



Phil Norrey  
Chief Executive

To: The Chair and Members of the  
Standing Advisory Council on  
Religious Education

County Hall  
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(See below)

Your ref :  
Our ref :

Date : 6 June 2019  
Please ask for : Gerry Rufolo 01392 382299

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## **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

Friday, 14th June, 2019

A meeting of the Standing Advisory Council on Religious Education is to be held on the above date at 10.00 am in the Committee Suite - County Hall to consider the following matters.

P NORREY  
Chief Executive

### **A G E N D A**

#### **PART I - OPEN COMMITTEE**

- 1 Apologies for Absence
- 2 Minutes  
Minutes of the Meeting held on 5 February 2019 (previously circulated).
- 3 Items Requiring Urgent Attention  
Items which in the opinion of the Chair should be considered at the meeting as matters of urgency.
- 4 Devon SACRE Membership  
Ed Pawson to report
- 5 Teacher Training through the World Views  
Ruth Flanagan to report
- 6 New Agreed Syllabus Launch Sessions  
Ed Pawson to report
- 7 SACRE Development Plan (Pages 1 - 4)  
Ed Pawson to report

- 8        Learn Teach Lead RE (LTLRE)  
Tatiana Wilson to report
- 9        National Developments in RE (Pages 5 - 8)  
Ed Pawson to report
- 10       Interfaith Partnership Work  
Jeremy Roberts to report
- 11       Holocaust Memorial Day  
Ed Pawson to report
- 12       Hate Crime and RE  
Keith Denby to report
- 13       Apologia (Pages 9 - 10)  
Ed Pawson to report
- 14       Future SACRE Meetings  
Tuesday, 19 November 2019  
  
To agree dates in February 2020 and June 2020

**PART II - ITEMS WHICH MAY BE TAKEN IN THE ABSENCE OF PRESS AND  
PUBLIC ON THE GROUNDS THAT EXEMPT INFORMATION MAY BE DISCLOSED**  
No

*Members are reminded that Part II Reports contain confidential information and should therefore be treated accordingly. They should not be disclosed or passed on to any other person(s).  
Members are also reminded of the need to dispose of such reports carefully and are therefore invited to return them to the Democratic Services Officer at the conclusion of the meeting for disposal.*

**MEMBERS ARE REQUESTED TO SIGN THE ATTENDANCE REGISTER**

| Membership  |  |
|---|--|
| <p><i>Members are reminded that Substitutes are permitted</i></p> <p><b>Group A: Christian and Other Religion and Belief Communities, with the exception of the Church of England</b></p> <p>W Becher (Quaker Representative)<br/> K Denby (Devon Humanists Representative)<br/> R Halsey (Jewish Representative)<br/> H Hastie (Baha'i Representative)<br/> M Hext (Methodist Representative)<br/> G Kang (Sikh Representative)<br/> B Lane (United Reformed Church Representative)<br/> M Miller (Pagan Representative)<br/> R Nathwani (Hindu Representative)<br/> J Taylorson (Buddhist Representative)<br/> Vacancy (Roman Catholic Representative)<br/> Vacancy (Baptist Representative)<br/> Vacancy (Muslim Representative)</p> |  |
| <p><b>Group B: The Church of England</b></p> <p>S Gill<br/> C Hulbert<br/> R Ingrouille<br/> B Twiggs<br/> J Roberts (Chair)<br/> T Wilson</p>  |  |
| <p><b>Group C Teachers' Associations</b></p> <p>L Clay<br/> R Flanagan<br/> J Gooddy<br/> P Hammett<br/> W Harrison<br/> E Mihas<br/> P Randall<br/> S Shute</p> <p><b>Group D Devon County Council</b></p> <p>Councillor E Brennan<br/> Councillor C Channon<br/> Councillor I Chubb<br/> Councillor P Colthorpe<br/> Councillor G Hook<br/> Councillor M Squires</p> <p><b>Co-opted Members</b></p> <p>R Khreisheh<br/> P Rouvas<br/> S Spence<br/> G Teece</p> <p><b>Adviser:</b> E Pawson</p>   |  |

**Declaration of Interests**

Members are reminded that they must declare any interest they may have in any item to be considered at this meeting, prior to any discussion taking place on that item.

**Access to Information**

Any person wishing to inspect any Reports or Background Papers relating to any item on this agenda should contact Gerry Rufolo on 01392 382299.

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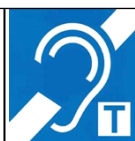
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Induction loop system available

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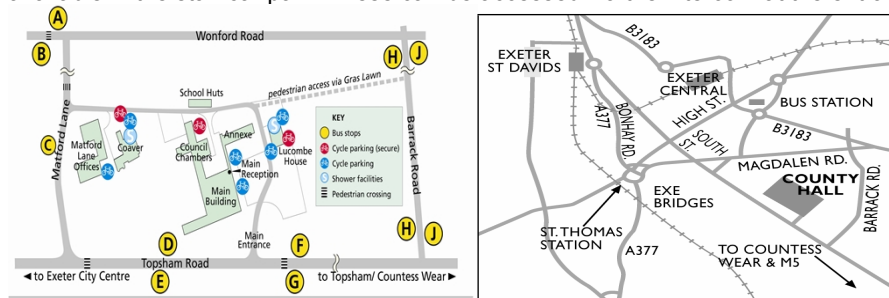
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**NB**   **Denotes bus stops**

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# DEVON



## **Standing Advisory Council** *for* **Religious Education**

Page 1

## **DEVELOPMENT PLAN 2019-2020**

## Key Activity 1: Monitoring the impact of the Devon and Torbay Agreed Syllabus/ Developing standards in RE

Page 2

| Key Tasks  | Target Group(s)                        | Lead/by whom              | Cost /days total | Timescale                 | Success Criteria  |
|--|--|---------------------------|------------------|---------------------------|---|
| <b>1A</b> To monitor the impact of the AS through focused visits to a sample number of primary, secondary and special schools  | Selected Devon schools                 | Ed Pawson/ Jeremy Roberts | 3.5 days pa      | Autumn 2019- Summer 2020  | Monitoring leads to improved standards in, and evaluation of, RE. Key strengths and areas for development shared with Devon SACRE and feed into future plans. |
| <b>1B</b> To analyse GCSE and A level results in RE/RS, sharing key findings with SACRE and writing letters of commendation/ support to Devon secondary schools      | Devon Secondary schools                | Ed Pawson                 | 1 day            | Autumn 2019 - Spring 2020 | Monitoring strategy leads to improved performance in GCSE and A level RS/RE   |
| <b>1C</b> To analyse key OFSTED inspection judgements from Devon schools on RE, CW and SMSC annually and share findings with SACRE, Exeter Diocese and Devon schools | All Devon schools inspected in 2018/19 | Ed Pawson                 | 1 day            | Summer 2019 - Spring 2019 | Analysis leads to improved provision in RE, CW and SMSC in all Devon schools  |

## Key Activity 2: To develop the role of Devon SACRE in SMSC

|   |                                    |           |       |                           |   |
|---|------------------------------------|-----------|-------|---------------------------|---|
| <b>2A</b> To enhance the role of SACRE in effective SMSC (including British Values and Prevent agenda) provision through effective guidance and support to schools. | Devon SACRE members, Devon schools | Ed Pawson | 1 day | Summer 2019 – Summer 2020 | Devon SACRE provides clear and effective guidance to Devon LA schools on SMSC<br>School practice in SMSC is enhanced and leads to high standards in Ofsted inspections in Devon schools |
|---|------------------------------------|-----------|-------|---------------------------|---|

### Activity 3: To develop the partnerships between Devon SACRE, Devon CC, local and national bodies and faith/beliefs groups

| Key Tasks  | Target Group(s)   | Lead/by whom   | Cost  | Timescale                   | Success Criteria  |
|--|---|--|---|-----------------------------|---|
| <b>3A</b> To develop the partnership between Devon SACRE and <ul style="list-style-type: none"> <li>i. Devon schools</li> <li>ii. Faith and belief communities in Devon through active involvement with Exeter Interfaith Group and Devon Faith and Belief Forum, South West SACREs and the Exeter/ Plymouth dioceses</li> </ul> | Devon SACRE, Devon schools, Devon faith and belief communities, Exeter and Plymouth Dioceses, and Learn, Teach, Lead RE Programme | Ed Pawson/<br>Jeremy Roberts<br>Members of Devon SACRE | 2 days  | Summer 2019-<br>Spring 2020 | Devon SACRE is clearly aware of its impact on the Devon community, particularly schools and colleges. Activities held to build partnership with Devon schools and faith/ belief communities, especially training faith and belief community members working in/interested in working in schools |
| <b>3B</b> To link with, support and co-operate with Learn, Teach Lead RE Programme   | Devon schools   | Ed Pawson  | 2 days plus<br>£1800 to support<br>LTLRE hubs   | Summer 2019-<br>Summer 2020 | Empowering teachers and leaders of RE in Devon through building networks  |
| <b>3C</b> To develop training for schools faith and beliefs visitors, in partnership with Devon Faith and Belief groups  | Schools faith and belief visitors   | Ed Pawson/Jeremy Roberts                               | 2 days plus   | Summer 2019-<br>Summer 2020 | Trained faith and belief visitors will be a huge asset to Devon schools. We hope this will be the start of an ongoing programme   |
| <b>3D</b> To maintain strong contact with national organisations: DFE, OFSTED and national RE organisations - REC, NASACRE, AREIAC, NATRE providing feedback to and from Devon SACRE   | Devon SACRE   | Ed Pawson  | 2 days<br>AREIAC membership<br>£70<br>AREIAC conference<br>£300<br>NASACRE membership<br>£105 | Summer 2019-<br>Spring 2020 | Devon SACRE is fully informed of key national issues in RE and regularly corresponds with national bodies   |

|   |  |                                 |   |                           |  |
|---|--|---------------------------------|---|---------------------------|--|
| <b>3E</b> To ensure Devon SACRE meetings, Inset sessions and the Annual report are effectively planned resourced and led. | Devon SACRE, Devon schools, Devon CC,              | Ed Pawson                       | 8 days including writing the Annual report<br>£300 for teacher supply cover | Summer 2018 - Spring 2019 | Devon SACRE meetings are well attended, led and resourced and have a positive impact on Devon schools                        |
| <b>3F</b> To lead the annual events linked to HMD (Holocaust Memorial Day)  | Devon SACRE, Devon Faith and Belief forum DCC, ECC | Ed Pawson/ SACRE steering group | 3 days<br>£200 for event expenses   | Autumn 2019- Spring 2020  | HMD planned events by Devon SACRE are well attended and have a significant impact on the Devon Community, especially schools |

#### **ACTIVITY 4: SACRE WORKING GROUPS 2019- 20**

##### **Activity 4A: Evaluating and developing provision for RE in the light of the launch of the new agreed syllabus**

|   |               |                              |                       |                          |                                    |
|---|---------------|------------------------------|-----------------------|--------------------------|------------------------------------|
| To review the roll out of the new syllabus and explore any additional needs for schools | Devon schools | Ed Pawson and Jeremy Roberts | 1 day RE Adviser time | Summer 2019- Autumn 2019 | Enhanced support for Devon schools |
|---|---------------|------------------------------|-----------------------|--------------------------|------------------------------------|

##### **Activity 4B: Evaluating and appraising provision for Collective Worship in community schools**

|  |                            |  |  |                          |   |
|--|----------------------------|--|--|--------------------------|---|
| To review and issue new guidance for schools on Collective Worship | Community schools in Devon | Ed Pawson<br><br>SACRE members and working group | 2.5 days RE Adviser time<br>Working group expenses | Autumn 2019- Summer 2020 | Key recommendations presented to SACRE in June 2020 |
|--|----------------------------|--|--|--------------------------|---|

## Some reflections on the implications of the new Ofsted Framework and Handbook for inspection on Religious Education

### Introduction

The new education inspection framework from Ofsted was published 14<sup>th</sup> May 2019 along with the inspection handbook. Much has been written elsewhere about the implications for schools more widely, for example in Schools Week. This document simply aims to highlight those areas where the handbook might support our campaign for more school accountability in relation to Religious Education (RE). NATRE believes that schools providing their students with outstanding RE should be properly recognized for their work and those denying pupils their entitlement should be held to account, whether they be local authority maintained or academy schools.

The current framework has offered a degree of accountability to schools, for example with references in Ofsted reports to schools achieving the RE Quality Mark. A small number of schools have been criticized for failure to provide RE at all. You can read more about these reports of primary schools here and to secondary here. The current framework does not lend itself to a thorough examination of the curriculum, especially because inspections can last only one day. One of the effects of this is that schools that are non-compliant with their Agreed Syllabus or in the case of academies, their funding agreements, appear to be inspected and not challenged about these failings at all.

The new framework reverses this trend. Inspections will last two days and there will be a much greater emphasis on the curriculum. It is likely that a small number of subjects, possibly four, will be chosen as a focus for examining the curriculum and this could just as easily be RE as any other subject. A bonus from this approach is that over time, the information collected about each individual subject could (and should) be collated to create subject reports that identify national trends.

### Commentary

Here are some sections of the handbook which we found interesting:

1. Paragraph 14 “in a risk assessment, we analyse: school workforce census data”

*Regular readers of NATRE articles will know that this data set has been very useful in our lobbying of government. It contains each secondary school’s report on the number of hours of teaching provided in each school year for each subject. NATRE will be encouraging Ofsted to flag any school reporting minimal or no hours of Religious Education using its algorithm so that this can be followed up during an inspection.*

2. Paragraph 22

In addition, exempt schools may be inspected between risk assessments if:

- We have received a qualifying complaint that, taken alongside other available evidence, suggests that we should inspect the school
- concerns are identified about the curriculum (including if the statutory requirement to publish information to parents is not met)

*SACREs, parents and others are beginning to use the formal complaints process when schools fail to provide the appropriate level of provision for RE. We will be seeking clarification from Ofsted about how complaints, especially those that reach the Secretary of State, can be made available to Ofsted inspectors.*

# Agenda Item 9

## 3. Paragraph 44

OFSTED will:

- report on any failure to comply with statutory requirements when they form part of the inspection framework and evaluation schedule, including those relating to the workforce

*It is not clear if or how this might identify schools failing to meet statutory requirements in relation to RE.*

## 4. 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, ...

*Attention to spiritual, moral, social and cultural development in the current framework for inspection has often led to mention of good practice in relation to RE in inspection reports. The new framework specifically mentions religious education in this section which should clarify expectations. (paragraph 216 and 219)*

## 5. 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<sup>68</sup> that should be similar in breadth and ambition.”

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

*In our opinion, this paragraph has the potential to have the greatest impact on the issue of accountability in RE. It is perhaps unsurprising to see a clear statement of the law in relation to the curriculum in this context. However, in relation to standards, the expectation is that even given academy freedoms, (see 173 below), the curriculum should be similar in breadth and ambition as the curriculum offered in maintained schools.*

*NATRE intends to seek clarification of the meaning of this paragraph. The implication is that just as the national curriculum is to be used as a benchmark for ‘breadth and ambition’ for the core and foundation subjects, so the curriculum for RE must be as broad and ambitious as that required of LA maintained schools.*

## 6. Paragraph 173

“We will judge schools taking radically different approaches to the curriculum fairly. We recognise the importance of schools’ autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school’s curriculum favourably.”

*Some teachers have expressed concern about this paragraph because they believe it might provide a means of explaining away the lack of a rigorous and comprehensive RE curriculum. Time will tell if this concern is justified. It is difficult to see however, how a curriculum could be said to have ‘appropriate coverage and content’ if a subject which is so unequivocally listed as a requirement for inclusion were missing or covered in a tokenistic manner. We also note that the recent letter to NASACRE from the DFE clearly states that RE must be taught in all year groups. This is further emphasised in paragraph 177 below*

## 7. Paragraph 177

Sources of evidence specific to curriculum intent

Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breath and ambition

## 8. Paragraph 180 -181

Implementation

180. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.

181. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching

*Inspection reports based on the current Ofsted Framework frequently mention the detrimental impact of teachers' poor subject knowledge on the quality of RE. This is more frequently mentioned in reports on primary schools. The text in this paragraph of the new handbook is much clearer about expectations on schools.*

## 9. Paragraph 216 and 219

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

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.

*We are pleased that Ofsted has supported our recommendations that the descriptors of spiritual and cultural development should include a recognition that knowledge and understanding underpins tolerance and respect.*

## 10. Paragraph 222

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

**Access the following documents below:**

[School inspection handbook](#)

[Inspecting the curriculum](#)

[The education inspection framework](#)



## Apologia

Religious education is not a national curriculum subject but it must be taught in all state-funded schools as enshrined in the 1988 Education Reform Act. Owing to the Secretary of State for Education having almost no influence in the subject, the curriculum for religious education is to be determined locally by Agreed Syllabus Conferences (ASCs) (Bastide, 2007), formed under Standing Advisory Councils for Religious Education (SACREs). The main focus is that:

*'Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'* (Great Britain. Education Act, 1996, section 375)

Local authorities are required to establish a SACRE which, as its chief aim, is to advise the said authority upon matters pertaining to religious education and collective worship. The Education Reform Act states the composition of SACRE members, who may also comprise Agreed Syllabus Conferences, are drawn from: Christian and other faith communities, the Church of England, teachers' groups and democratically elected councillors. In addition to this role, it can require a local authority to review its agreed syllabus which then necessitates a standing conference to review it. It is called an agreed syllabus because it must be agreed by those with an interest in the teaching of religious education. Let it be clear to those who claim that it is the function of SACREs to convene an agreed syllabus:

*'...to draw up a syllabus the local authority must call a standing conference representing the interested parties; this is very often very similar and sometimes identical in membership to the SACRE **but it is not the same as the SACRE – it has been set up for this one highly specific purpose.**'* (Bastide, 2007, p.12)

The future regarding the role of SACREs has been debated by the Commission on Religious Education's 2018 report, *'Religion and worldviews: the way forward'* under recommendation 8, which can be read here:

<https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

At this moment in time, the role of SACREs and ASCs is still valid. The reason is that the religious education syllabi provided by such organisations is underpinned by democracy. *'Religious leads'* do not write the syllabus. Local democracy is not anachronistic and local authorities are certainly not in a place to waste public funds. Local democracy works for its people regardless of their religious or faith beliefs. Local democracy's role in addressing the teaching and learning in religious education is diverse, functioning and relevant in today's local, national and global sense.

# Agenda Item 13

NASACRE is open to supporting the CoRE recommendations that seek to make religious education an entitlement for all pupils in all our schools. We want to see all SACREs functioning well across the country, ensuring that:

*“RE remains a vital academic subject for education in the 21st century. Studying RE gives young people the knowledge, understanding and motivation they need to understand important aspects of human experience, including the religious, spiritual, and moral. It gives insights into the arts, literature, history, and contemporary local and global social and political issues. It provides them with a space in the curriculum to reflect on their own worldview and to engage with others whose worldview may be different.”* (CoRE, 2017, p. 1)

Robert Morgan

Vice chair of NASACRE

March 2019

## **References**

Bastide, D. (2007). *Teaching religious education 4-11*. 2<sup>nd</sup> edn. Abingdon: Routledge.

Commission on RE (2017) Interim report, executive summary, religious education for all. [Online]. Available at: <https://www.commissiononre.org.uk/wp-content/uploads/2017/09/Executive-Summary-FINAL.pdf> (Accessed: 12 March 2019).

Commission on RE (2018) Religion and Worldviews: the way forward. A national plan for RE. [Online]. Available at: <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf> (Accessed: 12 March 2019).

Great Britain. Education Act 1996: Elizabeth II. Chapter 3 (1996) Agreed Syllabuses, Section 375. London: The Stationery Office.