



**Local RE = Fresh RE ?**

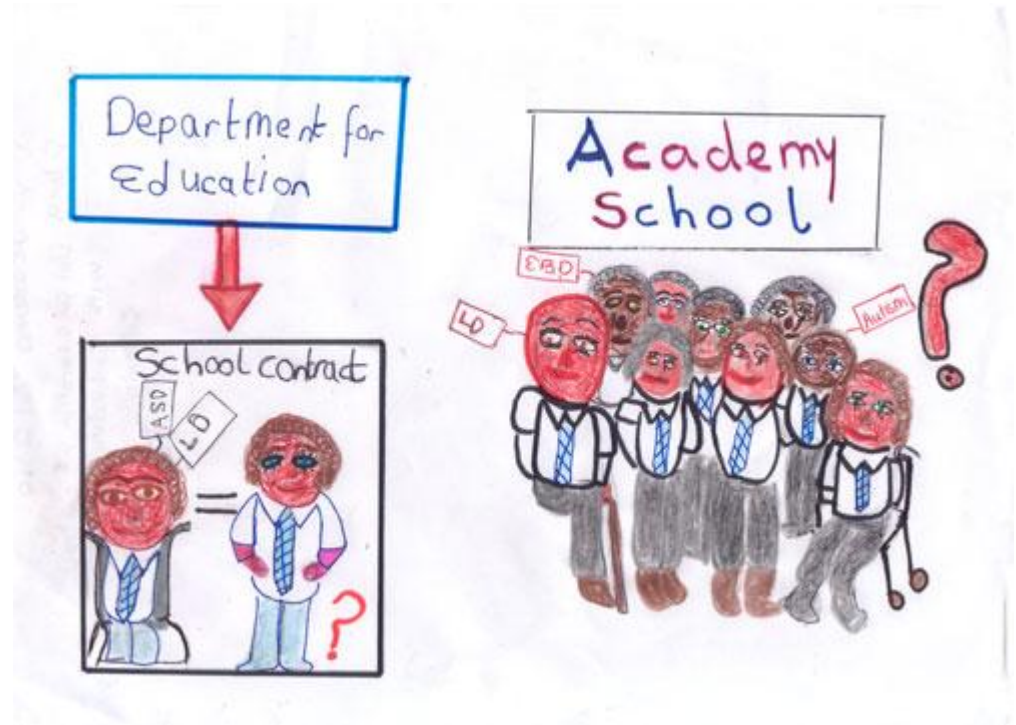
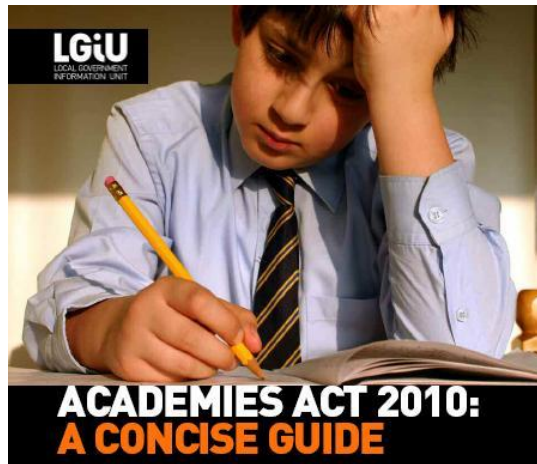
**Future SACRES – a local fresh approach ?**



Diocese of Bristol

Katy Staples | Schools Adviser  
Department for Children & Young People

# National Factors – that have effected the 1944 Settlement and the role of SACRE



Many of the schools surveyed said that support from their local authority and SACRE had diminished.

Recent changes in education policy are having a negative impact on the provision for RE in some schools and on the capacity of local authorities and SACREs to carry out their statutory responsibilities to monitor and support it.

# Dr Mark Chater “Challenging SACREs” NASACRE Conference May 2013

<http://www.nasacre.org.uk/agm/annual-general-meeting-2013>



- Would we design SACREs as they are now?
- How do we make them serve children and teachers to ensure good RE?
- They are Semi – detached, antiquated, compliance –fixated, rigid and extravagant ?
- Compliance culture in schools is over ?
- We have confused municipal pride with high quality
- Not local enough
- **To draw in local communities of religion or belief, to involve them in RE** through visits or conferences – you don’t need an agreed syllabus
- Robin Alexander’s idea of local curriculum panels for RE and other subjects **“identifying local needs and opportunities”**
- **“never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has”**  
Margaret Mead



# A Review of Religious Education in England October 2013

<http://resubjectreview.recouncil.org.uk/re-review-report>



## **Recommendation 2 : To pursue with policy makers the challenges around the existing settlement for RE**

The increasing diversification of schools means that SACRE members are by no means the only 'stakeholders' in RE. On the other hand, the involvement of local teachers, faith communities and elected members in RE through a SACRE has in many areas been a source of strength and support and in some this continues to be the case.

Many SACREs lack the capacity to implement or monitor the locally agreed syllabus.

What is important is that the RE curriculum used in all schools enables young people to develop an informed understanding of religions and worldviews.



# All Party Parliamentary Group on RE

March 18<sup>th</sup> 2014



Stephen Lloyd MP

## RE and Good Community Relations

<http://religiouseducationcouncil.org.uk/appg/news/2014-03-17/re-and-good-community-relations>

**RE can be a strong contributor to good community relations through enabling students to:**

- Acquire systematic knowledge and conceptual understanding of religions and worldviews
- Learn from visits and visitors through personal encounters
- Learn about religion and belief in local, national and global contexts
- Consider a range of viewpoints on religious, ethical and philosophical issues

### **Learning Outside the Classroom – Desired Outcomes**

SACREs support learning outside the classroom in their locality, including training and support for host communities where necessary

SACREs support their schools in the use of visitors to classrooms



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## Bristol and Swindon SACRE Responses

“Moving from curriculum design and local agreed syllabus provision to RE resourcing, enthusiastic support and local and national political campaigning.”

### What have we done?

- A. Written/ writing locally distinctive units of work.**
- B. Campaigning writing and publicising RE and the work of SACRE**
- C. Challenging and equipping people of belief to get involved with RE in their local schools**



# A. Written/ writing locally distinctive units of work.



**Set up a SACRE working party** : “Local Swindon RE”

## **Outcomes –**

1. A unit is being written in East Swindon as a case study for others in the borough :

“How to use a local church in Primary Religious Education”

2. The adviser and a recently retired KS1 RE teacher are working with “Gorse Hill Mosque” to create a unit

“What does it mean to be a Muslim in Swindon”

3. Another teacher is working with “Gateway Church” and “Restore” to write a unit for Primary Schools about “How do Christians in Swindon help others? (This is a food bank project and an employment skills project for vulnerable people restoring furniture)

Other ideas for the future – Swindon Football and Faith (Chaplain), Lydiard Park Garden of Remembrance , Sustainability and faith , Ancient beliefs around Swindon – The Ridgeway and Avebury – questioning beliefs and tying in with History Curriculum : Stone Age.  
Engage with schools councils and pupil forum groups to gain pupil’s ideas.







## A. Written/ writing locally distinctive units of work.

1.

A film produced by a school – and a series of lesson plans to accompany it. An exploration of how a Bible text inspired a Community of Anglican Nuns based in Bristol to serve the hungry.

<http://www.bristol.anglican.org/2010/loaves-and-fishes/>

2.

A series of lessons about John Wesley and the New Rooms in Bristol – encouraging pupils to visit this important Methodist building

<http://amv.somerset.gov.uk/local/?assetdet908940=37881>

3.

Bristol as a City of Sanctuary – What place has belief played in the life of Asylum seekers and Refugees and in the life of those who have given them welcome? **NASACRE award – A conference called “Ambassadors for Sanctuary and Belief”** June 2014 and some materials about the life of Father Richard McKay who is Chair of “Bristol City of Sanctuary”

<http://www.bristol.anglican.org/2013/bristol-city-of-sanctuary-lesson-plans-and-materials/>



## B. Campaigning writing and publicising RE and the work of SACRE



SWINDON  
BOROUGH COUNCIL



1. Invited local MPs into schools to see RE lessons and urged them to join the APPG for RE
2. Written to all Secondary Head Teachers of LA Schools and Academies to outline students entitlement to RE as included in the Ofsted Guidelines to Inspectors 2013.
3. Ensured that the SACRE adviser has offered training through the Governor services in each LA about RE, SMSC and Collective Worship to Governors and so raised the profile of RE and SACRE
4. Have composed a simple explanation (3 paragraphs) of what SACRE is and what role it plays and have asked SACRE members to ensure the article is placed in local community and faith group newsletters
5. Working towards a better online presence and effective website



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## C. Challenging and equipping people of belief to get involved with RE in their local schools

1.SACRE members - working within a faith : Diocese of Bristol “Schools in your parish”

<http://www.bristol.anglican.org/school-resources/church-school-links/church-school-links-brochure/>

2.Including it as a goal on your SACRE Action Plan and ensuring outcomes  
Bristol SACRE is holding a teachers and people of faith networking event called:

**“Speed faithing : speed phasing”**

