



Standing Advisory Council on Religious Education

Annual Report 2018-2019

This annual report is prepared for Leeds Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. For further information on the report or on RE and Collective Worship in Leeds, please contact Alastair Ross at alastair.ross@leeds.gov.uk



Michael Dorsey

It is with great sadness that we record the death of Michael Dorsey, a former chair of SACRE and member until this year. Michael passed away during July 2019. He always demonstrated a quiet enthusiasm and resolute commitment to promoting understanding of faith in school education.

As a Jewish representative he also promoted better understanding of the Jewish faith in Leeds schools. Michael was key in helping the passage of the 2015 RE syllabus, precursor to the version we have published this year. He was instrumental in leading SACRE and supporting the development of RE in schools.

Our thoughts and best wishes are with Michael's widow, Sue, and all their family.

Introduction by the Chair of SACRE

Leeds SACRE and our partners have been busy supporting our schools and pupils during 2018-19.

- The new joint syllabus, developed with Kirklees and Calderdale SACREs was launched.
- A programme of training was delivered for the new syllabus.
- Additional resources for were developed and made available through the West Yorkshire RE Hub.

Good quality RE can play a vital role in society. Over a decade of austerity and cuts to local authority budgets are putting our schools under increasing pressure and rising homelessness and foodbank use in our area has had a huge knock on effect on pupils from less privileged backgrounds. We are also experiencing unprecedented political uncertainty and despite this many of our political leaders seem content to try to divide the country and our societies further for their own advantage. This has only served to give additional comfort to ideas long thought discredited and discarded and Leeds has seen an increase in religiously motivated hate crime and attacks on Muslim and Jewish places of worship. RE teachers can often find themselves on the front line in these culture wars and they can help to heal divides that could otherwise not be addressed in our schools at all.

In these difficult times well taught and inclusive RE helps pupils to understand that we are all human and have far more in common than that which divides us and is absolutely vital for the proper future development of our society. I am proud to say that the work Leeds SACRE does and our syllabus strongly supports the fundamental values of respect, understanding and inclusiveness.

Mark Edon

Chair of Leeds SACRE 2018-19

Part 1: The Work of Leeds SACRE

The Annual Report and SACRE's responsibilities

One of the statutory responsibilities of SACRE is to produce an annual report informing the Secretary of State for Education in England and key partners about its work with RE and collective worship in schools. It should also outline any advice SACRE has given to the local authority during the year and the response to such advice.

SACRE has responsibility for advising a Local Authority (LA) on its schools:

- For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.
- For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

Although not part of its compulsory statutory role, Leeds SACRE also seeks to serve and support all schools and academies within the city and makes its agreed RE syllabus freely available to all.

Through the work of Leeds Learning Partnership, the involvement of the RE consultant, and its own deliberations, SACRE can report with insight and authority on the matters included in this report. Detailed analysis of public examination results is also included. However, it does not have the resources to comment in detail on every aspect of RE or collective worship in every school. Specific reports of individual visits and reviews in schools are outside the remit of this general report, but these have informed the overall picture offered.

Meetings

There were four meetings of Leeds SACRE during the year 2018-2019. Meetings are open to the public and minutes are also available. These meetings were held on the following dates: 17th September 2018, 13th December 2018, 12th March 2019 and 24th June 2019. Meetings

were held in Leeds Civic Hall and Leeds Minster. The March meeting was also a Local Agreed Syllabus Conference and was held at the same time as LASCs for Kirklees and Calderdale. These meetings took place in Dewsbury Town Hall.

SACRE meetings for 2019-20 have been planned for these dates: 26th September, 12th December and 18th June. There will also be a joint West Yorkshire meeting arranged for March.

During the past year, the main responsibility for SACRE has been the production of a revised agreed syllabus for RE which has been undertaken jointly with Kirklees and Calderdale.

Details of this are outlined below. In addition, items discussed at SACRE included:

- Inconsistency in provision of RE at KS3 and KS4;
- National Report from the Commission on RE;
- Supporting schools in developing understanding of different faiths;
- GCSE results and provision;
- Training provision for schools and teachers, especially relating to the revised RE syllabus.

Further detail can be found in the full minutes, included in Part 3.

Membership

SACRE membership includes representatives from all four constituent committees.

Committee A	All faiths including Christians except Anglicans
Committee B	Anglican representatives
Committee C	Teachers and schools
Committee D	Leeds City Council

A full list of members is included in Part 3.

Professional support for RE in Leeds

SACRE advises and supports the work of the Learning Partnership and the RE Consultant. Inevitably most of the day to day work is undertaken by these professionals as employees and contractors of the Council. The Council has contracted Pennine Learning Associates Ltd to support its statutory services for RE and related issues. Pennine Learning is a small West Yorkshire based company that specialises in RE, SMSC, equality and community cohesion and the consultant is based in Adams Court. Work is in close partnership with the Learning Partnership and is overseen by Erica Hiorns as manager of this aspect of learning. Pennine Learning also supports RE for councils in Kirklees and Calderdale. During 2019-20 this work in Leeds will be shared by two consultants, Alastair Ross (who will support SACRE and secondary schools) and Helen Rivers (who will lead on training, primary support and general RE enquiries). They can be contacted at alastair.ross@leeds.gov.uk and helen.rivers@leeds.gov.uk. The contract is based on forty days support per year in total, though this is arranged as flexibly as possible to facilitate effective working with schools and others.

Priorities

The priorities for 2018-2019 were included in last year's report. Progress on these is briefly outlined here:

1. Production of a revised joint RE syllabus.

This has been successfully completed and disseminated to schools.

2. Additional resources for teaching on Christianity and World faiths available through the West Yorkshire RE Hub.

Additional resources have been produced including a comprehensive suite of units of work for Christianity and widened coverage of other world faiths. The RE Hub has been relocated and a new subscription service established for the next five years.

3. Continued development of quality training and support for schools.

A programme of training has been delivered for the new syllabus. Further training for teachers and schools on RE and collective worship has been planned for 2019-20.

4. Considering the long-term structure for supporting RE in Leeds and how this can be developed collaboratively with neighbouring areas.

In 2019-20 work will be shared between two consultants and they will continue to work in partnership with Kirklees and Calderdale. The local authority will further consider whether further changes need to be made to ensure effective support for RE in Leeds.

Further details on all these areas of work are provided elsewhere in this report.

Priorities for 2019-20 include:

- Embedding the new RE syllabus and providing further appropriate support;
- Monitoring provision of RE in secondary schools and offering support to improve;
- Planning an appropriate RE training programme for primary schools;
- Supporting teachers in creating a 'safe space' for discussion of sensitive issues;
- Investigating how SACRE (and joint West Yorkshire SACREs) can be more effective.

Financial support

Leeds SACRE is financed by the City Council as part of its statutory duties. Most of these resources fund RE training and consultancy and other statutory roles. Additional sums supported training and development, in particular the launch and training for the new syllabus.

Partners, Support and advice

SACRE is grateful for the expertise of its members. Teacher and governor representatives continue to advise on the needs and progress of schools.

SACRE receives advice and information from a many sources, among them Leeds City Council, NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs), the RE Council of England and Wales and Ofsted.

The following advice has been given by SACRE and the RE Consultant to the local authority over the past year:

- To revise the local agreed RE syllabus, following due consultation, and in partnership with local authorities in Calderdale and Kirklees. *The syllabus has been revised, published and circulated alongside other resources and training which is detailed elsewhere in this report;*
- To provide a programme of training and support for teachers and schools, especially related to the new RE syllabus. *This has been planned and provided with financial support from the local authority;*
- To be alert to the growing inconsistency in provision of RE at secondary level and the potential effects, offering schools advice and support on how to remedy this lack of compliance. *This has been considered and discussed by the local authority's officers. Advice has been given to head teachers. A further offer of direct consultancy and support to a limited number of schools will be made at the beginning of autumn 2019. This is an area that needs continued vigilance and proactive intervention;*
- To provide guidance on specific issues of importance to schools such as collective worship, RE provision, developing tolerance and arranging visits. *This has been done and circulated with support from the local authority.*

The consultants have continued to work with faith communities in Leeds and beyond, offering training and support for school visits. Guidance for schools is available on all relevant issues. There were no formal complaints registered to SACRE throughout the academic year.

Part 2: Supporting RE and Collective Worship

The Local RE syllabus

A revised RE syllabus for Leeds along with Calderdale and Kirklees was produced and published in 2019. This has been made available free to all schools and is the authorised curriculum for maintained schools and any others who have the option to adopt it. The syllabus was commended to the three Councils at three simultaneous local agreed syllabus conferences held in Dewsbury on 12th March 2019.

The syllabus is entitled, 'Believing and Belonging'. First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. A good curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and we share this patch of the Earth.

This syllabus is the statutory curriculum for all maintained schools in the city. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools. The syllabus reflects both national priorities and local needs.

Consultation and feedback strongly indicated that schools felt the 2015 syllabus had been a major improvement and no huge changes were needed. The new syllabus reflects this and consolidates rather than remoulds the existing curriculum. These developments include:

- A comprehensive knowledge provision entitlement for six world faiths plus non-religious beliefs;
- Embedding new assessment arrangements (age-related expectations);
- Providing more opportunities for learning outside the classroom;

- More robust guidance for KS3 and KS4.

To support the syllabus, a comprehensive range of units of work have been produced, building on the previous RE Hub. These units have been written by consultants, local teachers and some commissioned from RE Today Services Ltd. These are not statutory but, taken together, they will fulfil syllabus requirements. Units are sometimes accompanied by other resources for teaching and learning. However, schools are encouraged to develop their own curriculum based on the statutory requirements and other guidance in this syllabus. The exemplar units of work may be used, adapted or supplemented as appropriate. Many new units have been added in 2019 including a comprehensive set for Christianity offering progression through each year group. Resources for other world faiths have also been revised and strengthened. The Hub also includes national and local guidance and further resources such as an anthology of stories.

Schools can subscribe to the Hub with online access to all the units of work and resources. The Hub is managed by Kirklees on behalf of all three SACREs and the modest subscription charged has funded the current syllabus, as well as supporting other aspects of RE. Schools are of course also free to use other resources which support or enhance the teaching of RE with this syllabus, such as the 'Understanding Christianity' units and other resources produced by RE Today Services Ltd.

Provision of Training

SACRE does not directly provide other training but recognises and encourages the comprehensive provision of training and support through Leeds Learning Partnership.

The Partnership provides termly Subject Leader and Development Meetings (SLDM) for secondary RE lead teachers across the authority, as well as a cross phase RE conference in the summer term. The SLDMs have been organised and steered by two lead teachers: Chloe Bell from Ralph Thoresby School and Alistair Harris from Pudsey Grangefield School.

The following courses and consultancies have been provided by the RE consultant through Leeds Learning Partnership during the year:

- RE Coordinators day course – October 2018
- Collective Worship – March 2018
- Primary RE Network – October 2018
- Primary RE Network – March 2019
- Syllabus Launch and Training – May 2019
- RE cross phase conference – June 2019

Tailored training, consultancy and staff training has been provided to schools, subject to demand and the constraints of capacity.

The following courses are planned for 2019-20:

- RE coordinators – October 2019
- Primary RE network – October 2019, March 2020, May 2020
- Teaching Christianity Well – June 2020
- RE conference – June 2020

RE Reviews and City of Leeds RE Award



The City of Leeds RE Award has been developed as an opportunity to review the quality and provision of their religious education and to discover their strengths and priorities for future improvement. It can be used as an internal self-assessment tool or it can be the focus for a review with the RE Consultant, leading to recognition by a badge and award.

Like the Leeds RE Agreed Syllabus, the criteria emphasise the importance of RE in community cohesion, SMSC and the fundamental values that we seek to encourage among young people as citizens of Leeds, Yorkshire and the UK.

The award has also been designed to dovetail with the national RE Quality Mark and it can act as a stepping stone towards achievement of that national recognition. The five strands

mirror the five areas of assessment in the REQM Bronze award but we have tailored these to the local syllabus priorities and to local schools. The award will itself be evidence that can be used towards gaining the REQM.

During 2019-20, further opportunities for the review and award will be made available to schools, subject to the constraints of capacity.

Engaging with faith communities and developing tolerance

Diversity is multi-faceted and does not only apply to ethnicity or faith. Nevertheless, engagement with people of different faiths is a critical element of this. This can take the form of a visit to a faith community or receiving a visitor in an assembly, class or special event. Many schools find it invaluable to arrange such engagement to help students to broaden their understanding and experience of our communities and world. These occasions can:

- Contribute to our obligation to promote fundamental values of respect and tolerance;
- Broaden pupils' experience and perspectives and develop their critical thinking skills;
- Build bridges in our local communities;
- Enrich the provision for religious education and fulfil requirements of the syllabus.

Schools often use visitors as well as, or instead of, arranging an external visit. Unless such an occasion is specifically part of the RE curriculum or an act of collective worship, there is no statutory right to withdraw. It can still enable pupils to understand about different people and cultures.

To support schools and faith communities a directory of possible visits and visitors is regularly updated. It includes individuals who are willing to come into school and bring some direct engagement with faith communities. It also includes some general information about places and organisations. Generally speaking the list covers Calderdale, Kirklees and Leeds. It is revised regularly and does not of course supplant good local relationships and opportunities.



Alongside this, the 'Schools Welcome' programme has continued. The badge recognises and affirms the commitment of a faith community or individual to work in partnership with schools to deliver an effective and appropriate contribution to education. To achieve this, volunteers or employed staff receive training about RE and appropriate learning strategies. The organisation will have safeguarding policies and protocols in place. The badge is not a replacement for due diligence and schools remain responsible for their own safeguarding. However, it should give confidence to organisers of visits about the integrity of the education offered. The Schools Welcome badge has been awarded to Christian, Jewish, Muslim and Sikh organisations in the city.

Other support

A half-termly newsletter is prepared for schools in Leeds and sent directly to schools.

A suite of up-to-date guidance is now available to schools through Leeds for Learning. This includes:

- Guidance and policy template for RE
- Guidance on places to visit and visitors in school
- Guidance on RE, sexual orientation and gender identity
- Guidance on sensitivity to faith issues in schools
- Guidance and policy template on collective worship

Additional guidance has been produced to help schools engage parents in supporting visits to places of worship, including a template letter that can be adapted for situations where there is reluctance to consent.

Through the consultants, teachers and schools have access to advice and support through term time and holidays.

Examinations

The picture this year is extremely encouraging. In Leeds 2,492 pupils took a full RE GCSE in 2019. This is an increase of nearly 500 pupils since 2018. It is possible that this is due to Ofsted's new framework, which emphasises the need for all pupils to receive a broad and balanced curriculum.

This was also the second year of the new, more challenging and linear GCSE specification in RE. In 2018 grades changed from A*-G to grades 9-1. Because of this, comparisons this year can be made with 2018, but not with previous years. The average point score in 2019 was 5.0 which is identical to the national average. 70% of pupils gained a grade 4, which is roughly the equivalent of the old grade C, or better. It is an increase of 1% on 2018. 28% of pupils gained a grade 7, roughly the equivalent of a grade A, or better – again, a 1% increase on 2018.

Progress data is encouraging. This takes into account a pupil's starting point based on their KS2 scores and compares it to what other pupils with the same starting point achieved nationally. In Leeds, progress in RE was +0.15, which is significantly better than the national average (0.0).

A further break down by cohort show some progress on boys' achievement which we have highlighted as an area of concern in the past. The average point score for boys was 4.6 and 63% in Leeds gained a grade 4 or above, a 4% increase on 2018. Girls maintained an average point score of 5.4 with 76% achieving a grade 4 or above, results which are identical to 2018. This means that the overall improvements in results have come from improvement in attainment and progress of boys.

In common with many subjects, there is a gap between the attainment of disadvantaged pupils (i.e. those in care or who have been eligible for free school meals at any time in the previous six years) and their non-disadvantaged peers. 55% of disadvantaged pupils who took RE GCSE gained a grade 4 or above compared to 76% of non-disadvantaged pupils. In

terms of progress, disadvantaged pupils' score was -0.20 compared to +0.28 for non-disadvantaged. This equates to nearly half a grade difference between the two. However, all of these figures have increased from 2018 so whilst the gap has not closed in any way, the attainment and progress of both cohorts has risen.

Children for whom English is not the first language performed better than those for whom English is their first language in terms of progress with a score of +0.88 compared to -0.01. This is nearly a whole grade difference. High ability and middle ability pupils on prior attainment made good progress but lower ability pupils had a negative progress score of -0.23.

Farnley Academy, Cockburn, Benton Park and Carr Manor all performed well in terms of attainment and progress. Progress was also good at Cardinal Heenan. The following schools and academies had large cohort entries but progress was weaker: Corpus Christi RC College (173), Boston Spa Academy (85) and Bishop Young Academy (127).

All data is taken from FFT Aspire.

Some questions to consider:

- Why do disadvantaged pupils perform less well in RE than their disadvantaged peers?
- How do we ensure that lower attaining pupils on prior attainment can make good progress in RE?
- Should support be targeted at schools with large RE cohorts but poor progress outcomes?
- Why do some of our faith schools have the least good progress outcomes?
- Have our actions in 2018-19 had an impact on results, particularly around boys' progress and attainment?

Collective Worship

Guidance is provided to schools in fulfilling statutory obligations over collective worship and promoting good SMSC development. It applies to maintained schools within Leeds. It does not apply to schools with a religious character which may have guidance from dioceses or other bodies. It does not apply to academies or free schools, where arrangements are governed by the trust deed or funding agreement. However, the basic legal requirements apply to all schools and this guidance may be useful in conjunction with any issued by other authorities.

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend;
- The legal framework outlined here applies to maintained LA schools. In schools with a religious character collective worship is governed by the trust deed. Arrangements in free schools and academies is determined by the funding agreement.
- There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.
- It may take place at any time during the school day and should normally be on school premises.
- It must be appropriate to the age, aptitude and family background of pupils.
- Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.
- Details of arrangements for collective worship, including the policy, must be documented and available to the public.

Parents have a statutory right to withdraw their children from collective worship. However, it is always good practice to arrange to discuss this with parents if a request emerges. There may be issues about a particular aspect of the programme which may be allayed after discussion. If the parent still feels they wish to withdraw their child, the request should be

made in writing to the head teacher. This must be allowed by the school, which also needs to provide alternative activity and supervision for this pupil. In general terms, it is always wise to have good communication with, and information available to, parents.

Collective Worship and assemblies should reflect the needs and context of the school. In most cases there is sufficient flexibility and generality in the law to meet the needs of schools with a diverse religious population. Schools which feel that their local circumstances cannot be accommodated within this broad interpretation of the law may apply for a 'determination' from SACRE. This does not remove the duty to provide collective worship but it allows the requirement that collective worship should be 'wholly or mainly of a broadly Christian character' to be lifted in respect of some or all of the pupils in the school. No schools in Leeds currently have such a 'determination'.

Through the consultant the Council is always ready to advise or support schools on request. There are key questions involved in any self-evaluation or external review.

1. Collective: How does the assembly celebrate and promote a sense of community within the whole school (or group)?
2. Educational: Is there a clear aim and focus, with appropriate learning? Does it engage and interest pupils and staff?
3. Spiritual: How does the assembly nurture pupils' awareness of their beliefs and values - and those of others (including non-religious beliefs)? How does it develop a sense of the meaning, purpose and value in their lives?
4. Reflective: Is there space and opportunity for thoughtful reflection, in the assembly or as a follow up? If prayers are used do these allow for different approaches and responses?
5. Inclusive: How does the assembly programme develop understanding of different perspectives and cultures? How does it promote values of tolerance, diversity and equality?
6. Responsive: How did pupils respond and participate?

Complaints and determinations

There were no complaints made during the year to SACRE about Collective Worship.

There are no determinations to vary statutory requirements in any maintained school in Leeds. Responsibility for determinations in English academies and free schools rests with the Schools Funding Agency.

Part 3: Minutes and Membership

Membership

This is the membership list for SACRE during 2018-19 together with the attendance record of members.

Faiths Represented in the Locality		Attendance 2018-19
Vacancy	Baptist Church	
Vacancy	Buddhist Community	
K Papagiannopoulos	Orthodox	1 meeting
S Chauhan	Hindu Community	2 meetings
M Dorsey #	Jewish Community	2 meetings
G Taylor**	Jewish Community	1 meeting
R Barlow**	Methodist Church	2 meetings
S Mahmood	Muslim Community	No meetings
H Sagoo	Sikh Community	No meetings
S Varley ++	United Reformed Church	No meetings
A Woodhead ++	Quakers	No meetings
N Nedd	Roman Catholic Church	3 meetings
Vacancy	Bah'ai Community	
Russell Trudgeon	Pentecostal Church	3 meetings
M Edon (Chair)	Humanist Society of West Yorkshire	4 meetings
Major Andrew Jarrold ++	Salvation Army	No meetings
Local Authority		
Cllr M Iqbal	Labour	2 meetings
Cllr B Anderson	Conservative	2 meetings
Cllr R Downes	Liberal Democrat	0 meetings
Cllr A Scopes	Labour	3 meetings
Vacancy		
Church of England		
J Buttanshaw	Anglican Diocese of Leeds	4 meetings
M Halsey	Anglican Diocese of Leeds	4 meetings

D Norton	Anglican Diocese of Leeds	2 meetings
A Nicholl	Anglican Diocese of Leeds	3 meetings
Rev Mrs T Anslow	Diocese of York	0 meetings
Teacher Associations/Other		
D Brogden ++	NASUWT	2 meetings
H Brown ++	NASUWT	No meetings
L Walsh	NUT	1 meeting
R Williams ++	NUT	No meetings
Melanie Littlewood ++	ATL	No meetings
Vacancy	NAHT	
A Harris ++	Secondary Teachers Association	No meetings
Co-opted Representatives		
Vacancy	Co-opted Member	
In Attendance		
Alastair Ross	SACRE Consultant	4 meetings
Erica Hiorns	Secondary Adviser	No meetings
Kevin Paynes	Lead Secondary Adviser	1 meeting
Theresa Falkingham	Clerk	3 meetings

** Joined during the year

++ resigned during the year

died during the year

	It was also noted that a letter to schools about the importance of RE (June SACRE) had been delayed because of the end of term but this was now being sent to Headteachers.	
5.0	<p>School visits to places of worship</p> <p>Update from Alastair as follows:</p> <p>We are working with schools to do visits to places of worship. 4 Primary schools have arranged to visit the Minster up until Christmas. The places of worship would prefer groups of no more than 35 at a time. The dates are specific and Janet has these. We may be able to add more dates if schools show more interest but the Autumn term maybe difficult.</p> <p>Try to find out about local places of worship and see what they advertise to include children/teachers for visits.</p> <p>Ask Iram about the family of schools meetings, can we add SACRE to their agenda?</p>	<p>AR</p> <p>TF</p>
6.0	<p>Training and support for RE</p> <p>Ralph Thoresby are holding an open evening for cultural and world news on 29th November and would welcome members of the SACRE.</p> <p>Friday 9th November @ 1.45pm Janet held "Schools Question Time" at the Minster for GCSE/A Level pupils –</p>	JB
7.0	<p>AOB</p> <p>Items for next agenda:</p> <ul style="list-style-type: none"> Alert members that annual report is being drafted. Alastair to email the draft and have it ready for the 13th December meeting Letter to send out regarding the syllabus <p>Newsletter – Margaret stated the NATRE webinar is really interesting and could be included in future newsletters.</p> <p>Monday 20th, Tuesday 22nd and Wednesday 23rd May 2019 is teacher training on the new syllabus. This will be a full day of training.</p> <p>Christian Aid – This launched in April 2018 on global neighbours for C of E Primary Schools</p>	<p>AR</p> <p>JB</p>
8.0	<p>Date of next meeting:</p> <p>Thursday 13th December 2018, 4.30pm – Leeds Civic Hall – Committee Room 1</p> <p><u>Future meetings – 2018/19</u></p> <p>Tuesday 12th March 2019, 6.00pm - Venue TBC – Joint SACRE Meeting</p> <p>Monday 24th June 2019, 4.30pm – Venue TBC – Possibly Civic Hall</p>	

Meeting held Thursday 13th December 2018 @ 4.30pm

Leeds Civic Hall – Calverley Street, Leeds, LS1 1UR – Committee Room 1

No	Item	Action
1.0	<p>Introductions/Apologies/Minutes of previous meeting/Matters arising and membership updates:</p> <p>Mark welcomed everyone to the meeting, introductions were made.</p> <p><u>Apologies from:</u></p> <p>Rev Mrs Tricia Anslow</p> <p>Saroj Chauhan</p> <p>Ann Nicholl</p> <p>Diane Norton</p> <p><u>Minutes of previous meeting</u></p> <p>Matter arising – We were not quorate at the last meeting, the decision for re-election was deferred, It was agreed at tonight’s quorate meeting that Mark Edon would remain Chair and Margaret Halsey would remain Vice chair.</p> <p><u>Membership updates</u></p> <p>None</p>	ME
2.0	<p>Annual Report</p> <p>This was a detailed discussion and Alastair gave all members a brief summary on the report. Alastair asked the members if they had any questions:</p> <p>DB asked: Will there be any qualification taking place in SEN schools?</p> <p>AR will ask Erica for the data.</p> <p>DB asked: Will people not attending the meetings receive a letter regarding membership?</p> <p>AR will meet with TF to compile these.</p> <p>MH thanked AR for all his hard work producing these reports and recognises the difficulty of producing these.</p> <p>MH asked AR if his work felt balanced or do we need to help more as SACRE members?</p> <p>AR said there were specific occasions when that help would be very useful.</p>	AR AR/TF

	<p>SACRE approved the report unanimously. AR to finalise the report with the approval from the group.</p> <p>AR asked the Councillors if they thought this report was useful, the answer was a majority yes, especially in primary schools.</p> <p>Action</p> <p>TF to send out letters to members that don't attend – check attendance for last year.</p>	TF
3.0	<p>Draft RE Syllabus</p> <p>Mark gave a brief introduction to the report and advised this is a revision of the 2015 Syllabus and it is a joint Syllabus with Calderdale and Kirklees, this has to be revised every 5yrs. It is statutory for all community schools and may also be used by academies. 400 schools are registered to use the hub and this is the money we use to produce the report.</p> <p>Alastair gave a detailed explanation of the Syllabus and this was discussed in detail.</p> <p>The following questions were asked:</p> <p>Why don't Bradford and Wakefield use this?</p> <p>AR responded, It is not the correct time for Bradford and Wakefield use another provider. Bradford are attending the Joint meeting in March.</p> <p>We need full attendance for quorate decisions at the March meeting.</p> <p>Cllr Scopes said it looked good – but can we have a paragraph on each page specifying what the faith is, identify the main groups.</p> <p>JB mentioned that links could be made between the syllabus and school visits to places of worship. Leeds Minster/Synagogue and teachers spoke about doing a 3 faiths in 1 day trip next year.</p> <p>MD mentioned the cover design and in January AR to write to schools to confirm new Syllabus is being drafted with release in May, and invite the children to do the art work as a competition. Maybe invite different age groups. (photography competition/drawing)</p> <p>Members would like until 1st week of Jan to look at the Syllabus to give feedback. – This was agreed.</p>	AR
7.0	<p>AOB</p> <p>AR mentioned the following dates are teacher training dates on the Syllabus:</p> <p>20thMay</p>	TF

	<p>22nd May</p> <p>11th June</p> <p>Arrange provisional dates for future meetings:</p> <p>Avoid major meetings – TF to check diaries</p> <p>Provisional dates set as follows:</p> <p>26/09/19</p> <p>12/12/19</p> <p>19/03/20 – Joint SACRE (Leeds??)</p> <p>18/06/20</p>	
<p>8.0</p>	<p>Date of next meeting:</p> <p>Tuesday 12th March 2019, 6.00pm - Venue TBC – Joint SACRE Meeting</p> <p><u>Future meetings – 2019</u></p> <p>Monday 24th June 2019, 4.30pm – Venue TBC – Possibly Civic Hall</p>	

Meeting held Tuesday 12th March 2019 @ 6.00pm

Dewsbury Town Hall,

No	Item	Action
1.0	Welcome by Carol Waters (Chair of Kirklees)	
2.0	<p>Short presentation about the commission on the RE report from the National Association of Teachers of RE, this was presented by Ian We followed with a table discussion. –</p> <ol style="list-style-type: none"> 1. What is the value of RE? 2. Should the name be changed to Religion and World views? 3. How can SACRE support schools in delivering RE to all year groups? 	
3.0	<p>Local agreed Syllabus conference – SACREs in Leeds, Kirklees and Calderdale met separately to decide on the approval of the revised RE Syllabus, Believing and Belonging.</p> <p>Motion: - Leeds agreed by all, Kirklees agreed by all, Calderdale agreed by all</p> <p>The conference authorises and commends the Local Agreed Syllabus, Believing and Belonging for teaching in schools from September 2019. Alastair then explained the process, advising this will now go to schools in the next couple of weeks, and training will be given at the end of May, we also have a teaching Hub which schools can access, this is subscribed to by schools.</p> <p>It was recognised by the groups all the hard work Alastair and Ian had put into publishing this document and a big thank you by all.</p> <p>Mark welcomed all and introductions were made:</p> <p>Welcome to Kostas and Ruth to their first meeting.</p> <p>Alastair asked if a couple of members could do a foreward for the Leeds syllabus and suggested that they send this to either himself or Theresa within the next 10 days, this was also agreed by Kevin Paynes.</p>	
4.0	<p>Further discussion on the future of RE – Mark Edon (Chair of Leeds) will introduce a discussion on the right of withdrawal of RE, based on recommendation 11 in the CoRE report, this concluded with a discussion about advice to schools and possible representation to the commission and the government, facilitated by John Helliwell (Chair of Calderdale)</p> <p>Mark discussed in depth a document that he had with pros and cons to the right of withdrawal. He placed some questions on the table for the groups to discuss in detail, see below:</p> <ul style="list-style-type: none"> • 	

	<p>The impact of withdrawal for pupils could be catastrophic due to emotional resilience in RE. RE teaches emotional and wellbeing. Teachers can also refuse to teach RE.</p> <p>Agreed – create one draft to distribute to all SACRE’s.</p>	
5.0	<p>Arrangement for future SACREs Agreed to meet once a year at different venues</p> <p>Agenda items for next meeting Holocaust exhibition in Huddersfield for a venue Invite a guest speaker</p>	
6.0	<p>AOB None</p>	
7.0	<p>Date of next meeting: March 2020</p>	

Minutes of meeting held on Monday 24th June 2019 at 1615

Leeds Civic Hall – Calverley Street, Leeds, LS1 1UR – Committee Room 3

Present:

Faith Communities: Nessa Nedd (RC), Harvy Sagoo (Sikh), Saroj Chauhan (Hindu), G Taylor (Jewish), Ruth Barlow (Methodist), Mark Edon (Humanist - Chair)

Anglican: Ann Nicholl, Janet Buttanshaw, Diane Norton, Margaret Halsey

Teaching associations: Leanne Ward

Local authority: Cllr Barry Anderson, Cllr Andrew Scopes, Cllr Mohammed Iqbal

Co-opted: Denise Brogden

In attendance: Alastair Ross

No	Item
1	<p>Apologies, introductions, minutes, matters arising</p> <p>The chair opened the meeting and outlined the purposes of SACRE. Three new members were welcomed: Ruth Barlow (Methodist and secondary teacher), Leanne Ward (primary teacher) and G Taylor (Jewish).</p> <p>Apologies were received from Cllr Ryk Downes.</p> <p>The minutes of the joint meeting in March were agreed as an accurate record and there were no matters arising</p> <p>.</p>
2	<p>Membership</p> <p>The present membership and attendance were reviewed.</p> <p>The chair proposed that Denise Brogden be co-opted to SACRE for the current year. This was unanimously agreed.</p> <p>Actions</p> <p>Item to be included in schools’ newsletter outlining SACRE’s role and welcoming new teacher members (Alastair Ross)</p> <p>The clerk to revise membership and attendance list and follow up vacancies or non-attendance (Alastair Ross to outline with Theresa Falkingham)</p>

3	<p>Review of current and forthcoming year</p> <p>In discussion, the following points emerged:</p> <p>The main achievement of the past year has been the delivery of the new RE syllabus 'Believing and Belonging'.</p> <p>The main priorities for the coming year should be:</p> <ul style="list-style-type: none"> • Embedding the new syllabus through the arranged training programme • Developing the joint working of West Yorkshire SACREs • Pursuing concerns over lack of RE provision in KS4 • Raising the profile of SACRE with schools <p>Actions:</p> <ul style="list-style-type: none"> • Training programme is in place • Contacting secondary schools with concern, reminding them of statutory requirements and offering support and advice. Liaison with Learning Partnership needed (AR/ E Hiorns) •
4	<p>Review of Agreed Syllabus</p> <p>This was outlined and discussed. About 200 schools across the authorities had attended the launches and training.</p>
5	<p>Future Dates</p> <p>These dates were agreed:</p> <ul style="list-style-type: none"> • Thursday 26th September 2019 Venue TBC • Thursday 12th December 2019 Venue TBC • Thursday 18th June 2020 Venue TBC • The date for the joint meeting was suggested as Thursday 19th March 2020, clerk asked to consult with Calderdale, Kirklees and Bradford to agree this or an alternative. <p>A number of members offered venues for meetings and will contact clerk to liaise.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Clerk to consult about joint SACRE date and to arrange venues, preferably in places of worship or schools • Members to contact clerk to confirm offers of hosting meetings

6	<p>Other business</p> <p>Diane Norton outlined how the new local agreed syllabus could be used in conjunction with 'Understanding Christianity' in CE schools.</p>



This annual report is prepared for Leeds Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. For further information on the report or on RE and Collective Worship in Leeds, please contact Alastair Ross at alastair.ross@leeds.gov.uk