There are regular opportunities for pupils to reflect and your weekly service provides an opportunity for worship.
Castledyke Primary School	Primary	July 2019	Leaders support pupils' spiritual, moral, social and cultural development effectively. The school's values of 'We are well mannered, we are fair, we make the right choices, we care' underpin all relationships and promote positive qualities such as respect and tolerance. Leaders are also providing good experiences to help pupils understand how democracy works. School councillors are elected to their roles by their classmates, having first given speeches outlining how they will fulfil their roles.
Outwood Academy Foxhills	Secondary	November 2019	There is a wide range of after school activities. These include subject catch up sessions, sport and creative arts , including a choir and musical theatre . These contribute well to pupils' social, spiritual and cultural development.
South Ferriby Primary School	Primary	November 2019	Pupil sports ambassadors lead sports coaching sessions at break and dinnertime. 'It's like teaching PE at lunchtime' was a comment made by one of these pupils. Some pupils also receive further training to officiate at games, for example as a hockey referee. This enables pupils to learn to take responsibility and contributes well to the social part of their spiritual, moral, social and cultural understanding.

SIAMS Section 48 Inspection Reports

RE must have a very high profile within the church school curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.

The effectiveness of denominational education in Church of England schools is evaluated during the statutory section 48 (SIAMS) inspection. The Evaluation Schedule assesses the way RE contributes to a church school’s Christian character. It highlights the responsibility of church school leaders to support and resource RE, and those teaching it. In voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report.

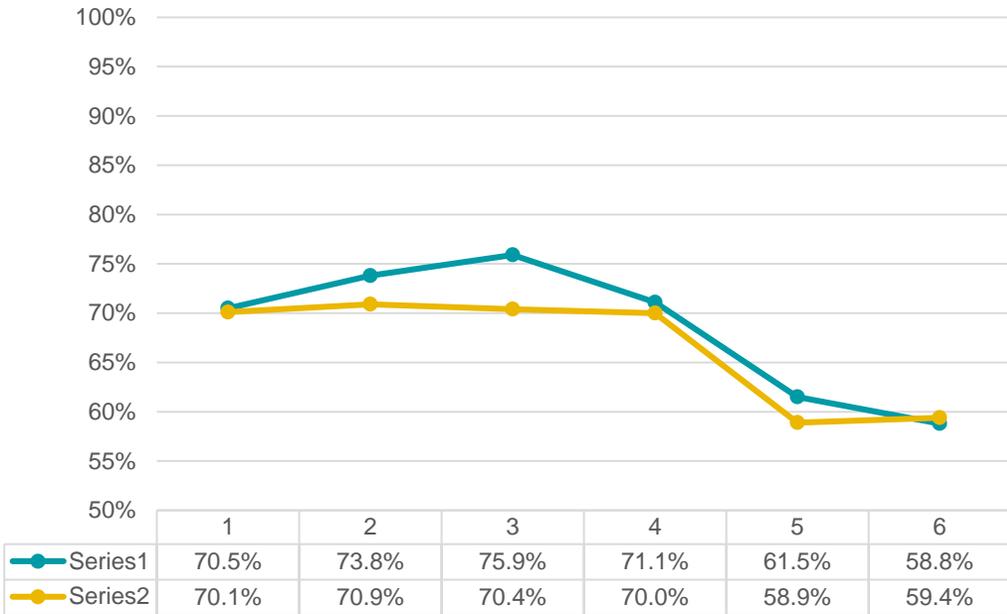
School	Date of Inspection	Outcome	Comments from Inspection Report
Belton All Saints CofE Primary School	02/12/2019	Good	<p>Key Findings</p> <ul style="list-style-type: none"> • Based on the school’s Christian values the headteacher and senior leaders ensure this is an inclusive Christian learning community where everyone is able to flourish and grow in God’s love. Although the Christian character of the school is well known, the biblical basis of the current school vision is not consistently articulated across the whole school community. • The high quality of pupil’s behaviour is evident in their positive, caring choices and actions. They are a strength to each other in times of need, which has been enhanced by the school’s focus on mental health and wellbeing. • Partnerships with the local church, wider church community and the federation have positively impacted on the children’s spiritual development. • Collective worship is inclusive and brings together the whole community allowing opportunities for reflection on the teachings of Jesus and how they relate to our lives today. • Across the curriculum especially in RE, the children value being able to explore ‘big questions’ which help them think deeply and reflect on events locally and more widely. <p>Areas for Development</p> <ul style="list-style-type: none"> • To implement a biblically based vision shared by the federation to drive future strategic development. • For governors to monitor and evaluate how the school’s Christian vision is driving curriculum delivery. • To establish more opportunities for all pupils to lead and take ownership of collective worship.

SIAMS Section 48 Inspection Reports

School	Date of Inspection	Outcome	Comments from Inspection Report
Haxey CofE Primary School	21/06/2019	Good	<p>Key Findings</p> <ul style="list-style-type: none"> • Members of the school community appreciate and benefit from its Christian distinctiveness. The mission statement reflects this distinctiveness, though pupils do not find it easily accessible. • School leaders, including governors, are effective in implementing decisions to guide and monitor the school's progress as a church school. As a result, pupils are progressing well academically and spiritually. The school is well supported by the wider community. • Collective worship, both in school and in church, offers pupils and adults opportunities to learn and reflect. Pupils are involved in planning and leading worship but do not have frequent enough input. Parents appreciate being involved in worship when they are invited. • RE is becoming a strength and contributes significantly to pupils' knowledge and understanding of spiritual matters. <p>Areas for Development</p> <ul style="list-style-type: none"> • Identify elements within the mission statement that encapsulate the school vision and give it strategic direction, particularly in order to make it more accessible to pupils. • Ensure that worship is always as inclusive and interactive as possible, giving pupils greater opportunities to plan and lead, and offering more occasions for the whole school community to come together and participate. • Develop and enhance worship corners and prayer spaces in order that pupils can use them independently for prayer and reflection.

Standards and quality of provision of RE – GCSE examination results

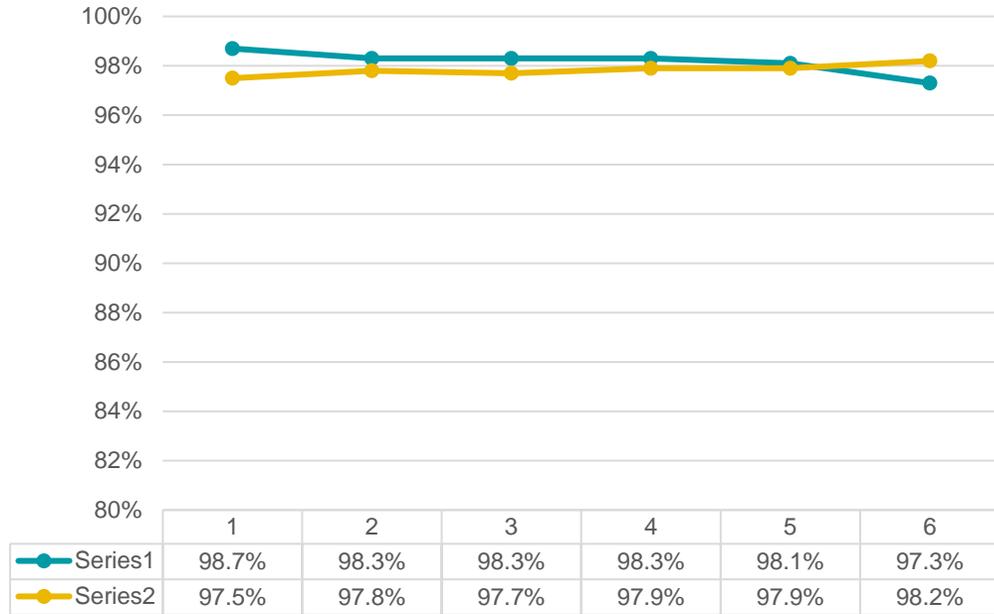
Religious Studies GCSE outcomes: A*-C/grade 9-5 (2018 onwards)



The proportion of young people achieving a strong pass (grade A*-C/9-5) in Religious Studies has declined since 2014. This decline is seen both locally and nationally. In North Lincolnshire there has been a drop of 11.7 percentage points between 2014-19, compared to a 10.7 percentage point drop seen nationally.

- Data for 2018 and 2019 is based on the new 9 to 1 grading system
- Data sourced from NCER Nexus – December 2019

Religious Studies GCSE outcomes: A*-G/grade 9-1 (2018 onwards)



The proportion of young people in North Lincolnshire achieving a pass (grade A*-G/9-1) in Religious Studies has declined slightly since 2014. This decline is not mirrored nationally, where there has been a slight increase of 0.7 percentage points since 2014.

Standards and quality of provision of RE – GCSE Examination Results by School

Centre	QAN	2019				2018			
		Number on Roll	Number of Entries	% achieving Grade 9-5	% achieving Grade 9-1	Number on Roll	Number of Entries	% achieving Grade 9-5	% achieving Grade 9-1
Baysgarth School	60188790	125	1	100.0	100.0				
Frederick Gough School	60184000	240	210	71.0	99.0	233	197	76.6	99.5
Huntcliff School	60184000	86	86	25.6	89.5	74	72	31.9	94.4
South Axholme Academy	60184000	137	14	85.7	100.0	159	0		
St Bede's Catholic Voluntary Academy	60188790	122	116	65.5	98.3	128	125	66.4	98.4
The Axholme Academy	60184000	80	15	73.3	100.0	86	10	80.0	90.0
The St Lawrence Academy	60184000	147	145	55.2	97.9	143	141	45.4	97.9
Winterton Community Academy	60185946	106	1	100.0	100.0	84	24	87.5	100.0
Engineering UTC North Lincolnshire		43	0						
Melior Community Academy		98	0						
Outwood Academy Brumby		114	0						
Outwood Academy Foxhills		83	0						
Sir John Nelthorpe		103	0						
The Vale Academy		127	0						

The quality of RE provision in schools

- Religious Education provision is monitored within faith schools via school governors and by curriculum and diocesan leads, and also by Ofsted via Section 48 inspections.
- Collective worship provision is monitored via LA school reviews and Ofsted inspections.
- Secondary GCSE results are monitored by SACRE.

Advice to statutory bodies

Local Authority

Any enquiries from members of the public, parents or schools are responded to via the Lead Officer for SACRE. This may relate to Freedom of Information, research questions and the discrimination of any statutory guidance and or updates.

In the last year advice sought has been in relation to curriculum support and advice for staff new to the role of RE Coordinator. There was a Freedom of Information request in relation to pupil withdrawal from RE but this was a nil return.

Schools

- A letter was circulated to secondary schools regarding meeting the needs of the curriculum
- A school was pointed towards the national syllabus
- An academy asked to follow the locally agreed syllabus

SACRE Membership and Minutes of Meetings

SACRE Membership is comprised from

- Representatives of Christian denominations other than the Church of England and representative of other faiths
- Representatives of the local Church of England dioceses
- Representatives of Teachers' Associations
- Local Authority Representatives

Details of SACRE members and minutes of meetings can be found on the North Lincolnshire Council website:

<https://www.northlincs.gov.uk/your-council/about-your-council/council-committees/standing-advisory-council-for-religious-education-sacre/#1534502440810-b8483ff5-e7e6>

Withdrawal from RE: None

Complaints about RE: None

Government or other statutory bodies: No advice given

Agreed Syllabus

RE is taught in accordance with the North Lincolnshire [Locally Agreed Syllabus](#) published in April 2016.

Our 2016 Agreed Syllabus for Religious Education is the result of a collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the four local authorities that comprise the Humberside region, following the similar joint RE syllabuses of 1999, 2005 and 2010.

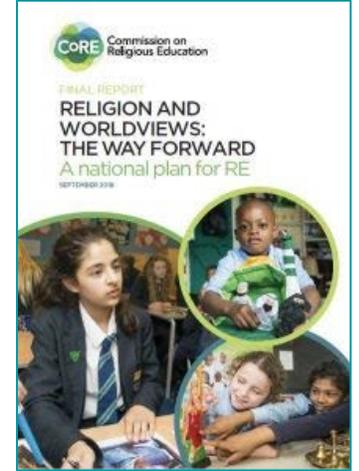
Ever since their formation in 1996, the four local authorities (East Riding of Yorkshire, Hull City, North Lincolnshire and North East Lincolnshire) have worked together in support of Religious Education in local schools and are proud to continue this fruitful partnership in the life of the new Agreed Syllabus for 2016-2021.

The Locally Agreed Syllabus is hosted by East Riding Council as an electronic document. This ensures the documents can be readily accessed and there is a facility to share 'good practice' on a six monthly basis.

In September 2018, the final report of the Commission on Religious Education '*Religion and Worldviews: the way forward. A national plan for RE*' was published.

It sets out a national plan for RE comprising 11 recommendations and calls upon the Government to consider and adopt it.

The status of our Agreed Syllabus is unchanged; it remains our statutory RE curriculum until at least March 2021.



Management of SACRE

- The officer with responsibility for SACRE provides information for the Council, which in turn provides support and encouragement for the work undertaken. The Council is also clerked so that whatever it undertakes is ably administered.
- A small amount of funding is also available to release staff to assist the work of SACRE.
- North Lincolnshire SACRE continues to be financed as a statutory function of North Lincolnshire Council.
- SACRE provides information, advice and guidance to support Religious Education for all schools and early years settings. This includes working in partnership with local communities and faith groups to support a shared understanding of each others beliefs, faiths and values.
- The Agreed Syllabus provides a framework for our work, support and partnership working and includes a range of support for head teachers, governors and RE coordinators.

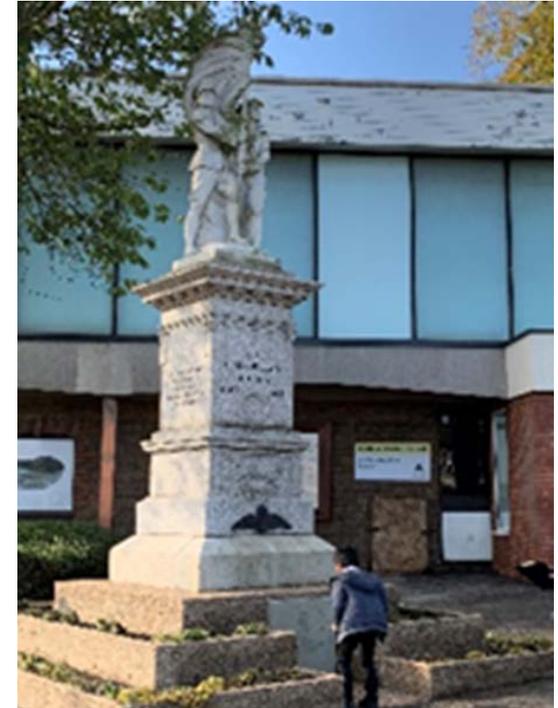


Contribution of SACRE to the wider Local Authority Agenda

- SACRE works closely with different Faith and Community Partnerships to develop a shared understanding of different communities - Having a shared approach to celebrating national events such as Faith Week, Children's Day and contributing to celebrating a shared sense of place in how we live our lives together within North Lincolnshire.
- SACRE hosts an annual conference to provide a forum to share best practice, innovation in terms of teaching and learning resources and a place to consider and reflect on key themes relating to faith and beliefs.
- SACRE provides regular support for trainee and newly qualified teachers, governors and specialist RE teachers and coordinators.
- SACRE provides opportunities for RE Leads to come together to share planning, ideas and resources to enhance teaching and learning across all phases of education.

Links to broader community initiatives

- Members of SACRE represent a range of faith interests and groups from within the North Lincolnshire communities. The Board has an elected member as the chair and the work of the group is supported, on behalf of the Board, by council corporate services.
- Members of SACRE work hard to bring a representative view to the board meetings and oversee the statutory functions of SACRE. SACRE members are proactive in their role and work with different community groups.

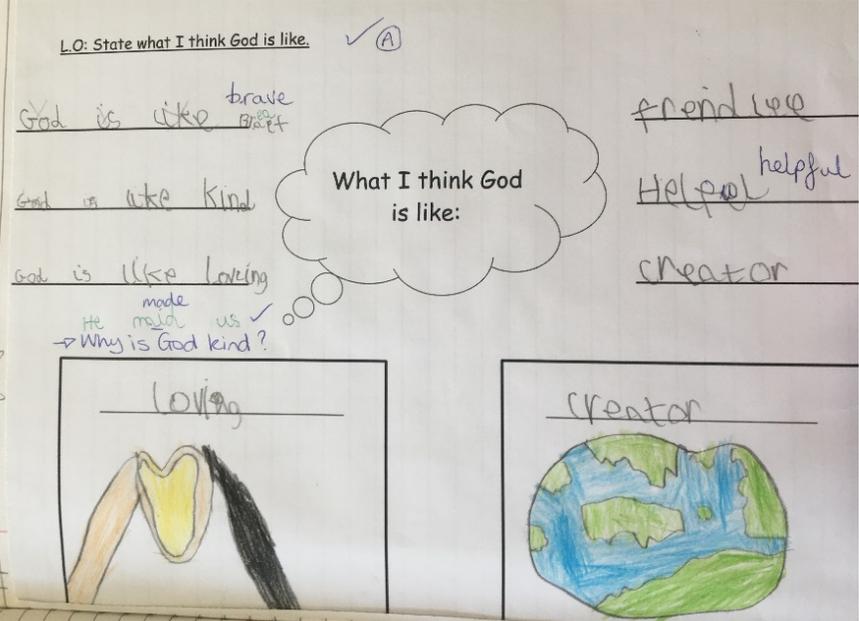


What are Ofsted Inspectors saying about Religious Education?

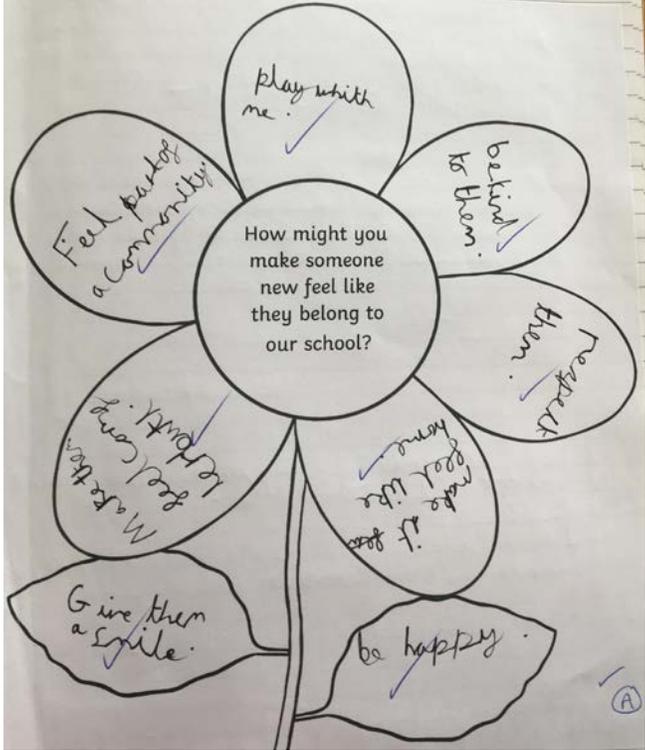
- Pupils need to learn subjects in sufficient depth so that they remember what they have learnt
- Rushing content [...] sometimes leads to gaps in pupils' knowledge and understanding and makes it harder for pupils to comprehend the more advanced GCSE content
- Where Religious Studies (RS) is an option at key stage 4, those who do not choose RS must have enough opportunity to study RE
- All pupils need to follow a broad curriculum which is similar in breadth and ambition to the basic/national curriculum
- Where time for RE and PSHE is contracted into shared provision, this limits pupils' understanding of both areas
- Planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before
- Visits to places of worship, handling artefacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding
- Learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain
- Where the curriculum is well planned, the interaction between subject content and skills, such as across the Humanities is made explicit which strengthens learning
- Well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more
- Effective training leads to primary teachers having good subject knowledge that they use to help pupils learn more effectively
- RE makes a valuable contribution to pupil's personal development and to their understanding of the wider world

Ofsted Framework September 2019 - references to Religious Education

Paragraph 166
“Before making a final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school”



Paragraph 172
“All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationship and sex education. Academies are expected to offer all pupils a broad curriculum that should be similar in breath and ambition.”



Footnote 68
“... academies must include English, mathematics, science and religious education in their curriculum.”

<https://www.gov.uk/government/publications/education-inspection-framework>

Ofsted Framework September 2019 - references to Religious Education

Paragraph 216

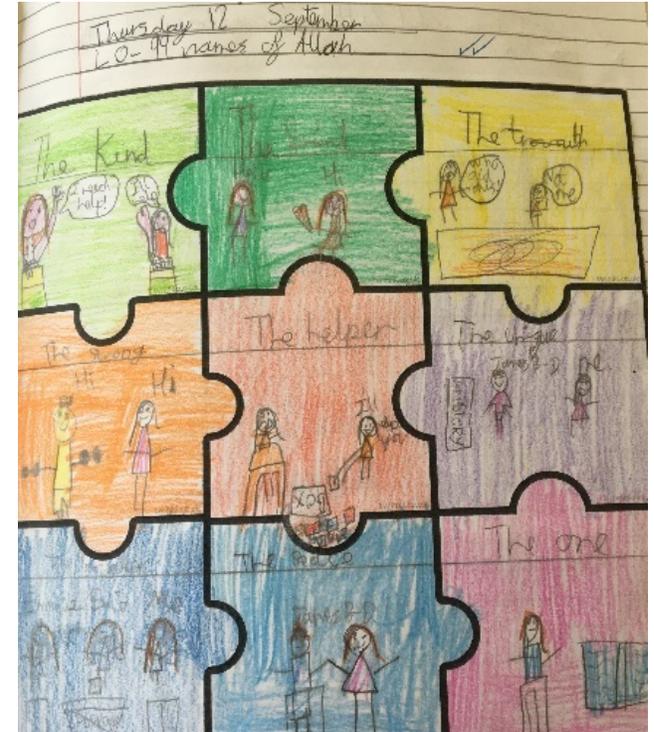
“Provision for the spiritual development of pupils includes developing their

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people’s faiths, feelings and values”

Paragraph 219

“Provision for the cultural development of pupils includes developing their:

ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.”



Sources of evidence specific to personal development

“Inspectors will use a range of evidence to evaluate personal development, including how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils’ personal development”.

Collective Worship

Compliance with the statutory requirement

- Of the schools monitored most were compliant, however SACRE acknowledges that this is an area to be further investigated and support offered to schools.

Quality of Collective Worship

- Collective worship provision is monitored via LA school reviews and Ofsted inspections.

Determinations

- Determinations allow schools to amend their collective worship from being “wholly or broadly” Christian in nature.
- A full determination allows a school to change to a different religion – for example, a school with a largely Muslim population could hold Islamic worship. A part determination allows different acts of collective worship to suit different faiths within a school, including atheists and agnostics.
- The SACRE has received no requests for determinations during this reporting year.

Complaints about RE and collective worship

None



Our plans for the next 12 months

We will:

- Have a shared dialogue with schools regarding low levels of attainment and access in RE, with a view to increasing RE GCSE entries and improving attainment
- Introduce the new Agreed Syllabus (September 2020)
- Ensure that training is available for primary and secondary schools linked to the new Agreed Syllabus
- Facilitate a group of secondary teachers to develop RE teaching in schools
- Create a new forum for RE Coordinators to enable sharing of good practice and peer support
- Improve multi-faith representation at SACRE meetings
- Engage with schools to ensure compliance with collective worship



Contact us

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