

# SACRE ANNUAL REPORT

Standing Advisory Council for Religious Education  
Annual Report 2013/14



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## **FOREWORD**

It gives me great pleasure to write an introductory comment to the enclosed report for Portsmouth SACRE.

We have made every effort to continue with our liaison with schools in our area. The Hampshire Inspector for RE and History has been extremely helpful in carrying out observations at many of our secondary schools accompanied by a Portsmouth SACRE member. I am sure these visits have been mutually beneficial to both the schools and SACRE. We were able to hold another RE conference for secondary aged pupils, this proved popular according to the feedback they give us. One of our teacher members Beverley Millsom continues to hold 'twilight' sessions with primary teachers. We thank Beverley for her efforts in this work.

Our meetings continue with the cycle of a visit to a faith community, followed by a visit to a school and then a meeting in the City Council premises. This scheme is very useful and helps to build links with faith communities and local schools.

We will soon be embarking on a review of our syllabus 'Living Difference'. We look forward to working with our colleagues in the Authorities that use this syllabus.

Everyone is aware of the national debate concerning Religious Education. It is my hope that SACREs nationally, as well as our local group, will continue to be able to play a useful role in encouraging and supporting the teaching of Religious Education in our schools throughout the nation.

Peter Davies

Chair of Portsmouth SACRE.

# **INTRODUCTION**

## **The function of SACRE**

SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship for schools in its area. Portsmouth SACRE produced this report as a summary of its work in religious education and collective worship. It is a document that allows an opportunity to reflect on the work of SACRE within the last year and the plans for the years ahead. This is a difficult time for SACRE bodies in light of the challenges and issues, concerning the place of religion in society, but this means the work of SACRE is as important as ever.

## **Overall Strengths and Weaknesses of RE**

As in previous years SACRE finds it difficult to obtain data to make an informed view on the strengths and weaknesses of Portsmouth schools. SACRE commissioned support from the Hampshire RE and History Adviser to help improve the situation. It appears that, with the changing and diminishing role of the LA, and with the reduction in maintained schools centralised data and monitoring is proving difficult. However 50% of secondary schools have received a monitoring visit with greater links to these schools as a result of this work. SACRE circulated a questionnaire to secondary schools in an attempt to identify the hours that schools gave to the teaching of RE and how SACRE could support them with this. 80% of schools/colleges responded. The results are attached as Appendix B.

SACRE has been proactive in informing schools of courses available to them in the neighbouring authorities and the LA's Ethnic Minority Achievement Service (EMAS) is able to offer support to schools in their appreciation of a range of religions and cultures through Festival and Language Packs. The EMAS website also provides an electronic catalogue and booking service for the artefacts and materials available from SACRE so schools can supplement their RE teaching.

## **1. RELIGIOUS EDUCATION**

### **1.1 The Agreed Syllabus**

The Portsmouth Agreed Syllabus - 'Living Differences- Revised 2011'(LDR11) was produced in collaboration with Hampshire and Southampton's LAs. It became statutory guidance in LA maintained schools from September 2004, with a revision five years later in 2011. The syllabus is supported by a primary and secondary handbook. These contain comprehensive advice on curriculum delivery, assessment and self-evaluation as well as examples of units of work and useful resources.

Information relating to the work of SACRE, and of religious and cultural artefacts available to schools from SACRE, is available to schools on the Portsmouth City Council EMAS website. All minutes of meetings and committees are available from the Portsmouth City Council website. SACRE is working to provide online resources to support the LDR11, and to find an online facility for schools to access these and those that will be provided by the revision to the LDR11 (due in summer 2015). These resources were previously available on the, now deleted, schools' portal.

It should be noted that work with Hampshire SACRE has been agreed with members of Portsmouth's SACRE and teachers from both the primary and secondary sector being involved in this revision, during the academic year 2014/15, before being brought to SACRE in the autumn of 2016 for approval.

Dates for the review of County Agreed Syllabus be held in the Cromwell Room at Falcon House, Monarch Way, Winchester SO22 5PL with Hampshire SACRE have been agreed (see Appendix A)

## 2. STANDARDS IN RELIGIOUS EDUCATION

### 2.1 Background to exemplification of standards

2.1.1 The Education Act of 1944 required that schools should provide Religious Education, whilst allowing both teachers and parents (on behalf of their children) the right to withdraw. This remained unchanged until the 1988 Education Act which established a mandatory National Curriculum of ten subjects and the forming of a SACRE. The RE curriculum was not determined by National Curriculum but by a locally agreed syllabus. Portsmouth SACRE continues to encourage maintained schools to follow the LDR11 syllabus. It aims to provide support and guidance for teachers in schools, to review on a five yearly basis the Agreed Syllabus, to provide advice on Collective Worship and to advise on matters of training for teachers in RE and Collective Worship.

2.1.2 For several years there has been an absence of reports from Ofsted on religious education. In 2012 there was a new Ofsted framework and the removal of the requirement to report on community cohesion. In light of the new curriculum in September 2014 schools have a requirement to actively promote tolerance, fairness, respect for other faiths, and the rule of law and democracy. 'Spiritual, Moral, Social and Cultural' (SMSC) development is viewed as a key judgement contributing to the overall effectiveness of the curriculum. The Ofsted schedule refers to these values within the SMSC section of leadership and management

2.1.3. On 9th July 2014, former education secretary Michael Gove demanded that 'all schools actively promote British values' and laid out an expectation that head teachers will need, during Ofsted inspections, to articulate how British values are promoted in their schools. On the teaching of values, he said: "We already require independent schools, academies and free schools to respect British values. Now we will consult on strengthening this standard further, so that all schools actively promote British values." The Department for Education said: "We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs."

SACRE will continue to support schools in this respect with training being provided to schools (with support from the Education and EMAS teams) to both school leaders, Curriculum and RE leaders, and to governors planned for the new 2014/15 academic year.

### 2.2 Examination results in Religious Studies

2.2.1 In **2013** 8 (of 12) Portsmouth secondary schools entered 452 pupils for the GCSE RE **full** course. Of a cohort of 1854 pupils on roll, this represents 24.38% of all pupils in that cohort. This entry figure nationally was at 37.2%

Of those Portsmouth pupils

- ✓ 61.7% achieved A\* - C (against National scores of 72.2%)
- ✓ 96.4% achieved A\* to G (against National scores of 98.3%)

Figures for girls /boys in Portsmouth Secondary schools:

- ✓ 73.7% girls achieved an A\* - C and 99% an A\* - G (National 78.2% and 99%)
- ✓ 49% boys achieved an A\* - C and 93.6% an A\* - G (National 65% and 97.6%)

2.2.2 In **2013** 5 (of 12) Portsmouth secondary schools entered 240 pupils for the GCSE RE **half** course. Of a cohort of 1854 on roll, this represents 12.9% of all pupils in that cohort. This entry figure nationally was at 26.3%

Of those Portsmouth pupils

- ✓ 49.6% achieved A\* - C (against National scores of 50.1%)
- ✓ 93.3% achieved A\* to G (against National scores of 94.7%)

Figures for girls /boys in Portsmouth Secondary schools:

- ✓ 58.8% girls achieved an A\* - C and 96.5% an A\* - G (National 57.8% and 96.5%)
- ✓ 41.3% boys achieved an A\* - C and 90.5% an A\* - G (National 42.7% and 92.9%)

2.2.3 In **2013** one school/college entered 19 pupils for the **GCSE A level** (1.9% of the cohort, 3% nationally). There is no LA average available because there are no LA 6<sup>th</sup> form providers

- ✓ Of these 100% pupils achieved grades A-E (against 99.9% nationally)

All results can be seen in table format at Appendix B

## 2.3 Quality Of Teaching And Leadership In RE

2.3.1 Quality of teaching in Foundation, KS 1,2 and 3.

There is no requirement for schools to submit or report data on pupil attainment in religious studies at key stages 1-3. No data is collected by the LA. Details of attainment and standards in RE may be collected by subject leaders. *The requirements for assessment and reporting pupil attainment in RE are detailed in the Assessment and Reporting Arrangements for each Key stage published by QCA each year.* In many schools subject leaders are asked to submit a report on standards in RE to the Head teacher and this **may** also be included in the annual report to Governors. Guidance on standards and assessment is contained within the Agreed Syllabus handbooks and through teacher support at Primary RE network meetings.

For several years there has been an absence of specific Ofsted reports on Religious Education and so SACRE has lost an evidence gathering tool. Since 2012 Ofsted no longer report on Community Cohesion. There are very few references to RE and collective worship in Ofsted inspection reports however there are judgements made on the extent of pupils' social, moral, spiritual and cultural development (SMSC). Although there is no direct link between these judgements and the quality of RE, they can give an indication of the quality of provision as a school would be unlikely to receive 'outstanding' or 'good' judgements in these areas if the RE is inadequate. It is considered a key judgement to the overall effectiveness of the school.

2.3.2. Quality of Leadership and Management

Portsmouth SACRE commissioned the Hants Adviser for RE and History to visit the secondary schools with the focus:

- To monitor the provision of RE in relation to the local authority Agreed Syllabus, *Living Difference Revised 2011 (LDR11)*.
- To enable members of SACRE to observe RE in a secondary school.

Her report on the Leadership and management of RE is to cover GCSE data and to present the feedback report on the SACRE monitoring visits after the visits are concluded (this will take part in the academic years 2013/14 and 2014/15),

2.3.3 Teacher recruitment & retention and level of specialist provision for RE

There have been reports by secondary teacher representative on the SACRE body that specialist RE teachers are not in place in all secondary schools. This perceived shortage of specialist teachers is reportedly leading to many RE lessons being taken by teachers whose subject areas is not RE. It is hoped that the undertaking of monitoring visits, organised by SACRE with the Hants adviser for RE and History will enable Portsmouth SACRE to determine what percentage of lessons are covered by RE specialists.

#### 2.3.4 Compliance and time allocation for RE

Time allocation given to RE in city schools.

The recommended minimum hours allocated to religious education are:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year
- Key Stage 3: 45 hours per year
- Key Stage 4: 45 hours per year
- Key Stage 5: there is no recommended minimum time allocation.

At primary level, education advisers include compliance with statutory curriculum requirements as part of the quality assurance visits - no reports have been received regarding failure to comply with these requirements. Governor services also provide guidance on statutory requirements. Schools will not be required to provide details of their SEF to the LA. Secondary schools may include details of compliance with statutory requirements for religious education within the SEF. These SEF reports are not required to be shared with the LA. Governor services also provide guidance on statutory requirements - no reports have been received that indicate schools are failing to meet statutory requirements for religious education.

2.3.5. SACRE sent a questionnaire to all secondary schools asking how SACRE might be able to support them further. (Full answers in Appendix C) : Schools reported that:

- most schools had a specialist teacher of RE
- time allocation to RE varied from less than 1 hour a week to more than 3 hours
- 75% of schools replying used the Living Difference (some were Faith schools and/or Academies)
- 7 different faiths, including Christianity, were covered in the schools
- numbers of students taking the GSCE ranged from (in one school) 0 students to whole year groups (in one school)
- visitors to schools and to place of worship are part of the curriculum
- no schools had an exemption from the legal requirement to hold an act of collective worship 'wholly or mainly of a broadly Christian character'.
- the schools were aware of the SACRE Directory and the majority of them used it
- SACRE could continue to support them by offering faith visitors to classes, and to offer visits to faith places of worship
- the majority of schools would welcome a visitor from SACRE (75%)

### 3 COMPLAINTS ABOUT RELIGIOUS EDUCATION

There have been no formal complaints about RE to SACRE in the last year.



## **4 TRAINING AND SUPPORT**

### **4.1 Teacher Training.**

There is a primary phase 'network' meeting held once a term. SACRE provides funding for supply cover to enable a subject leader within the city to plan, prepare and lead these meetings. The meetings held in 2013/14 have been held both in schools and in faith buildings.

- September 2013 - A visit by RE managers to the Jami Mosque in Southsea. Meeting with the Imam who took the teachers on a visit around the Mosque who also explained how the schools could access more support and training on the Islamic faith
- December 2013 - Meeting with Judith Lowdnes (Hants County RE Adviser) on the LDR11
- January 2014 - A visit by RE Managers to the Synagogue in Southsea. Led by two members of the congregation who explained about the faith and how they could support schools in visits and visitors from their congregation
- May 2014 - Network meeting held at Redwood Special School, Drayton
- June 2014 - Meeting held at Flying Bull Primary Academy, led by Mrs G Nair, a teacher at the school, on Hinduism

### **4.2 Teacher Support.**

4.2.1. There are boxes of artefacts, bought and made available to all Portsmouth schools, representing many faiths and cultures in the world. These can be booked and hired (via the admin at EMAS) for schools to support their RE curriculum. A catalogue has been produced and is sent annually to schools informing them of the items available. Schools are twice a term sent a link to the online booking system and catalogue.

4.2.2. SACRE has produced a 'Directory of Faith Visits and Visitors'. This gives schools up to date information of those points of contacts to enable teachers to arrange visits or invite visitors into school from faith communities. It has not been the intention to include all the places of worship or faiths represented in Portsmouth. The list has been compiled through SACRE members in order to represent a variety of denominations within Christianity and each of the major world faiths identified in the Portsmouth agreed syllabus 'Living Difference'. Where a faith group does not have a place of worship within the City of Portsmouth, contacts and addresses of the nearest places of worship have been provided.

4.2.3 RE Conference for students in Portsmouth. The second Student Enrichment Conference was held on 3rd July 2014 at Portsmouth College. (See Appendix D)

### **4.3 SACRE LA Officer Newsletter and email information**

The LA officer on SACRE regularly sends on to schools and named RE Managers the Hampshire Primary RE newsletter. This provides information as to forthcoming training on offer in Hants as well as links to curriculum updates. (See Appendix E)

## **5. COLLECTIVE WORSHIP**

### **5.1 Monitoring Collective Worship**

Ofsted reports rarely mention Collective Worship and despite national concerns about non-compliance the Government have no plans to revisit the issue. SACRE sent to secondary schools, in the summer term 2014, a questionnaire (see Appendix C) and it was reported that no schools have an exemption from the legal requirement to hold an act of collective worship 'wholly or mainly of a broadly Christian character'. This has not been validated. NASACRE is undertaking some work under their 'Collective Worship Revisited' document. This work may be developed as part of the SACRE '3 year Action Plan 2013 - 2016'

## **5.2 Complaints**

There have been no complaints about Collective Worship in schools. Some Headteachers have requested support and guidance relating to the numbers of pupils of the Islamic faith whose parents have asked for their children to be exempt from Christian based assemblies.

## **5.3 Determinations**

No requests for determination have been submitted to SACRE and there are no current determinations for review

# **6. LINKS WITH OTHER BODIES**

## **6.1 Links with other Authorities and SACREs**

There has been some collaborative work with Hampshire and the Isle of Wight SACRE bodies with visits to SACRE meetings held by these three bodies visiting each other's meetings to share expertise and practice.

Portsmouth remains close to the Hampshire SACRE as the city schools follow the Living Difference (Revised 2011) syllabus, written in collaboration with Hampshire and Southampton SACRE and schools.

## **6.2 NASACRE**

Members of the Portsmouth SACRE regularly attend NASACRE meetings and it is able to provide support, representation and guidance to the Portsmouth SACRE.

## **6.3 South Central RE/SACRE Hub**

Portsmouth SACRE members are invited to the South Central Hub meetings where further support and advice, including development of RE research, development of leadership capacity and local support booster courses are discussed

# **7. SACRE ARRANGEMENTS AND PRIORITIES**

Portsmouth's SACRE is set up to represent a balance of all the interests of the local community. There are elected councillors, representatives of faith communities, and members of the education community, including teachers and head teachers, at any SACRE meeting. There are meetings held once a term, often in a faith building of worship, a school, or at the Civic Centre. Agendas of every meeting are planned with the Chair, vice-chair, LA Officer and clerk.

The 2013/14 term meetings were held in November 2013, March and June of 2014. A copy of the agenda for the June 25<sup>th</sup> 2014 can be found at Appendix F

## **7.1 Minutes of Meetings**

The minutes of the meetings can be found on the following link

<http://democracy.portsmouth.gov.uk/ieListDocuments.aspx?CId=174&MId=2507&Ver=4>.

The Composition of Portsmouth SACRE - There are four groups or committees, as below:

- A: The Christian denominations and other religious and their denominations, reflecting the principal religious traditions of the area.
- B: The Church of England
- C: Teacher and head teacher associations
- D: The Local Authority

The names of the SACRE members and their religious denominations are to be found at Appendix G

## 8. SACRE ACTION PLAN 2013 - 2016

The priorities for the three years 2013/14; 2014/14 and 2015/16 are:

- 1) **To monitor the impact of the agreed syllabus** for RE 'Living Difference Revised 2011' LDR11
- 2) **To raise awareness of training available for Living Difference Revised 2011 - (LDR11) & the revision and roll out of the agreed syllabus for RE - LDR 16**
- 3) **To raise the awareness of a) SACRE artefacts** available to support the agreed syllabus for RE (LDR11), **b) 'Spiritual, Moral, Social and Cultural' (SMSC) development**, through the teaching of RE and other curriculum areas with an emphasis on supporting the British Values agenda (Ofsted 9.2014) (Appendix H)
- 4) **To work on the NASACRE agenda 'Collective Worship Revisited'** to monitor Collective Worship in maintained city schools

The full Portsmouth SACRE Action Plan 2013-16 is to be found at Appendix I.

## APPENDICES

### A- DATES FOR THE REVISION OF THE LDR11

Title of Meeting	Date	Time	No attending
Review Group (inc Writing Group)	Fri 17 Jul 2015	13:30-16:30	22 to 25
Review Group (inc Writing Group)	Tues 15 Sep 2015	13:30-16:30	22 to 25
Writing Group	Wed 9 Dec 2015	Full day	10 to 12
Writing Group	Mon 18 Jan 2016	Full day	10 to 12
Writing Group	Mon 11 Apr 2016	Full day	10 to 12
Review Group (inc Writing Group)	Tues 12 Jul 2016	Full day	22 to 25

### B - RELIGIOUS STUDIES EXAMINATION STATISTICS 2013 RE GCSE Full Course 2013

2013														
RE GCSE Full Course														
Centre	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A* - G	
LA Average	1854	452	7.7	17.0	19.7	17.3	10.6	11.3	6.6	6.2	3.5	61.7	96.5	
LA average GIRLS	922	232	12.5	23.7	20.7	16.8	6.0	10.8	4.7	3.9	0.9	73.7	99.1	
LA Average BOYS	932	220	2.7	10.0	18.6	17.7	15.5	11.8	8.6	8.6	6.4	49.1	93.6	
National Average	565515	210372	9.7	19.2	23.4	19.9	11.4	7.3	4.6	2.8	1.6	72.2	98.4	
National Average GIRLS	277700	113995	13.0	22.6	24.2	18.4	9.7	5.8	3.3	2.0	1.0	78.2	99.0	
National Average BOYS	287815	96377	5.9	15.2	22.5	21.7	13.5	9.1	6.0	3.8	2.4	65.2	97.6	

### RE GCSE Half Course 2013

2013													
RE GCSE Half Course													
Centre	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A* - G
LA Average	1854	240	0.8	8.3	19.6	20.8	14.2	13.8	7.1	8.8	6.7	49.6	93.3
LA average GIRLS	922	114	1.8	8.8	25.4	22.8	10.5	14.0	4.4	8.8	3.5	58.8	96.5
LA Average BOYS	932	126	0.0	7.9	14.3	19.0	17.5	13.5	9.5	8.7	9.5	41.3	90.5
National Average	565515	148537	5.2	10.0	16.1	18.8	15.6	13.0	9.4	6.6	5.3	50.1	94.7
National Average GIRLS	277700	72663	7.2	12.9	18.5	19.3	14.6	11.4	7.6	5.0	3.5	57.8	96.5
National Average BOYS	287815	75874	3.3	7.3	13.8	18.3	16.5	14.6	11.1	8.1	7.0	42.7	92.9

### RE GCSE A level Course 2013

2013									
RE A levels									
Centre	NOR	NOE	A*	A	B	C	D	E	NOE as % of NOR
One centre	979	19	0.0	42.1	26.3	21.1	10.5	0.0	1.9
National Average	435697	12913	4.3	18.1	29.1	26.7	15.9	5.8	3.0
National Average GIRLS	224996	8922	4.6	19.0	30.0	26.0	14.9	5.3	4.0
National Average BOYS	210701	3991	3.5	16.0	27.1	28.1	18.2	6.9	1.9

No LA average for A level because there are no Portsmouth LA 6th form providers.

In 2013, 25.8% of A-level pupils gained A\*, to A grades nationally, (according to 'Religious Education: Realising the Potential Ofsted October 2013) in Portsmouth (of the one centre where figures are available) this figure was 42.1%

## RE GCSE Full Course statistics 2006 - 2013

RE GCSE Full Course	Number of schools entered	Number of candidates	% of year group entered in those schools	Boys	Girls	% A*-C	%A* - G
2013	8	452	34.9	220	232	61.7	96.5
National Average 2013	na	na	na	na	na	72.2	98.4
2012	7	495		209	286	67.3	99.2
2011	5	484		230	254	65.1	97.5
2010	4	431		196	235	68.4	98.6
2009	7	304		125	179	65.5	99.0
2008	7	296		120	176	67.6	98.0
2007	8	341		121	220	60.1	98.2
2006	9	313		92	221	50.2	94.6

## C - SACRE SECONDARY RE QUESTIONNAIRE

Summary of main points taken to SACRE on June 13<sup>th</sup> 2014

1. 8 schools replied
2. All have at least one specialist teacher of RE
3. 6 schools of 8 (replies) used the Living Difference Revised 2011
4. Numbers of pupils entered for GCSEs ranged from one school on NO pupils to one school with every pupil in the cohort entered.
5. Visits and Visitors to the schools. Of the 8 schools:
  - School A offered visits to Years 7, 8 and 9 and visitors to Years 7,8,10 &11
  - School B offered visits to Year 9 and visitors to all year groups
  - School C offered visits to Years 10 & 11 and visitors to year 10
  - School D offered visits to Year 9 & 10
  - School E and F had no visits but visitors to all Year groups
  - School F had only visitors to Year 11
6. Time allocation per week - numbers refer to numbers of schools' positive answer

Year group	< 1 hour	1 hour	2 hours	3 hours	other
7	2	2	2		30 hours / year
8	2	2	2		24 hours / year
9	2	2	2		18 hours / year
9 GCSE			2		
10 non GCSE	2				10/24 hours/year
10 GCSE		1.5 hours	2	3	
11 non GCSE	2				6/20 hours/year
11 GCSE			3		

7. NONE of the 8 schools had an exemption from the legal requirement to hold a the legal requirement to hold an act of collective worship 'wholly or mainly of a broadly Christian character'
8. 7 of the 8 schools were aware of the SACRE Faith Directory
9. 5 of the 8 schools used the SACRE Faith Directory

10. The schools felt it would be useful for SACRE to:

	Yes	No	Not at this time
Offer faith visitors to classes?	6	1	
Offer faith visitors for INSET?	2	2	2
Offer visits for places of worship for students?	6	2	
Offer visits to places of worship for staff?	6	2	1
Loan artefacts	3	2	2

11. Would the school be prepared to welcome a visitor from SACRE so that they could be better informed about what happens in RE classes?

Yes: 6, No 0; Not at the time 2

12. How else could SACRE help you: *Secondary Network meetings.*

## D - STUDENT ENRICHMENT CONFERENCE JULY 3RD 2014

### Where to Go!

After the 'Welcome', please follow the teacher assigned to your group to Workshop 1

	Workshop 1 9.30 – 10.10	Workshop 2 10.15 – 10.45	Workshop 3 11.15 – 11.45	Workshop 4 11.50 – 12.20	Workshop 5 1.00 – 1.30
A	Ruth & Michael 221	David, Jane & sarah 225	Moses 224	Mike 218	Claire 218
B	Claire 218	Ruth & Michael 221	David, Jane & sarah 225	Moses 224	Mike 218
C	Mike 218	Claire 218	Ruth & Michael 221	David, Jane & sarah 225	Moses 224
D	Moses 224	Mike 218	Claire 218	Ruth & Michael 221	David, Jane & sarah 225
E	David, Jane & sarah 225	Moses 224	Mike 218	Claire 218	Ruth & Michael 221
F	Rod 129	Aysha 152	Sue 155	Cherie, Emeka, Lizl & Mark 184	Hannah 158
G	Hannah 158	Rod 129	Aysha 152	Sue 155	Cherie, Emeka, Lizl & Mark 184
H	Cherie, Emeka, Lizl & Mark 184	Hannah 158	Rod 129	Aysha 152	Sue 155
I	Sue 155	Cherie, Emeka, Lizl & Mark 184	Hannah 158	Rod 129	Aysha 152
J	Aysha 152	Sue 155	Cherie, Emeka, Lizl & Mark 184	Hannah 158	Rod 129

Portsmouth SACRE would like to thank all the generous people who have made this event possible, including the workshop leaders giving their time to face the challenges posed, and the students whose active participation will bring the day alive!



Portsmouth SACRE Members  
 Portsmouth Salvation Army Citadel Corps  
 Portsmouth and Southsea Hebrew  
 Congregation  
 Mike Dawes, Portsmouth SACRE Humanist  
 representative

Portsmouth Quaker Meeting  
 Eastney Evangelical Free Church  
 Peter Davies, Portsmouth SACRE Chair,  
 Sarah and Rubi at the Ethnic Minority  
 Achievement Service (EMAS)  
 Teresa, Clerk to the Portsmouth SACRE

The co-operative Food



## Portsmouth SACRE

### RE Student Enrichment Conference 2013 Equality and Discrimination

As Chair of Portsmouth SACRE, I would like to welcome you all to the conference and hope that both students and contributors alike find it a worthwhile experience. For those of you who are not aware of what SACRE means it is an acronym for Standing Advisory Council for Religious Education. We have a duty to support and encourage teachers in delivering the subject, and this conference is one way we can do this. We are happy therefore to support this event 100%. I would like to thank all the sponsors who have made this possible and in particular Portsmouth College for generously providing this venue. I hope to meet as many of you as possible during the day. Please give us your feedback and above all else - enjoy yourselves!

Peter Davies

#### Schedule

9.00 - 9.20 Welcome in Studio Theatre: Sue Ganter and Phil Harris  
 9.20 - 9.30 Changeover

9.30 - 10.10 Workshop 1 including Icebreaker  
 10.10 - 10.15 Changeover

10.15 - 10.45 Workshop 2  
 10.45 - 11.15 Break

11.15 - 11.45 Workshop 3  
 11.45 - 11.50 Changeover

11.50 - 12.20 Workshop 4  
 12.20 - 1.00 Lunch (Cafeteria and outside area) and Changeover

1.00 - 1.30 Workshop 5  
 1.30 - 1.50 Preparation for Q&A etc.  
 1.50 - 2.00 Changeover

2.00 - 2.30 'Q & A' Plenary Session - Studio Theatre Chair: Simon Barrable  
 2.30 - 2.40 Close and Thanks

Workshop leaders will explore how they, as individuals, interpret religious or belief system guidelines related to the theme. They will explain some of the challenges encountered in a mainly secular society, acknowledging that not all members of their group will hold the same views. Workshop leaders will be expecting some challenging (but polite!) questions from students and are prepared to deal with controversial issues. They have the right not to answer if they prefer!





# Welcome to your RE Student Enrichment Conference 3<sup>rd</sup> July 2014

Portsmouth SACRE is delighted to offer this fantastic opportunity to engage with people willing to share their diverse views and experiences. Here they introduce themselves:

## Groups A - D

My name is **Moses** and I live and work in Mid Wales, where I spend most of my time in schools/ youth clubs talking about God. In my spare time I love running and I am currently in training for what promises to be the hardest race of my life so far. One of my favourite sayings at the moment is, 'I am not angry, just permanently irritated'. In my workshop I hope to explore with you how I think that my faith gives a worldview that could lead to the removal of permanent irritations like racism, sexism and war. I hope that you are ready to have fun as we play games and learn from each other.

Assalam alaikum (i.e. Peace be upon you) and Hello everyone. We are three Muslim friends:

**Sumera:** Originally I am from Pakistan. Occupationally I am a teacher. I enjoy working with communities and helping people. My mothertongue is Urdu, but I have learnt Arabic as most Islamic knowledge including The Holy Quran is in Arabic. I think this deeper relationship has brought me here today. But I am a typical lady and I truly believe that we should learn both skills related to religion and ordinary life. My biggest message will be for everyone to have good knowledge and understanding about a religion first, before growing the seed of belief in your hearts. I hope this workshop will prove beneficial regarding any questions in your minds about Islam.

**Hannat:** I am originally from Oman. I am a geoscientist by educational background and professional training, with a BSc in geophysics and MSc in geology. I worked in the oil and gas industry for many years. However, I am so passionate in helping others and I find satisfaction in seeing others grow, develop and flourish. I have been doing voluntary activities for many years and that really makes me happy! I am a Muslim woman who is also a daughter, a sister, a wife, a mother, an aunt, a neighbour, a friend, a partner, an employee, and a colleague. But, above all, I am a human being. And I hope that I can demonstrate to you through our workshop how Islam puts all these roles collectively in action in me as a PERSON!"

**Shokhan:** I am originally from Kurdistan which is the north part of Iraq. My mother tongue is Kurdish but I can also speak Arabic. I came to live in England 11 years ago. I was very interested in learning English so I tried very hard and I managed to get a qualification in teaching adults. This gave me a great opportunity to work as a volunteer and help some ladies with their English.

I believe that Islam is a religion of peace and total submission to his creator, we only worship the creator not the creation. I also believe that faith does have a direct impact on our lives and this is due to every person looking for peace and serenity, which I and all Muslims around the world can say Islam has answers to everything. The final testament of all is the Qur'an, it is a source of guidance and has answers to all questions. I would like to advise all in this conference to study Qur'an to get the deeper understanding.



**Michael** describes himself as "Mainstream Orthodox Jewish, i.e. traditional in practice, but also respectful of progressive Judaism". He says: "My love of Judaism stems from being keen on tradition and because it accommodates many views. There are many aspects on any moral or ethical subject where Jews can have widely differing opinions, all of which have some validity. To be Jewish you have to never stop thinking, reading and considering all the big questions of life. At the Portsmouth synagogue I am a *Shliach Tzibbur*, so I lead the community in prayer. We do not always have a rabbi, so 2 or 3 of us share the Shabbat morning service for about 2½ hours. I am an amateur *chazzan* (cantor); I had my first singing lesson from a professional cantor at 6!"

Hello, I am **Graham**, a Christian and a retired Biomedical Scientist. I value this opportunity to explore ways in which religious concepts converge, but also differ. Christianity and Judaism share the same Old Testament Scriptures, yet I believe both New and Old Testaments to be the inspired Word of God.



The co-operative funeralcare

**Claire** is a Funeral Director. "I've been working within the funeral industry for the past five years as a funeral coordinator for The Southern Co-operative. I have a VQ in funeral arrangement and administration. I am extremely proud of the role I do, caring for our clients in their time of need and guiding them during the funeral arrangements, ensuring all their wishes are met for the funeral service."

## Groups E - H

Hello, our names are Mark, Emeka, Cherie and Lizi. We are all Jehovah's Witnesses. Our aim is to show you what the Bible really teaches! Learning about other faiths can promote understanding and harmony and our lively workshop will teach you things you never knew about Jehovah's Witnesses! This is our website logo.



**Aysha:** "I will be sharing my experiences of what it is like for me as a Muslim Bangladeshi woman living in Portsmouth. I hope to share with you what Islam means to me and how it impacts on my day to day living, with my family, and my job within the Youth Offending Team. Islam is a way of life and as such it enables me to lead a good, peaceful life and helps me to overcome challenges I may face. I hope my workshop gives you an insight into Islam and you feel comfortable enough to ask me questions to help you to learn."

**David** says: I am a modern thinking Orthodox Jew. Over past few years I have talked to over 40 schools, WI and church groups. I've heard all sorts of questions so I hope you can come up with some new ones. Ask me anything, I won't be offended and I hope I'll be able to answer you.



**Andy and Sarah** are members of The Religious Society of Friends, more commonly known as Quakers. "We believe there is 'that of God' in everyone, so all life is sacred, and everyone is equally valued. Quakerism worldwide is based on this belief, so sometimes we are perplexed that some faiths find certain issues so difficult."

**Rod** used to be a Funeral Director with The Southern Co-operative. Now the Membership and Customer Services Manager he still maintains links with the funeral world. In his own time he is a qualified Clinical Hypno-therapist and Counsellor. In his work he is faced daily with people from all walks of life and backgrounds, different faiths, different beliefs and different values. They all however, have one thing in common and that is they all need help and support in one form or another. Rod firmly believes that everyone has care needs, both physical and emotional, and it is not for any of us to judge the rights and wrongs of others.

Our back up workshop leader is **Peter:** "I will, if needed, talk about what an evangelical Christian is as I represent the fellowship of independent evangelical churches. What does the name Evangelical mean to you? Is the Evangelical Church a denomination like Anglicans or Roman Catholics or is it a strange cult? These and other questions will be explored. Come prepared to ask whatever you want!!"





## E - EXAMPLE OF HAMPSHIRE RE NEWSLETTER FOR TEACHERS OF RE (JAN 2014)

Dear RE managers and co-ordinators

### **New teaching packs**

Now available to purchase are teaching packs on ***Passover, Janmashtami and Shabbat***. To order, please email [re.centre@hants.gov.uk](mailto:re.centre@hants.gov.uk). A pack on *Water* for KS1 will be available later this term – look out for the new catalogue in school. If there are there any particular units you would like us to cover in future packs, please let us know.

### **Ofsted subject report on RE *Realising the potential***

This recently published subject report on RE is downloadable [here](#) and makes interesting reading.

### **SACRE letter to schools**

Your Headteacher and Chair of Governors received a letter at the end of last term from Cllr Roz Chadd, Chair of Hampshire's Standing Advisory Council for RE (SACRE) on the council's behalf, urging all schools to look closely at some of the features which contribute to high quality RE and some of the factors that might be the cause of less successful RE provision, as identified by Ofsted in the recent subject report *Realising the Potential*.

### **Agreed syllabus workshops**

For those teachers new to the methodology of *Living Difference Revised*, we are running more workshops in February and March this year. We still have spaces on the **morning workshop on Monday 17 March**. Please email me for further details

**Upcoming RE courses 2013/14** – book through HTLC online (search by course code or *religious education*):

*Assessment for learning, task setting and levelling in RE* (RE060A) 21 January 2014

*How should I be teaching RE? A course for primary NQTs* (RE061A) 11 March 2014

*Annual Primary RE Conference* (RE067A) 23 May 2014

*Planning RE for a cross-curricular approach* (RE072A) 1 July 2014

### **Primary Handbooks – now available free**

The *Primary Handbook* was written in 2006 to support the original *Living Difference* syllabus. However, it continues to provide excellent advice and information to support *Living Difference Revised*, including teaching and learning strategies and advice on assessment. There is a small stock available free of charge – please email [re.centre@hants.gov.uk](mailto:re.centre@hants.gov.uk) if you would like a copy.

### **RE Primary News now available on subscription**

For further information and to arrange your school's subscription, email [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk) or visit <http://tinyurl.com/HIAS-Curr-Updates>. Our news updates, published twice a year, aim to keep you informed about best practice.

We hope you find this e-newsletter useful. If, however, you no longer wish to receive it, please email [re.centre@hants.gov.uk](mailto:re.centre@hants.gov.uk) to be taken off the email distribution list.

## **F - AGENDA FOR THE JUNE 25<sup>TH</sup> 2014 SACRE MEETING**

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

Wednesday, 25th June, 2014 4.30 pm

Venue: Ground Floor Meeting Room 3 - Civic Offices, Guildhall Square, Portsmouth

Contact: Peter Smith-Parkyn (023) 9268 8361

Email: peter.smith-parkyn@portsmouthcc.gov.uk

#### **1. Welcome and Introductions**

#### **2. Declarations of Interest**

#### **3. Moment of Quiet Reflection**

Mr Peter Davies representing the Fellowship of Independent Evangelical Churches will lead the moment of quiet reflection.

#### **4. Apologies for Absence**

#### **5. Any items for AOB**

#### **6. Minutes of the previous meetings held on 12th March 2014**

RECOMMENDED that the minutes of the meetings held on 12 March 2014

... Draft minutes attached be approved as correct records.

SACRE Conference report for Nov 2013 , item 6.

#### **7. Matters Arising**

Minute 6 c - RE Boxes

ACTION Sarah Long agreed that she would again include an item about the RE Boxes in the email headteachers' bulletin

Minute 6 d - Information sharing

ACTION: Clerk to re-circulate GSCE results in addition request the results for the two previous years.

#### **8. Finance Sub-Committee Minutes of the Meeting held on 12 March 2014 and 14 May 2014**

#### **9. Planned Projected Budget Expenditure for 2014/15**

... Budget Report attached (with Agenda Item 8) Recommended that SACRE agree planned spend.

#### **10. Student Enrichment Day on July 3rd 2014 - Sue Ganter to report on developments so far**

(Note Westhill/NASACRE has awarded a grant of £2500 to the Portsmouth SACRE to finance the 2014 student enrichment conference.)

#### **11. SACRE Website**

Update from Peter Davies

#### **12. RE Twilight**

Beverley Millsom to report

#### **13. School Visits**

The main part of the meeting: Pat Hannam, History and RE Inspector for Hants to report on monitoring visits to secondary school in Portsmouth undertaken so far.

#### **14. Any other business**

##### **SACRE Networking Meetings**

Peter Davies to ask for SACRE to report if any meetings attended.

## **15. Date of Next Meeting**

Wednesday 12 November 2014 - faith venue to be confirmed

## **16. Suggested Dates for 2014/15 Meetings**

Wednesday 12 November 2014

Wednesday 11 March 2015

Wednesday 17 June 2015

Dates and venues to be confirmed.

## **G - SACRE MEMBERS 2013-14**

### **Group A Representatives**

Peter Davies, The Fellowship of Independent Evangelical Churches (In the Chair)

Marilyn Leggett, The Salvation Army

Renuka Vyas, Hinduism

Elizabeth Jenkerson, Baha'i Faith

Geoff Wheeler, Baptist Union

Jane Lewis The Religious Society of Friends (Quakers)

Ruth Guyer, Judaism

Mr Syed Aminul Haque, Islam

Vacancy , Methodist Church

Vacancy, Roman Catholic Church

### **Group B Representatives**

Brian Hay, Church of England

Reverend Juliet Straw, Church of England

Tony Blackshaw, Church of England

### **Group C Representatives**

Beverley Millsom, Special School Representative

Patrick Quirke, Secondary Teacher Representative

Sarah Hanley, Post 16 Representative

Sarah Sadler Primary School Representative

Sandra Gibb Primary School Representative

Gemma Self, Early Years Representative

John Spiegelhalter, TLP

Paula Withers, Secondary teacher

### **Group D Representatives**

Maria Cole, Portsmouth City Council

Taki Jaffer, PCC & Portsmouth Interfaith Forum

Councillor Neill Young, PCC

Councillor Ken Ferrett, PCC

Flick Drummond

### **Co-opted Representatives**

Sue Ganter

Nassar Kessell , Council of Portsmouth Students

### **Officers in Attendance**

Sarah Long, Local Authority Representative

Peter Smith-Parkyn, Democratic Services

## **H - OFSTED**

### **Inspection of Religious Education and Collective Worship**

Part 1 of the new Ofsted inspection handbook gives a detailed re-iteration of the legal status of RE and CW for all types of schools and academies, the implication being that RE and CW will be an element of the focus for inspection. (see paragraphs 14-18)

#### **Religious Education**

RE in non-faith schools should be based on the agreed syllabus established by the local Standing Advisory Council on Religious Education (SACRE). Academies may follow the locally agreed syllabus or they may devise their own syllabus which must reflect the religious traditions in Britain which are Christian in the main, and must take account of the teachings and practices of the other principal religions represented in Britain.

#### **Collective Worship**

Non-faith schools and academies must provide CW that is wholly or mainly of a broadly Christian character. (Academies may need to refer to any requirement of their funding agreements.) A school can reflect the religious backgrounds represented in its community in its CW and RE as long as the majority of provision is broadly Christian.

Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local SACRE to have the broadly Christian requirement disapplied and replaced by CW distinctive of another faith. The headteacher should consult the governing body before doing so. Academies should apply to the Secretary of State via the Educational Funding Agency (EFA).

Taken from 'Guidance for Headteachers and Governors on Ofsted September 2014 criteria for SMSC, RE and Collective Worship'

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

## I – ACTION PLAN FOR 2013/16

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
<b>1. To monitor the impact of the agreed syllabus for RE (Living Difference Revised 2011 - LDR11)</b>							
1.1 Ensure that the members of SACRE are informed of the standards achieved in RE in city schools. SACRE members able to quantify attainment and progress against national norms	RAISEonline Data Monitoring visits LA feedback (visit reports) Ofsted reports	Chair/co mmittee LA officer Consultants		Commission support for Hants RE adviser for visits to secondary schools Use Data (as before) to share city wide levels achieved at SACRE meetings Ensure SACRE members can determine LA scores against national and areas for improvement	2013/15 Twice yearly (Nov after results) March to feedback to SACRE	SACRE able to advise LA on any action needed to raise standards in RE Levels attained are in line with national	
1.2 Ensure members of SACRE are able to make recommendations to the LA with a view to raising standards and quality of teaching where necessary	Monitoring visits Ofsted reports	LA officer SACRE members		Use data made available to determine the standards of teaching and learning Agree a committee to look at GCSE results, monitoring visits and Ofsted reports. Now with emphasis on RE, SMSC and leadership of RE. Feed back to SACRE Agree format and information sharing to LA	At least annually following LA results given (November)	Monitoring and Ofsted Reports show raised levels of attainment in RE GCSE and A level grades overall, and of teaching in RE when reported	
1.3 Provide schools with expertise / support to raise quality of teaching and so enable enhanced learning opportunities	Monitoring visits CPD	LA EO RE Insp		Raise awareness of CPD available through networking meetings and CPD in LA and Hants	ongoing	Staff, including non-specialised, teachers of RE are able to provide good to outstanding lessons	
1.4 Determine the percentage of RE lessons in secondary schools that are covered by RE specialists	Monitoring visits Questionnaire	LA EO RE Insp		Gather data, through visits and questions to schools, the number of specialist teachers, and any problems in recruiting to post	2013/14 Summer 2104	Schools to be aware of any lack of expertise, address this, and to train those with responsibility for teaching RE	

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
<b>2. To raise awareness of /training for Living Difference Revised 2011 - (LDR11) &amp; the revision and roll out of the agreed syllabus for RE - LDR 16</b>							
2.1 Provide Networking meetings throughout city to raise awareness of /training on LDR11 and LDR16	SACRE members Named RE staff	LA officer Hants Insp		Provide termly meetings. Primary phase to include visits to faith buildings and to invite speakers  Secondary meeting to be re-instated	Each term 2012,13,14  asap	All interested teachers and RE managers to have opportunity to meet and further knowledge of LDR11/LDR16	
2.2 Continue to work with neighbouring LAs to provide revision to agreed syllabus	SACRE committee LA officer Hants RE inspector	Chair LA officer		Maintain working relationships with Hants and Southampton SACRE bodies  Provide evidence to LA to fund the teaching staff to 'revise' LDR11.  Liaise with schools to find appropriate staff work on the revision	Spring 2015 (begin rev) Spr 2015  Spr 2015	SACRE bodies responsible for revision work are liaised with and Portsmouth SACRE takes a joint role in the revision	
2.3 Look to providing teaching staff to support the rewrite and roll out the revised LDR11 (LDR16)	SACRE committee LA officer Hants RE inspector	Hants and Ports. SACRE bodies		Provide for the LA an expected costing for SACRE to provide training to lead teachers  Liaise with schools to determine suitable staff	Mar 2015 Summer 2015	Schools in city to 'appoint' teachers to join revision group  Schools and SACRE to fund for CPD across city	
2.4. Provide CPD for RE managers and SLT on the new LDR16 edition. Work with Hants LA and Hants and IOW SACRE to plan, prepare and produce new hard and electronic copies for all city maintained schools	SACRE committee LA officer Hants RE inspector	Trained RE teachers Hants RE Insp		Provide funding (through LA) to provide copies of revised LDR16 for each school  Provide training for RE managers in city  Monitor use of new LDR16	Summer/Autumn 2016 Autumn 2016 Aca Yr 16/17	CPD provided to all schools on the LDR16 from Autumn 2016	

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
<b>3. To raise the awareness of a) SACRE artefacts available to support the agreed syllabus for RE (LDR11), b) 'Spiritual, Moral, Social and Cultural' (SMSC) development, through the teaching of RE and other curriculum areas with an emphasis on supporting the British Values agenda (Ofsted 9.2014)</b>							
3.1 Regularly share with schools the SACRE resources to support the LDR11, stored at the EMAS Centre	LA officer EMAS Advisers	EMAS LA Officer		Continue to provide information to HTs on the electronic twice termly bulletin Showcase the artefacts to any teachers on course at the EMAS centre	Termly and ongoing	All schools have raised awareness of SACRE support. Resources regularly used.	
3.2 Provide for secondary school teachers/students an opportunity to take part in a city wide RE conference	SACRE committee Consultant	SACRE		Provide an 'Enrichment Conference', open to all schools on annual basis, Speakers to come from various faith groups SACRE members to support wherever possible Funding to be arranged from outside sources to enable students to attend for free	Summer terms 12,13,14 Grants to applied for annually	Raise an understanding of those faiths both covered in GCSE coursework and those not. Provide a format for students to be able to discuss different faiths and their understanding of them.	
3.3 Provide workshop/briefing for senior leaders on the SMSC/British Values agenda	LA Education Officer LA officer Prevent Officer	LAEO LA officer		Invite all city school SLT to briefing at EMAS Centre Prepare materials to support BV at individual schools Offer support to schools in interrogating planning and resourcing for BV	25 & 26 Nov 2014 (Primary) 4 <sup>th</sup> March 2015 (Secondary)	Schools staff to more aware of the BV agenda, the importance of this throughout the curriculum including RE	
3.4 Provide workshop/briefing for Governors on the SMSC/British Values agenda	LA Education Officer LA officer Prevent Officer	LAEO LA officer		Invite all city governors to briefing at EMAS Centre Prepare materials to support BV at individual schools Offer support to governors in interrogating planning and awareness of resources for BV	15 & 22 Jan 2015	School governors more aware of the BV agenda, the importance of this throughout the curriculum including RE	

3.5 Organise a 'drop-in' day for RE and Curriculum Managers to look at all resources to support SMSC & BV at EMAS centre	LA Officer EMAS Advisers EMAS Admin	LA Officer EMAS advisers		Invite all city RE and curriculum leaders to drop in at EMAS Centre  Prepare materials/artefacts/packs available to support BV in RE and other subjects for staff to peruse and to book for curriculum areas	10 <sup>th</sup> Feb 2015  ongoing	Resources are booked out to school to support RE and curriculum lessons.  RE managers are informed of new resources and new managers added to contact list	
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Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
<b>4. To work on the NASACRE agenda ' Collective Worship Revisited' to monitor Collective Worship (CW) in maintained city schools</b>							
4.1 SACRE members to attend NASCRE meetings to determine the role of SACRE in monitoring CW	NASACRE	SACRE members		The members who attended NASACRE meetings to feed back to Portsmouth SACRE  Those members to arrange means to collect data and to act upon findings	Annually	Attendance at all NASACRE meetings, regularly feedback to SACRE	
4.2 Committee set up to look at data collected re CW across the city	Monitoring visits (EO and RE Inspector)	Chair LA Officer		Committee set up to meet to review Ofsted and LA visit reports	Annually	Committee able to report annually on any Ofsted comments made re CW in city schools	
4.3 Consider any complaints about provision and delivery of Collective Worship	Complaints made Visit reports	Chair LA Officer		Committee set up to deal with any complaints raised	Needs driven	Complaints dealt with in timely fashion	
4.4 SACRE members to have sight/knowledge of the Ofsted document 'Guidance : SMSC,RE and CW'	Ofsted Chair Clerk	Chair LA Officer		Provide link to/copy of 'Guidance for Headteachers and Governors on Ofsted September 2104 criteria of SMSC,RE and Collective Worship'  <a href="http://www.ofsted.gov.uk/resources/school-inspection-handbook">http://www.ofsted.gov.uk/resources/school-inspection-handbook</a>	Academic year 2014/15	SACRE members up to date with Ofsted requirements for RE, SMSC and CW	



## Glossary of abbreviations

BV	British Values
CPD	Continuing Professional Development (staff training)
DfE	Department for Education
EMAS	Ethnic Minority Achievement Service
EO	Education Officer
IOW	Isle of Wight
LA	Local Authority
LDR11	Living Difference Revised (in 2011) the 'Agreed Syllabus'
LDR16	Living Difference Revised (in 2016) the 'Agreed Syllabus'
RAG	RAG rated, R = Red, not achieved; A = Amber - partially achieved; G = Green - fully achieved
RAISEonline	From Ofsted and the DfE: RAISEonline aims to: Enable schools to analyse performance data in greater depth as part of the self-evaluation process. Provide a common set of analyses for schools, local authorities, inspectors, dioceses, academy trusts and governors. Better support teaching and learning
SACRE	Standing Advisory Council for Religious Education
SEF	School Evaluation Form
SLT	Senior Leadership Team (in schools)
SMSC	Spiritual, Moral, Social and Cultural