



Camden Standing
Advisory Council on
Religious Education

Annual Report for the
academic year 2011-2012

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Introduction from the Chair of Camden SACRE

I am very pleased to be able to say that this year Camden SACRE has introduced two significant initiatives for the borough:

Firstly: the new agreed syllabus, entitled *Living Difference*, for teaching RE in Camden is now up and running – and we are grateful to Hampshire that their helpfulness made the process comparatively easy. We have already heard many positive comments on the impact of this new syllabus and we look forward to seeing the progress made by pupils and teachers as they grow more familiar with its challenges.

Secondly: we are grateful to those members of Camden SACRE who drew up the new leaflet advising on collective worship, which provides really useful help for schools as they work to maintain the legal requirements and provide a meaningful learning experience for their pupils.

As far as examination results are concerned, I draw your attention to the fact that although the number of schools entering students for the short course GCSE has dropped, the actual number of students has remained steady. Short course GCSEs no longer count towards school league tables and this has resulted in schools having to make the decision about whether to continue with the short course or to enter all pupils for the full course.

We have welcomed two new teacher members this year, with their important contribution to the work of SACRE. Thank you to all members, long-standing and new, for their commitment to the work of this group.

Jean Harrison
Chair 2011-2012

Background

This report summarises the activities of Camden Standing Advisory Council on Religious Education (SACRE) during the academic year 2011 – 2012. SACRE has a remit for monitoring religious education and collective worship in non-denominational schools. The relevant diocesan authorities monitor denominational schools. The Education Act 2002 requires that religious education must be provided as part of the basic curriculum in addition to the National Curriculum. Parents have the right to withdraw their children from all or part of RE and are not obliged to state their reasons for withdrawal.

The report has been composed in the light of guidance from the Qualifications and Curriculum Authority (QCA) on the format of annual reports.

1. Religious education

1.1 Locally agreed syllabus

After due process during the previous academic year, the Local Authority had agreed to adopt and adapt the Hampshire RE syllabus – *Living Difference*. The new syllabus would become the statutory Agreed Syllabus for all non-denominational schools in Camden from September 2012.

In preparation for the implementation two training sessions were run by RE advisers from Hampshire in November and December 2011. One was for primary subject leaders and the other for secondary subject leaders, with special school subject leaders invited to attend the most appropriate session. The attendance at these sessions was very good, with nearly all schools represented. The feedback was very positive.

During the spring term 2012 work was carried out to adapt the syllabus to make it specific to Camden. The content of the syllabus and the methodology behind it were not amended, as these were the key factors in agreeing to adopt the syllabus. Support was provided to subject leaders via access to the Hampshire RE website and associated "Moodle", where there are many additional resources, including teaching plans.

The official launch of the Agreed Syllabus took place on 25th June 2012. The guest speaker was Clive Erricker, educational author and a key contributor to the Hampshire syllabus. Many schools were represented at the launch and once again the feedback was very positive.

Materials were sent to schools in July 2012. Each school received hard copies of the Agreed Syllabus, plus CD versions. Schools also received a primary or secondary handbook, as appropriate.

1.2 Standards in RE

The school visit programme continued and is a useful way of sampling approaches to RE. The other method of monitoring standards is the annual analysis of GCSE and A Level exam results.

2012 GCSE and A Level examination results

GCSE results

There were 367 students entered for the full GCSE course in non-denominational schools compared to 361 in 2011. Detailed results are to be found in Appendix 5.

The table below gives the results for the short course GCSE in Religious Education from 1998 onwards.

Year	Number of schools entering students	Number of entries	% pupils achieving grades A*-C
1998	3	175	44.6
1999	3	340	52.9
2000	3	352	47.2
2001	3	326	47.5
2002	3	316	54.7
2003	5	580	56.7
2004	6	672	47.6
2005	6	665	49.6
2006	6	788	54.9
2007	7	689	57.6
2008	7	643	59.4
2009	8	851	58.9
2010	8	692	62.9
2011	9	497	57.5
2012	5	495	51.7

A Level

87 students were entered for A Level in all Camden schools, compared to 68 in 2011. 51 of the students were in non-denominational schools, compared to 26 in 2011. Detailed results are to be found in Appendix 5.

1.3 Methods of teaching, the choice of teaching materials, teacher training

The focus for the year was on the introduction of the new Agreed Syllabus (see above).

1.4 Complaints concerning RE

No complaints were received by SACRE.

2. Collective worship

2.1 Advice on collective worship

SACRE had agreed during the previous academic year to produce short and clear advice on collective worship. Two SACRE members agreed to produce a draft and this was duly discussed and agreed, with a recommendation to the Local Authority that it should be distributed to schools.

Visits to schools by SACRE members accompanied by the professional adviser have continued. It has been agreed that any school applying for or renewing a Determination should receive a visit from SACRE members prior to the application being discussed at a meeting.

2.2 Determinations

There were no new applications for a Determination. There are 15 schools with a Determination. Three schools applied successfully for a renewal. At one school the renewal application was rejected and the professional adviser asked to provide feedback.

School	Date of review
Edith Neville	11/12
Brookfield	03/13
Eleanor Palmer	03/14
SCCS	03/14
Primrose Hill	06/14
Brecknock	06/14
Gospel Oak	11/14
Torriano Infants	03/15
Torriano Juniors	03/15
Beckford	02/16
Swiss Cottage	02/16
Rhyl	02/16

Frank Barnes 02/17
Kingsgate 02/17
Christopher Hatton 06/17

2.3 Complaints concerning collective worship

No complaints were received by SACRE.

3. Links with other bodies

It was agreed that another joint conference should be held with Islington SACRE, probably in March 2013. It was also agreed that the topic for the conference should be Assessment in RE and that the HMI, Alan Brine, should be invited to be the guest speaker.

The Chair of SACRE attended the Annual General Meeting of the National Association of SACREs and reported back. Concerns had been expressed about the future prospects for the number of entrants for the full course GCSE, because of the English Baccalaureate. There was also concern that academies and free schools were not governed by the same requirements as community schools with regard to Agreed Syllabuses.

4. SACRE arrangements

Clerking of SACRE was provided by Camden Council Committee Services section. Professional support was provided by Colin Adams on a consultancy basis.

The Local Authority covered the costs of implementing the new Agreed Syllabus, as well as other running costs.

Appendix 1

SACRE MEMBERSHIP – 2011/ 2012

PANEL A – CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS

Rev. Donghwan Kim (Camden Free Church, Methodist)
Mrs. Esther Fenty (Camden Free Church, Pentecostal)
Ms. Jean Harrison (Camden Free Church, Baptist)
Ms. Lynndy Levin (Jewish)
Rev. B. Ananda Mangala (Buddhist)
Mr. Abdul Quadir (Muslim)
Mr. Peter Ward (Roman Catholic)
Ms. Krishna Pujara (Hindu)
Ms Alice Fuller (Humanist)

PANEL B – THE CHURCH OF ENGLAND

Ms. Liz Wolverson
Reverend Christine Cargill
Mr. Peter Ginnings
Reverend James Walters

PANEL C – TEACHERS

Ms. Lynn Trigg
Ms Tracy Edwards
Ms. Michelle Chalibamba

PANEL D – CAMDEN LOCAL AUTHORITY

Jonny Bucknell
Russell Eagling
Julian Fulbrook
Adam Harrison (to May 2012)
Maryam Eslamdoust (from May 2012)
Nancy Jirira
Heather Johnson
Mike Katz

Appendix 2

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

COLLECTIVE WORSHIP POLICY FOR CAMDEN COMMUNITY AND FOUNDATION SCHOOLS TO CONSIDER BEFORE APPLYING FOR A DETERMINATION

1. Introduction

- 1.1 The legal basis for acts of collective worship is the School Standards and Framework Act 1998 (the "1998 Act"), as amended by the Education and Inspection Act 2006.
 - 1.2 Schools must provide a daily act of collective worship for all pupils. Arrangements in community and foundation schools are the responsibility of the headteacher after consultation with the governing body.
 - 1.3 The act of collective worship in community and foundation schools "shall be wholly or mainly of a broadly Christian character" unless schools have a Determination from SACRE that this requirement is inappropriate.
 - 1.4 Acts of collective worship in Camden community and foundation schools must take place every day according to one of the following:
 - (1) Schedule 20 of the 1998 Act states that school collective worship must be "wholly or mainly of a broadly Christian character". (Circular 1/94 provides an interpretation of this in paragraphs 61-66)
 - (2) a Determination from SACRE that the school will follow the approach contained in this policy.
 - (3) a Determination from SACRE that the school will follow the approach described in its application to SACRE.
- 1.5 A Determination from SACRE does not remove the requirement for a daily act of collective worship.

2. The purpose of school collective worship

- 2.1 The Education Act 1996 section 13 (as amended) requires schools to promote pupils' spiritual, moral, social and cultural development in the work of the school as a whole. The act of collective worship can play a role in pupils' spiritual development and also their moral, social and cultural development.
- 2.2 SACRE believes that the act of collective worship in Camden community and foundation schools, if account is taken of the background of pupils, can contribute to cohesion and stability amongst diverse religious and ethnic groups and to the development of shared values.
- 2.3 The act of collective worship can contribute to the knowledge, awareness and understanding of each individual pupil.

3. The organisation of school collective worship

- 3.1 School collective worship, subject to the parental right of withdrawal, is intended to be appropriate for and to include all pupils attending the school. School sixth form students are permitted to withdraw themselves from collective worship. The exercising of the right to withdraw from acts of collective worship should be made to the headteacher in writing.
- 3.2 The timing and organisation of the daily act of collective worship can be flexible. It need not

be held at the start of the day. There may be a single act of worship for all pupils or separate acts for pupils in different age groups, form groups or other groups to suit the school circumstances. The absence of a meeting space to accommodate large groups of pupils is not an obstacle to implementing a daily act of collective worship.

- 3.3 An act of collective worship on specific occasions may be centred on one particular faith.
- 3.4 An act of collective worship may involve the participation of one or more members of faith communities who are not members of the school community.
- 3.5 Schools should have a termly plan for acts of collective worship.
- 3.6 The school's plan for acts of collective worship should be sensitive to any reluctance on the part of pupils to take an active part in acts of collective worship distinctive of a faith other than their own.
- 3.7 Acts of collective worship should provide opportunities for times of silence when pupils may pray privately according to their own faith traditions, or when they may reflect or meditate.
- 3.8 Acts of collective worship should show respect for the values and aspirations that all religious traditions have in common and to the values and aspirations of those without a religious faith commitment. They should support the personal spiritual development of every pupil at the school and seek to avoid giving offence.
- 3.9 Camden community and foundation schools should be prepared to provide facilities for pupils to organise opportunities for prayer should they or their parents make a reasonable request to do so. This would be in addition to the daily act of school collective worship and should not interfere with the school's curriculum.
- 3.10 Whilst acts of collective worship can contribute to religious education, the two are separate. In considering how to exercise their responsibility for acts of collective worship, headteachers should bear in mind this would not necessarily form part of the responsibilities of teachers holding curriculum responsibilities for religious education.
- 3.11 SACRE hopes that by fulfilling the aims described in this policy parents will not wish to exercise their right to withdraw their children from acts of collective worship. Such withdrawal could harm the cohesiveness and unity, which acts of collective worship provide. However, headteachers may not put pressure on parents, their children or sixth form pupils over this decision.

4. The aims of acts of school collective worship

- 4.1 Because acts of collective worship take place in an exclusively educational context, their aims are not the same as those for corporate worship held in places of worship in the community.
- 4.2 The aims which Camden SACRE wishes Camden community and foundation schools to promote are:

To provide pupils with opportunities to

- explore some of life's fundamental experiences, such as a sense of fascination, wonder and mystery.
- explore the higher ideals that have motivated others.
- worship a deity or supreme being
- discover and explore together the experiences and inspiration of others.
- widen their emotional responses and to deepen their sensitivity to spiritual belief

- meet together as a community to be reminded of the values, rules and responsibilities of belonging to that community.
- share times of celebration and joy, of sadness and loss.
- ask or reflect upon questions at the heart of our existence.
- develop pupils' awareness of important religious traditions and festivals.
- to reflect and respond

and to provide opportunities for the school to give expression to the school ethos.

5. Some features of acts of collective worship

5.1 School acts of collective worship might feature opportunities to explore the following:

- a sense of enquiry, exploration and open-mindedness
- a celebration of meaning, purpose and direction
- an awareness of life's joys and sorrows
- an awareness that life involves choices, right and wrong, justice and injustice.
- a sense of uniqueness, self-esteem and identity
- a sense of inter-dependence with each other and with the natural world
- an awareness of the nature of commitment and how this affects a person's values and attitude to life
- an awareness that most religious faiths are based on the concept of deity
- an awareness that religious faith includes a sense of reverence, devotion and adoration and a sense of awe, wonder and mystery
- a sense of transience and constant change
- a sense of pattern, sequence and order

November 2007

Appendix 3

Camden Local Education Authority

Camden Standing Advisory Council on Religious Education

Collective worship: applying for a determination Advice to headteachers

1. Background

- 1.1 A determination from SACRE lifts the requirement of Section 7(1) of the Education Reform Act 1988 that collective worship should be "wholly or mainly of a broadly Christian character".
- 1.2 Section 12 of the Act allows for applications to be made to the local SACRE "to consider whether it is appropriate for the requirement for Christian collective worship to apply in the case of that school, or in the case of any class or description of pupils at that school".
- 1.3 Paragraphs 68-81 of the DFE (Department for Education) Circular 1/94 summarise the position on determinations. If you consider that it is inappropriate for the school to provide collective worship "wholly or mainly of a broadly Christian character", you can apply to SACRE for a determination. The Act requires consultation with the governing body before an application can be made.
- 1.4 In accordance with paragraph 74 of Circular 1/94, SACRE has drawn up these procedures to help you apply for a determination.

- 1.5 SACRE recommends that headteachers and governing bodies consider Camden's policy on collective worship before making an application.

2. Procedures for applying for a determination

- 2.1 Collect data on the percentage of pupils belonging to different faith communities and include this with your application. Evidence that the family backgrounds of pupils are from a faith other than Christian or from a variety of religious faiths and life stances would be necessary for conclusion in favour of determination to be reached.
- 2.2 Discuss your proposal to apply for a determination with governors drawing their attention to the relevant sections of Circular 1/94 and the SACRE collective worship policy. Record the views expressed by governors, the voting outcome if a vote was taken, and the date of the meeting. Enclose this information with your application.
- 2.3 Seek the views of the parent body as to whether or not an application should be made. You are advised to write to parents, informing them of your intention to apply for a determination based on your policy for collective worship, and inviting them to respond if they object. A copy of this letter must be enclosed with your application.
- 2.4 Your application should demonstrate that the 1998 Act is being complied with, that is the school must organise a daily act of collective worship for all pupils.
- 2.5 If the school intends to adopt the SACRE policy, then the implication is that the determination will apply to the whole school. Your application should explain how all pupils would take part in acts of collective worship on a daily basis. Secondary headteachers should note that the relevant requirements of the Act apply to all 11 to 19 year olds, apart from those sixth form pupils who have chosen to withdraw. Primary headteachers should note that the requirements do not apply to nursery schools and nursery classes.
- 2.6 If you do not intend to follow the SACRE policy, then you must clearly state what alternative policy you will use. You should demonstrate that the school's approach to collective worship is in concert with the aims of school collective worship as outlined in SACRE's collective worship policy, by providing a copy of the worship policy and programme.
- 2.6 You should apply using the following headings and sign the application:
 1. Name of School
 2. Name of headteacher
 3. Pupils for whom the application applies
 4. Reasons for applying, including information on the percentages of different faiths (or none) in the school
 5. Details of consultation with governors
 6. Details of consultation with parents (include copy of letter or newsletter requesting views of parents)
 7. Proposed organisational arrangements for collective worship
8. Proposed policy for collective worship (if different from SACRE policy)
9. The statutory statement of the provision of collective worship intended for inclusion in the school's brochure.

3. Procedures for granting or rejecting applications

- 3.1 SACRE should receive applications at least eight weeks before the meeting at which the application will be considered.
- 3.2 Initially, the written application will be scrutinised by the Professional Adviser to SACRE.
- 3.3 The school will be included in the SACRE visit programme prior to the application being

heard.

- 3.4 Headteachers will normally be notified in writing of the date of the SACRE meeting at which the application will be heard. SACRE meetings are held once a term and headteachers are invited to attend.
- 3.5 The headteacher will be notified in writing, normally within two weeks, of the determination made by SACRE. If the determination made is to accept the application, it shall take effect from the date of that SACRE meeting and shall have effect for five years

June 2007

Appendix 4

Camden SACRE

Collective worship: Procedure for reviewing a determination

Schools are granted a Determination by SACRE for a period of 5 years. The following procedure for reviewing a Determination has been agreed by SACRE: -

1. The School Improvement Service adviser to SACRE will write to a school approximately 3 months prior to the date for review, asking if it wishes to renew the Determination
2. If a school wishes to renew a Determination, it should seek the views of parents through a letter or newsletter
3. The governing body should formally agree to apply to renew the Determination
4. A letter should be sent by the school to the School Improvement Service adviser asking for the Determination to be renewed.
- 5. Information should be provided by the school about the representation of different faiths (or none) as well as details of the current arrangements for collective worship.**
6. The school will be included in the SACRE visit programme prior to the renewal request being discussed at a meeting.
7. At the next SACRE meeting the letter will be presented with a recommendation from the School Improvement Service adviser and members asked to renew the Determination or not.
8. The school will be informed of the decision and, if successful, the Determination renewed for a further five years.
9. If a school does not respond to the request to renew its Determination, the School Improvement Service adviser will write to the school and request a meeting with the headteacher. In this case SACRE may extend the existing Determination until the next meeting.

Camden SACRE

2009

Appendix 5

2012 GCSE and A Level Religious Studies results

Subject : Religious Studies ; Exam : ELQ Band C

Centre	NOR	NOE	3	2	1	F	Q	U	X	QCA Av Pts
La Sainte Union Convent	174	1	100.0						[1]	14.0
		1	100.0						[1]	14.0

Subject : Religious Studies ; Exam : GCE AS level

Centre	NOR	NOE	A	B	C	D	E	N	Q	U	X	A-B	A-E	QCA Av Pts
Maria Fidelis Convent	143	19	5.3	42.1	31.6	15.8	5.3					47.4	100.0	108.9
		19	5.3	42.1	31.6	15.8	5.3					47.4	100.0	108.9

Subject : Religious Studies ; Exam : GCSE Full Course

Centre	NOR	NOE	A*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	QCA Av Pts
Acland Burghley	182	9	22.2	22.2	22.2	33.3								100.0	100.0	48.0
Camden School for Girls	111	41	12.2	34.1	34.1	7.3	2.4	9.8						87.8	100.0	47.0
Haverstock	209	20	10.0	25.0	25.0	25.0	10.0		5.0					85.0	100.0	44.8
La Sainte Union Convent	174	164	18.9	29.3	16.5	17.1	9.1	4.3	3.0	0.6		1.2	[4]	81.7	98.8	45.7
Maria Fidelis Convent	143	110	2.7	18.2	32.7	20.9	20.9	2.7	0.9	0.9				74.5	100.0	42.7
Parliament Hill	175	149	16.8	24.2	20.1	20.8	10.7	6.0		1.3				81.9	100.0	45.4
South Camden Community	174	168	3.6	5.4	12.5	17.9	22.6	15.5	9.5	7.1		6.0		39.3	94.0	33.0
		661	11.2	20.3	20.4	18.6	14.4	7.4	3.5	2.4		1.8	[4]	70.5	98.2	42.0

Subject : Religious Studies ; Exam : GCSE Short Course

Centre	NOR	NOE	A*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	QCA Av Pts
Acland Burghley	182	161	3.1	6.2	21.1	16.8	21.7	13.7	8.7	6.2		2.5		47.2	97.5	17.8
Camden School for Girls	111	70	20.0	22.9	17.1	10.0	11.4	8.6	5.7	4.3				70.0	100.0	21.8
Hampstead	200	146	1.4	4.1	10.3	25.3	30.1	16.4	7.5	3.4		1.4	[1]	41.1	98.6	17.4
Parliament Hill	175	9				11.1		33.3		22.2		33.3		11.1	66.7	8.7
William Ellis	118	109	17.4	18.3	15.6	12.8	15.6	10.1	3.7	5.5		0.9	[2]	64.2	99.1	20.9
		495	8.1	10.5	15.8	17.4	21.0	13.3	6.7	5.3		2.0	[3]	51.7	98.0	18.8

Subject : Religious Studies ; Exam : GCE A level

Centre	NOE	A*	A	B	C	D	E	N	Q	U	X	A*-A	A*-B	A*-E	QCA Av Pts
Acland Burghley	4		25.0	75.0								25.0	100.0	100.0	247.5
Camden School for Girls	12	16.7	41.7	16.7	8.3	16.7						58.3	75.0	100.0	250.0
Haverstock	14			7.1	7.1	42.9	42.9						7.1	100.0	173.6
La Sainte Union Convent	24	4.2	4.2	20.8	54.2	8.3	8.3					8.3	29.2	100.0	215.0
Maria Fidelis Convent	12			33.3	33.3	25.0	8.3						33.3	100.0	207.5
Parliament Hill	13		7.7	38.5	38.5	7.7	7.7					7.7	46.2	100.0	219.2
South Camden Community	5				60.0	20.0	20.0							100.0	192.0
William Ellis	3		33.3		33.3	33.3						33.3	33.3	100.0	220.0
	87	3.4	10.3	23.0	32.2	18.4	12.6					13.8	36.8	100.0	213.1

Subject : Religious Studies ; Exam : GCE AS level

Centre	NOE	A	B	C	D	E	N	Q	U	X	A-B	A-E	QCA Av Pts
Acland Burghley	1				100.0							100.0	90.0
Camden School for Girls	3	33.3		66.7							33.3	100.0	115.0
Haverstock	2					100.0						100.0	75.0
La Sainte Union Convent	17	11.8	47.1	5.9	23.5	5.9			5.9		58.8	94.1	104.1
Maria Fidelis Convent	3				33.3				66.7			33.3	30.0
Parliament Hill	1								100.0				0.0
Westminster Kingsway College	4				25.0	25.0			50.0			50.0	41.3
	31	9.7	25.8	9.7	22.6	12.9			19.4		35.5	80.6	84.2

Grade percentages are based on the number of entries (NOE).

[] denotes actual figures due to a divisor of zero or Grade X entries

< denotes data which is protected due to a small cohort size. Protected values are not included in total.

Large numbers are formatted to fit in the column width by rounding and formatting as thousands or millions. For example 987,123 is shown as 987K1 and 1,450,000 is shown as 1M5.