



Standing Advisory Council on Religious Education

Annual Report 2017-2018

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

Introduction by the Chair of SACRE

Leeds SACRE and our partners have been busy supporting our schools and pupils.

- Work is underway to review and synchronise the existing syllabus to produce a joint syllabus with Kirklees and Calderdale SACREs over the next few months.
- 400 schools across West Yorkshire are now registered to use the Resources Hub.
- The Leeds SACRE RE Merit Award was launched.
- The Schools Welcome Badge was launched.
- The half termly Newsletter for schools continues to be popular.
- Guidance is available for many important issues through the Leeds Learning Partnership.
- Training on topics such as Collective Worship, Islam and Judaism has been provided.

All this activity underlies the vital role that RE can play in today's society. Eight years 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. During this time, we have also seen the rise of extremist views seeking to blame people of a different faith or belief system for many of society's problems. An openly Nazi and anti-Muslim march through Leeds City was an unwelcome return of ideas long thought discredited and discarded.

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

Mark Edon

Chair of Leeds SACRE 2017-18

Part 1: The Work of Leeds SACRE

The Annual Report and SACRE's responsibilities

SACRE is required to produce an annual report as one its statutory responsibilities. The main purpose of the annual report is to inform the Secretary of State and key partners about RE and collective worship in schools, together with 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 have informed the overall picture offered.

Meetings

There were four meetings of Leeds SACRE during the year 2016-2017. Meetings are open to the public and minutes are also available. These meetings were held on the following dates: 14th September 2017, 5th December 2017, 13th March 2018 and 25th June 2018. Meetings were held in the civic hall, Little London Primary Schools and Bridge Community Church

The March meeting was part of a joint West Yorkshire SACRE collaboration also involving Bradford, Calderdale and Kirklees. This was held in Bradford.

A full programme of SACRE meetings has been arranged for 2018-19. The dates will be: 17th September, 13th December, 12th March and 24th June. The March meeting will be a joint West Yorkshire meeting and will also be the Local Agreed Syllabus Conference.

During the past year, the main items discussed at SACRE included:

- Offering a review of RE to primary schools;
- Creation of a local RE award, linked to the national RE Quality Mark;
- Supporting schools in understanding and engaging with different faiths and communities;
- RE syllabus review;
- National reports from the Commission on RE and the National Association of Teachers of RE (NATRE);
- GCSE results and provision;
- Training provision for schools and teachers;
- The development of collaboration between SACREs in West Yorkshire;

At the joint meeting in March, SACREs were addressed by the vice chair of the national commission on RE, Dr Joyce Miller.

Further detail can be found in the full minutes, included in Part 4.

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 4.

Attendance at SACRE meetings remains a matter of concern. Although many members are consistent in their interest and support, there is patchy representation from some groups.

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. The consultants can be contacted at alastair.ross@leeds.gov.uk or at enquiries@penninelearning.com.

Joint working and West Yorkshire SACREs

During the year there has been an ongoing commitment to work together among four of the five SACREs in West Yorkshire. This has been manifest in two particular areas:

First, at the joint meeting in March, SACREs heard from the vice chair of the national commission on RE, Dr Joyce Miller. The Commission's final report will be published in September 2019 and is likely to recommend some significant changes to how RE is managed nationally. It will be important for local SACREs to respond to this in a collaborative way.

Secondly, the Leeds RE syllabus is due for review in 2020 and the Kirklees and Calderdale one in 2019. Because these are now closely aligned these three SACREs, including Leeds, have agreed to produce a joint syllabus for 2019. Because of very positive feedback on the present Leeds (2015) syllabus, there is unlikely to be significant change for Leeds schools.

However, some additional resources and updated advice will be included. More details on this are included later in this report.

Priorities

The priorities for 2017-18 were included in last year's report. Progress on these is briefly outlined here:

1. The further development of joint working across West Yorkshire SACREs
 - A further joint SACRE has been held and work focussed on responding to national changes in RE and developing a revised joint RE syllabus.
2. The offer of a review and award in RE to ten pilot schools. Encouragement and support for schools for the RE Quality Mark
 - A framework showing criteria for good RE has been written and published, linked to a new City of Leeds RE award. Reviews have taken place in over ten schools. This has been part of encouraging schools to apply for a national REQM award and some are doing so.
3. Early reflection on any review of the syllabus, linking with neighbouring authorities.
 - The process for reviewing the current syllabus and producing a revised joint one is now well under way.
4. Improving participation and attendance at SACRE meetings
 - There has been some limited progress.
5. More focused analysis on GCSE provision and results
 - Closer analysis has taken place and results shared with SACRE. Support has been offered to targeted secondary schools as a result.

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

Priorities for 2018-19 will include:

1. Production of a revised joint RE syllabus.
2. Additional resources for teaching on Christianity and World faiths available through the West Yorkshire RE Hub.
3. Continued development of quality training and support for schools.
4. Considering the long-term structure for supporting RE in Leeds and how this can be developed collaboratively with neighbouring areas.

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.

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 number of sources including: Leeds City Council, NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs) and the RE Council of England and Wales.

During the year the consultant has worked with the University of Leeds, including supporting student research on faith in Leeds. The results of this project will be available shortly. He also participated in a symposium on this subject at the university, alongside a range of community groups and professionals in the city.

The consultant worked with a number of faith communities offering training and support for school visits. The 'Schools Welcome' programme is outlined later in the report. He also addressed Concord, the Leeds Interfaith group, on the RE syllabus.

Guidance for schools has been produced on several issues and the consultant also has contact with the Prevent team, providing some resources to promote tolerance and understanding of different faiths.

There were no formal complaints registered to SACRE throughout the academic year.

Part 2: Supporting RE and Collective Worship

The Local RE syllabus

The current agreed syllabus for Leeds 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.

The syllabus came into effect in September 2015. Legally it must be reviewed at least every five years, at the latest for 2020. The Leeds syllabus is closely related to those in Kirklees and Calderdale. As a result, the three SACREs agreed that the next revision should work towards producing a joint syllabus with considerable advantages for collaboration and resources. As the Kirklees and Calderdale syllabus is due for revision in 2019, Leeds SACRE agreed that their revision should be brought forward to 2019 as well. As explained below, it is likely that this revision will be relatively minor and there have been no major issues or pressures for change.

As a consequence of this decision, the review process took place in all three authorities. Questionnaires and explanatory letters were sent to all schools and an open consultation for teachers was held in June 2018. Additional information has been gleaned from meetings, training sessions and other forms of discussion. The main points have been discussed by SACRE.

The key findings are:

1. There is widespread and almost universal approval for the present syllabus and also for the resources that support it. There is no call for major change but some 'tidying up' and updating is needed;
2. It is sensible to align the three syllabi and this will be based on the current (2015) Leeds Syllabus which is the most recent;

3. There should be no change to the basic 'architecture' of the syllabus, focused around three areas of learning: religious studies, philosophy and ethics/identity;
4. Some updating is needed, mostly consolidating work done since 2015. For example, assessment without levels; learning outside the classroom;
5. More detailed guidance and more robust requirements should be put in place for non-GCSE KS4 students;
6. Include additional guidance on aligning and preparing for GCSE;
7. Include specific guidance for voluntary controlled schools;
8. Include progression grids on subject knowledge, outlining more clearly what pupils should know about each world faith at each key stage, The units of work should be aligned to these;
9. Append advice on wider religious awareness in schools – such as the importance of building children's encounter with different faiths;
10. Offer the option of some introductory work on Hinduism and Buddhism, at present included at KS3.

It is planned that a number of new (optional) units of work will be written to strengthen coverage of Christianity and World Faiths. These will be part of the West Yorkshire RE Resources Hub. About 400 schools subscribe to this and have access until 2019. Revised arrangements will be in place by then. The Hub is managed through Kirklees on behalf of the other authorities.

Now that initial consultation has taken place, the timetable for revision will be as follows:

Autumn 2018:	Syllabus drafted; units of work and knowledge grids drafted
Spring 2019:	Final syllabus agreed (Local Agreed Syllabus Conference, March)
Summer 2019:	Syllabus published and revised resource Hub open. Training and briefing for teachers provided.
Autumn 2019:	Syllabus in effect and taught in schools.

SACRE and a joint steering group keep informed about this process and offer advice during the year. The steering group will also be responsible for liaising with their respective SACREs. The Local Agreed Syllabus Conference in March then agrees the final version.

Legally, there will need to be three separate decisions, one taken for each authority on the same evening. The local authorities then make a final decision on adopting the syllabus.

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 2017
- Collective Worship – October 2017
- Primary RE Network –focusing on subject knowledge of Islam– October 2016
- Primary RE Network – focusing on subject knowledge of Judaism -March 2017
- RE cross phase conference – June 2017

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 2017-18:

- Collective Worship – March 2019
- RE coordinators – October 2018
- Primary RE network – October 2018, March 2019, May 2019
- RE conference – June 2019

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.

As part of supporting RE, all primary schools were offered the opportunity of a half day review of RE, free of charge. Ten places were allocated. Criteria for a review were developed, based on the broad areas of the national RE Quality Mark. Schools could opt to be assessed for a new City of Leeds RE merit as part of the review but this was not necessary.

The aims of the reviews were to:

- Offer the opportunity to support your self-evaluation in this important area;
- Recognise and celebrate good practice in RE and community cohesion;
- Identify future priorities for improvement;
- Act as a springboard for schools which may wish to gain the national RE Quality Mark.

The following schools took part in reviews:

Oulton Primary School
St Margaret's C of E Primary School
Rothwell Haigh Road Infant School
Cookridge Primary School
Thorner C of E Primary School
Adel Primary School
Stanningley Primary School
White Laith Primary School
Yeadon Westfield Infants
Wigton Moor Primary School
Shire Oak Primary School
Bramhope CE Primary School

Further, more informal, visits took place to a number of other schools.

Developing tolerance and understanding

A very significant benefit of effective RE is the part it can play in developing knowledge, understanding and tolerance of difference and diversity. This is also a central duty on schools as part of nurturing fundamental values. One way this can be supported is by enabling pupils to encounter people of faith – both in school and through visits to faith communities. Such visits need to be educationally appropriate and have the support of the whole school community.

To support schools and faith communities a directory of possible visits and visitors has been created. This list is provided to help schools to make contact with faith communities and so enrich students' religious education and, more widely, enhance awareness, understanding and tolerance of religious diversity in our region.

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.



During the year a further initiative has been started to support faith communities, called 'Schools Welcome'. The Schools welcome 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 will have received training about safeguarding, 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.

A training package has been developed and has been delivered on two occasions during the year, involving about 30 people from different faiths. The Schools Welcome badge has been awarded to Leeds Minster, Sinai Synagogue and Equilibria Experience, a Muslim education project.

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 Learning Partnership. 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

In Leeds 2,015 pupils took a full RE GCSE in 2018. This is a reduction by a third from 2017. This could be due to schools focussing on the elements required to achieve an Ebacc suite of qualifications. For this, pupils need to have studied History and/or Geography, but not RE.

This was also the first year of the new, more challenging and linear GCSE specification in RE. Grades changed from A*-G to grades 9-1. Because of this, it is impossible to make meaningful comparisons with the year before. The average point score was 4.9 which is in line with the national average score of 5.0. 69% of pupils gained a grade 4, which is roughly the equivalent of the old grade C, or better. 27% of pupils gained a grade 7, roughly the equivalent of a grade A, or better.

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 was +0.04, which means that it was in line with the national average (0.0).

A further break down by cohort makes for interesting reading. The average point score for boys was 4.4 and 59% in Leeds gained a grade 4 or above. Girls far outstripped them with an average point score of 5.4 (over a grade better) with 76% achieving a grade 4 or above.

In common with many subjects, only 53% 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) who took RE GCSE gained a grade 4 or above compared to 74% of non-disadvantaged pupils. In terms of progress, disadvantaged pupils were -0.23 compared to +0.14 for non-disadvantaged. This equates to over a third of a grade difference between the two.

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 progress score of +0.61 compared to -0.10. This is around two thirds of a grade difference. High ability and middle ability pupils on prior attainment made good progress but lower ability pupils had a negative progress score of -0.18.

Cockburn, Abbey Grange and Carr Manor all performed well in terms of attainment and progress. Progress was also good at The Farnley Academy and the Co-op Academy Priesthorpe. The following schools and academies had large cohort entries but progress was weaker: Corpus Christi RC College (159), Mount St Mary's RC High (146), Allerton Grange (204), Cardinal Heenan (172) and Bishop Young Academy (107).

Some questions to consider:

These remain similar to those posed last year.

- Why do disadvantaged pupils perform less well in RE than their disadvantaged peers?
- Can RE leaders work together to devise strategies to make RE more boy-friendly?
- Does work need to be done to ensure that RE meets the needs of the least able on prior attainment?
- 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?

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'.

A half day course is programmed for schools in March 2019. This will include legal, practical and good-practice advice.

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: Summary of achievements and priorities

Achievements and good practice during 2017-2018

These include:

- Reviews of RE across a dozen primary schools
- Initiation of Schools welcome training for faith communities
- Consultation on review of RE syllabus and beginning of revision process
- Provision of comprehensive programme of training and support for schools
- Further development of the RE Hub resources

Main priorities for 2018-2019

These include:

- Production of a revised joint RE syllabus
- Additional resources for teaching on Christianity and World faiths available through the West Yorkshire RE Hub
- Continued development of quality training and support for schools
- Considering the long term structure for supporting RE in Leeds and how this can be developed collaboratively with neighbouring areas.

Part 4: Minutes and Membership

Membership

This is the membership list for SACRE during 2017-18 together with the attendance record of members.

Faiths Represented in the Locality		Attendance 2017-18
Vacancy	Baptist Church	
Vacancy	Buddhist Community	
K Papagiannopoulos	Orthodox	No meetings
S Chauhan	Hindu Community	No meetings
M Dorsey	Jewish Community	2 meetings
C Frieze	Methodist Church	No meetings
S Mahmood	Muslim Community	No meetings
Harvinder 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	4 meetings
M Edon (Chair)	Humanist Society of West Yorkshire	4 meetings
Local Authority		
Cllr J Pryor	Labour	1 meeting
Cllr B Anderson	Conservative	2 meetings
Cllr R Downes	Liberal Democrat	1 meeting
Vacancy	Labour	
Vacancy	tbc	
Church of England		
J Buttanshaw	Anglican Diocese of Leeds	4 meetings
M Halsey	Anglican Diocese of Leeds	2 meetings
D Norton	Anglican Diocese of Leeds	1 meeting
A Nicholl	Anglican Diocese of Leeds	1 meeting

Rev Mrs T Anslow	Diocese of York	1 meeting
Teacher Associations/Other		
D Brogden	NASUWT	No meetings
H Brown	NASUWT	No meetings
L Walsh	NUT	2 meetings
R Williams	NUT	No meetings
Melanie Littlewood	ATL	No meetings
Vacancy	NAHT	
A Harris	Secondary Teachers Association	No meetings
Major Andrew Jarrold	Salvation Army	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
Iram Mir	Clerk	2 meetings
Theresa Falkingham	Clerk	1 meeting

Minutes

September 2017

Faiths Represented in the Locality		
Cas Stoodley	Baptist Church	Apologies
Vacancy	Buddhist Community	N/A
K Papagiannopoulos	Orthodox	Absent
S Chauhan	Hindu Community	Absent
Michael Dorsey	Jewish Community	Present
Catherine Frieze	Methodist Church	Apologies
S Mahmood	Muslim Community	Absent
Vacancy	Sikh Community	N/A
S Varley	United Reformed Church	Absent
A Woodhead	Quakers	Apologies
Nessa Nedd	Roman Catholic Church	Present
H Pakrooh	Bah'ai Community	Absent
Mike Humphires	Pentecostal Church	Absent
Mark Edon	Humanist Society of West Yorkshire	Present
Local Authority		
ClIr J Dowson	Labour	Apologies
ClIr D Cohen	Conservative	Apologies
ClIr R Downes	Liberal Democrat	Apologies
ClIr A Sobel	Labour	Apologies
Vacancy	tbc	N/A
Church of England		
Janet Buttanshaw	Anglican Diocese of Leeds	Present
Margaret Halsey	Anglican Diocese of Leeds	Present
Fiona Beevers	Anglican Diocese of Leeds	Apologies
A Nicholl	Anglican Diocese of Leeds	Absent
Rev Mrs T Anslow	Diocese of York	Absent
Teacher Associations/Other		
Denise Brogden	NASUWT	Apologies
H Brown	NASUWT	Absent
Harvy Sagoo	NUT	Present
L Walsh	NUT	Present
R Williams	NUT	Absent
Melanie Littlewood	ATL	Absent
Vacancy	NAHT	N/A
A Harris	Secondary Teachers Association	Absent
Major Andrew Jarrold	Salvation Army	Absent
Co-opted Representatives		
Russell Trudgen	Co-opted Member	Present
In Attendance		
Alastair Ross	SACRE Consultant	Present
Erica Hiorns	Secondary Adviser	Apologies
Kevin Paynes	Lead Secondary Adviser	Apologies
Iram Mir	Clerk	Present

No	Item	Action
1.0	<p>Election of Chair and Vice Chair</p> <p>Denise Brogdon sent her apologies due to her feeling unwell. Alastair informed the meeting that Denise had advised that she would like to stand down as Chair. Members sent their best wishes and wished her a speedy recovery. Members also asked for it to be noted that they would like to thank Denise for being Chair of SACRE.</p> <p>Alastair informed members that Mark Edon, as vice chair, would be willing to stand as Chair. Members said they had no objections to Mark standing as Chair.</p> <ul style="list-style-type: none"> • Mark Edon was duly elected as Chair of SACRE. • Margaret Halsey was duly elected as Vice Chair of SACRE. <p>Alastair informed members that the group today was not quorate. The group is only quorate if there is representation from each committee that sits on SACRE and not every committee was represented today. It was noted there was no representation from local authority elected members. Alastair asked the clerk to inform elected members of the elections and that, if they did not object to Mark Edon becoming Chair and Margaret Haley Vice Chair, then we will consider that all committees of SACRE are in agreement with the elections.</p> <p>UPDATE: Elected members were informed of the elections on 20/09/2017. There were no objections to the elections.</p> <p>The date of the next meeting was changed to accommodate elected members diaries. Next meeting will be held on Tuesday 05 December 2017.</p>	
2.0	<p>Apologies, introductions minutes and membership update</p> <p>Mark Edon took over the meeting and welcomed members to the meeting.</p> <p>Membership</p> <ul style="list-style-type: none"> • Denise Brodgen has tendered her resignation not from SACRE but just as chair. • Members noted that attendance is falling at SACRE meetings. Clerk to remind members that there needs to be representation from each group/committee for the meeting to be quorate. <p>Minutes of the SACRE meeting (06/06/17) were agreed as a true and accurate record with no matters arising.</p>	
3.0	<p>Introduction to Bridge Community Church</p> <p>Members were given a brief overview and tour of the Bridge Community Church. The building was completed last year and has won an interior design award for the architecture. The church has a holistic approach which encompasses many community activities. The church has a nursery and many other facilities including a café. The church has being going for 100 years.</p>	

<p>4.0</p>	<p>Annual SACRE Report</p> <p>The following SACRE report was tabled to the meeting for members' consideration.</p> <p>Members welcomed the report and went through the priorities. Members were invited to submit comments.</p> <ul style="list-style-type: none"> • The main section of the summary and reviews of the fundamental values have been completed. • Only a few schools have been visited. • Part four of the report: Summary of achievements and priorities was discussed and in particular the further development of the RE Hub resources. • Members discussed the possibility of looking at collective worship as a priority next year and members taking responsibility for this. It was noted that in state schools it is increasingly becoming less of a priority. Members spoke about organising a sharing good practice model for collective worship. <p>Alastair informed members that there is a half day course programmed for schools in October 2017. This will include legal, practical and good-practice advice. Members asked Alastair to feedback on how the course is received by attendees.</p> <p>Members were happy with the draft presented to them and thanked Alastair for all the work he has done in putting the report together.</p>	
<p>5.0</p>	<p>RE Council's Review of RE</p> <p>Alastair reminded members that there is an interim report coming out on 18 September 2017 which is about the council's review of RE. Once the report goes live a link will be sent to all SACRE members.</p>	
<p>6.0</p>	<p>Offer of RE accreditation to schools and link to RE Quality Mark</p> <p>Alastair informed members that not many Leeds schools have the quality RE Mark. Having spoken with Erica Horns about the way forward it was suggested that 10 schools will be offered a review of their RE based on a modified version of the review and schools would then apply for the mark. Time spent would be half a day in school.</p> <p>Members were happy for Alastair to undertake this exercise. Members said the more time he spent in schools the better. Members discussed which schools to target. It was noted that SACRE has a responsibility to all schools but principally to diocese primary schools.</p> <p>It was agreed that Erica would pick which schools to target but SACRE members would also make some suggestions. Members were informed that one secondary school in Leeds had completely dropped RE from the school curriculum.</p>	

	Bankside and Little London Primaries were picked by members as two schools to be approached for the RE Quality Mark.	
7.0	<p>Yorkshire Spirit: a new social enterprise to promote understanding about faith and diversity</p> <p>Mark spoke to members about Yorkshire Spirit: Promoting understanding of diversity.</p> <p>Over the past few years the importance of helping pupils to engage with diversity has become increasingly apparent. Alongside this is a crucial need to tackle difficult and sensitive issues and to promote critical thinking. At the same time, it has become more difficult for schools and local authorities to organise or finance this work.</p> <p>Mark tabled the following document to provide members with information about the Yorkshire Spirit enterprise. There may be some overlap between Yorkshire Spirit and SACRE. Yorkshire Spirit is looking to get young people involved. Mark said both he and Alastair are very much part of the organisation. Members were asked to read the attached information and Mark welcomed any involvement from SACRE members.</p> <p>Harvy Sagoo left the meeting.</p>	
8.0	<p>Training and support for schools 2017-18</p> <p>Alastair informed the meeting there is an RE conference on 19th June 2018 for primary and secondary schools. The training programme for this year has been sent out. There a session for secondary subject leaders organised.</p>	
9.0	<p>Any Other Business</p> <p>Alastair reminded members to read the information that was emailed to them via the clerk regarding Interfaith week.</p> <p>Alastair informed the group that the current RE syllabus expires in 2019. If members are happy with the current syllabus then it can be re-adopted. Alastair informed colleagues that a Leeds school teacher had emailed in to say that the new Leeds RE syllabus was very good and asked her thanks to be passed on to SACRE members.</p>	
10.0	<p>Date of next SACRE meeting: Tuesday 05 December 2017, 4.00pm at Little London Community Primary School, Meanwood Street, Leeds, LS7 1SR – please note earlier time.</p> <p>Future SACRE Meeting Dates – 2017/18</p> <ul style="list-style-type: none"> • Tuesday 06 March 2018 – Joint SACRE meeting with Calderdale, Kirklees and Bradford at <u>6.00pm</u> • Monday 25 June 2018 – Civic Hall, Leeds at 4.15pm 	

December 2017

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Meeting held at Little London Community Primary School on Tuesday 05 December 2017

Faiths Represented in the Locality		
Vacancy	Baptist Church	N/A
Vacancy	Buddhist Community	N/A
K Papagiannopoulos	Orthodox	Absent
Saroj Chauhan	Hindu Community	Absent
Michael Dorsey	Jewish Community	Present
Catherine Frieze	Methodist Church	Apologies
S Mahmood	Muslim Community	Absent
Harvinder Sagoo	Sikh Community	Apologies
S Varley	United Reformed Church	Absent
Alice Woodhead	Quakers	Apologies
Nessa Nedd	Roman Catholic Church	Present
Vacancy	Bah'ai Community	N/A
Russell Trudgen	Pentecostal Church	Present
Mark Edon (Chair)	Humanist Society of West Yorkshire	Present
Local Authority		
Cllr Jonathan Pryor	Labour	Present
Cllr Barry Anderson	Conservative	Present
Cllr Ryk Downes	Liberal Democrat	Present
Vacancy	Labour	N/A
Vacancy	tbc	N/A
Church of England		
Janet Buttanshaw	Anglican Diocese of Leeds	Present
Margaret Halsey	Anglican Diocese of Leeds	Apologies
Fiona Beevers	Anglican Diocese of Leeds	Present
Ann Nicholl	Anglican Diocese of Leeds	Apologies
Rev Tricia Anslow	Diocese of York	Present
Teacher Associations/Other		
Denise Brogden	NASUWT	Apologies
Helen Brown	NASUWT	Absent
Vacancy	NAHT	N/A
Lisa Walsh	NUT	Apologies
Richard Williams	NUT	Absent
Melanie Littlewood	ATL	Apologies
Vacancy	NAHT	N/A
Alistair Harris	Secondary Teachers Association	Absent
Major Andrew Jarrold	Salvation Army	Absent
Co-opted Representatives		
Vacancy		N/A
In Attendance		
Alastair Ross	SACRE Consultant	Present
Iram Mir	Clerk	Present
For Information Only		
Erica Hiorns & Kevin Paynes	Secondary Advisers	N/A

No	Item	Action
1.0	<p>Apologies, introductions minutes and membership update</p> <p>The Chair welcomed all members to the meeting. Apologies were noted.</p> <p>The Chair asked it to be noted that the meeting was not quorate. Members agreed to accept any decisions made today if the vote was a unanimous decision.</p> <p>The Chair reminded members the role and responsibility of SACRE:</p> <ul style="list-style-type: none"> • Advise the Authority on religious education in accordance with the agreed syllabus and on matters related to its functions, whether in response to a referral from the Authority or as it sees fit. • Publish an annual report on its work and on actions taken by its representative groups specifying any matters on which it has advised the Authority, broadly describe the nature of that advice and set out reasons for offering advice on matters not referred to it by the Authority. • Send a copy of the report to the National Association of SACREs (NASACRE). <p>SACRE also has a responsibility to:</p> <ul style="list-style-type: none"> • Monitor the provision and quality of religious education taught according to its agreed syllabus, together with the overall effectiveness of the syllabus. • Provide advice and support on the effective teaching of religious education in accordance with the locally agreed syllabus, and provide advice to the Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training. • In partnership with the Authority, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus in order to improve the quality of teaching and learning of religious education. • Offer advice to the Authority and through the Authority to schools concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum. • Advise the Authority upon matters connected with religious worship in Leeds schools. <p>The Chair reminded members that the next meeting will be the annual Joint SACRE meeting with Calderdale, Kirklees and Bradford</p>	

	which will be held on Tuesday 06 March 2018 at 6.00pm. Venue to be confirmed.	
1.1	<p>Memberships</p> <ul style="list-style-type: none"> • A letter of thanks to be sent to Cllr Dowson on behalf of SACRE for her role as a SACRE member. • Members were alerted to several vacancies. • The Chair and SACRE Consultant to work together on the vacancies. 	
1.2	Minutes of the SACRE meeting held on 14 September 2017 were agreed a true and accurate record with no matters arising.	
2.0	<p>Questionnaire</p> <p>Mark informed members that a questionnaire had been put out onto the tables to complete either today or return to the email address in the questionnaire. This is part of a research project from the University of Leeds. It is for a project of the Mapping of Religion and Education in Leeds and aims to find out what the key successes / problems are in these areas. Understanding the role of the SACRE member is integral to this research.</p> <p>Mark informed members that he and Alastair had met with the group to help them with their research.</p>	
3.0	<p>Annual SACRE Report</p> <p>The annual SACRE report was tabled for discussion and approval.</p> <p>Alastair highlighted the following points:</p> <ul style="list-style-type: none"> • The report is a legal requirement. • Today's report included the statistics from the GCSE results. The earlier report tabled at the summer meeting had not contained the results. Data was only available in early autumn. The analysis was done with Erica Horns assistance. • Alastair drew members' attention to page 19 In Leeds 3,292 pupils took a full RE GCSE in 2017. The average point score was 4.7, which is between a B and a C grade. 70% of pupils gained a grade C or better which is 3% higher than last year. 28% of pupils gained an A grade or better. 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 was +0.05, which compares favourably with the -0.12 score for 2016. A further break down by cohort makes for interesting reading. The average point score for boys was 4.3 and 63% in Leeds gained a C grade or above. Girls far outstripped them 	

	<p>with an average point score of 5.2 and a progress score of +0.11. Alastair said the progress data is encouraging. It would seem that girls do better than boys.</p> <ul style="list-style-type: none"> • Ten secondary schools had been visited in 2016-17 with a review of their promotion of fundamental values. The provision for RE had been part of this review and the general findings had been discussed in SACRE earlier in the year. There had also been analysis of the number of GCSE entries. The 2017 exam data would be analysed shortly, now it had all been received. Appropriate intervention would be offered to key schools and this would be agreed in consultation with Eralc Hiorns • It was noted by one member that it would be useful to look at disadvantaged pupils and how RE compares with other subjects. <p>Agreed Action:</p> <ul style="list-style-type: none"> • Agenda item for the next meeting - Discussing analysis of GCSE results and specific cohorts such as disadvantaged pupils. • It was recorded that members unanimously accepted the report and its recommendations. 	
<p>4.0</p>	<p>Commission on RE (interim) Report</p> <p>Members were informed that this interim report is published with the intention of creating an opportunity for as many people and organisations as possible to engage with the Commission on Religious Education (CoRE) about developing their thoughts on RE in schools in England.</p> <p>The interim report explores a number of issues. On the evidence presented to the body during the initial consultation, at the evidence gathering sessions held around the country and in written submissions received during the 2016/17 academic year. It sets out initial recommendations alongside a range of issues on which consultation will be sought. A final report will be published in 2018. The report has national government support.</p> <p>The summary of achievements and priorities (p25) was highlighted to members.</p> <p>The group was informed that every school should have RE as this is a legal requirement. 28% of schools in the country do not do RE and this is against the law. Members had a detailed discussion on how schools can be held accountable, what sanctions can be imposed. A member stated that Ofsted would be the route to hold schools to account.</p>	<p>Fiona Beevers</p>

	<p>Fiona Beevers informed members that she would be happy to circulate a document which was issued last June by the Church of England saying that there is an entitlement for all children to take RE in CofE schools. The document sets out minimum expectations. Members said they would welcome the report.</p>	
5.0	<p>‘State of the Nation’ (NATRE)</p> <p>The Chair made members aware of the attached state of the nation report. A survey was conducted across schools which highlighted that nearly a million children do not do RE. Schools do not have enough specialist teachers.</p> <p>Alastair said the report stated there had not been a large fall in GCSE full course entries but the time schools spend on RE is being squeezed and there is little evidence of consistent compliance at KS5. Members were asked to read the report and in particular the summary on pages 7 and 8. The report carries moral authority but has no legal authority. Members acknowledged that SACRE’s job is getting more and more difficult. The chair asked members to think how they can improve on what they already do in the new changing landscape.</p> <p>Members asked how many schools do not do RE. Alastair said this is unknown. Russell Trudgen volunteered to look at the list of schools and to see which schools are not teaching RE. Members thanked Russell for taking on this task.</p> <p>Action Agreed:</p> <ul style="list-style-type: none"> • Alastair to send a list of schools to Russell. • Russell to present his findings to the next SACRE (joint) meeting. 	
6.0	<p>Yorkshire Spirit project</p> <ul style="list-style-type: none"> - Update on training for faith community hosts and school interfaith work - SACRE’s commitment and support for this work <p>Mark spoke with members about the work of Yorkshire Spirit. The group provides a range of activities which is all funded by donations and other funding strands. In the past few years the importance of helping pupils to engage with diversity has become increasingly apparent. Alongside this there is a crucial need to tackle difficult and sensitive issues and to promote critical thinking. Yorkshire Spirit project is a non for profit organisation that engages with all types of communities. Members were asked if there is an appetite for a letter to be sent to the local authority on behalf of SACRE to ask for funds to be able to carry on providing activities to local communities. Members asked Mark to draft a proposal and bring it to the next meeting for their consideration.</p>	

	<p>Action Agreed:</p> <ul style="list-style-type: none"> • Mark to draft a proposal asking local elected members to contribute to the Yorkshire Spirit project. • Agenda item for the next meeting. 	
7.0	<p>RE syllabus review - Initial discussion of the process for review (due in 2020, or 2019 if aligned with other authorities)</p> <p>Alastair tabled the RE syllabus review process. Members were informed that dates need to be planned in advance to review the syllabus. All three neighbouring authorities have aligned their dates to review the document. The review date will need to be brought forward to 2019. The mood is that there will not be many changes made by the authorities. It was agreed that beginning work in 2019 with a view to synchronising the syllabus review with that of our neighboring authorities makes sense, and should be built into future SACRE agendas.</p> <p>Action Agreed:</p> <ul style="list-style-type: none"> • Work will need to start after Christmas. • The item to be added to the joint SACRE meeting. 	
8.0	<p>Training and support for schools 2017-18 - Offer of RE reviews for primary schools</p> <p>Members were made aware of the options to run training courses for schools. Alastair said he is looking to run the sessions for RE Coordinators and Subject Leaders.</p> <p>Alastair said he has up to 10 half days that he can use to make visits next term to schools to look at the quality of RE provision. The offer will be made to all primary schools. Secondaries were done this year. The visit can cover the bronze level of the RE Quality Mark which many schools do not have.</p> <p>Action Agreed:</p> <ul style="list-style-type: none"> • Members to let Alastair know which schools for him to visit. 	
9.0	<p>Any Other Business</p> <p>The Chair reminded members again of the next meeting which will be the Joint SACRE meeting with Calderdale, Kirklees and Bradford Tuesday 06 March 2018 at 6.00pm. Venue to be confirmed.</p>	
10.0	<p>Date of next meeting:</p> <p>Tuesday 06 March 2018 – Joint SACRE meeting with Calderdale, Kirklees and Bradford at 6.00pm. Venue to be confirmed.</p> <p><u>Future meetings – 2017/18</u></p> <p>Monday 25 June 2018 – Civic Hall, Leeds at 4.15pm</p>	

March 2018

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Meeting held at Margaret McMillan Tower, Bradford on Tuesday 13 March 2018

No	Item	Action
1.0	<p>Present: Mark Edon (chair) Diane Norton Janet Buttanshaw Russell Trudgeon Margaret Halsey Kevin Paynes Alastair Ross (in attendance)</p>	
2.0	<p>At their meeting in December 2017, Leeds SACRE has agreed to align the syllabus revision to Calderdale and Kirklees in 2019. Members present confirmed this and agreed to work towards a joint RE syllabus. As the meeting was not quorate a further formal motion will be put to the meeting in June but in the meantime all work will be done on that basis.</p> <p>Diane Norton and Russell Trudgeon expressed interest in being members of the steering group. All members of SACRE will be emailed with an invitation to consider this possibility too. A final decision will be made by the chair and vice chair after any responses had been received.</p>	
3.0	<p>Date of next meeting: Monday 25 June 2018, 4.15pm Civic Hall</p> <p><u>Future meetings – 2018/19</u> Dates to be agreed</p>	

June 2018

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Meeting held at Leeds Civic Hall – Monday 25th June 2018 @ 4.15pm

No	Item	Action
1.0	<p>Present:</p> <p>Alastair Ross (in attendance)</p> <p>Timings need to be 4.30 for meeting to start for future reference</p> <p>Welcome to Lisa Walsh – rep National education union – been a RE teacher for 22yrs – now union officer</p> <p>Minutes previous – RT mentioned he would like to change wording to expression of interest on para 2.0</p>	ME
2.0	<p>School Website Review:</p> <p>GCSE results and progress and which school were fulfilling their goal in RE on secondary schools.</p> <p>There are not enough places that are offering RE due to staff shortages, this is a legal requirement and it should be made known to the Secondary schools, this is all the way to sixth form.</p> <p>We did a Secondary school website survey to see who was advertising the RE course and RT asked his secretary to do some research between schools and academies, they found that this was not being offered. – This was all collated in a document that circulated around the meeting.</p> <p>Questions followed:</p> <p>BA asked where do C of E Primary pupils go when moving up to Secondary school - JB mentioned they go to Abbey Grange or the Diocese.</p> <p>ME mentioned maybe the data produced should be distributed to the LA, rather than AR doing separate letters to schools as this could be very time consuming and he only works 1 day a week as RE advisor.</p>	

	<p>AR mentioned what about putting it in the public domain after authorised by the LA and schools. What about passing the documents to KP for him to authorise?</p> <p>Lisa mentioned she was concerned that students only got 3 lessons every 2 weeks. Also what about sending a letter to each school for them to check, but BA mentioned that teacher’s views and Chair of Governors views are totally different.</p> <p>ME suggested we need to take this further but what is the best way? So a standard letter that states the statutory requirement to go to every school and the LA.</p> <p>Is it too late to change the curriculum for 18/19? – agreed it possibly could be, but we could ask.</p> <p>BA asked if Ofsted are commenting on RE – AR yes they do and AR is responsible for looking at this.</p> <p>Lisa mentioned schools are changing all the time from Free Schools/Academy etc. and may be missed from the document circulation so AR to look into this</p> <p>Actions</p> <p>RT circulated some documentation – this was discussed in detail – RT to send doc via email. This was greatly appreciated. AR to hand the document from RT to KP AR to make a formal letter to schools To revisit at next meeting – chase KP for feedback/attend the next meeting – AR to put on next agenda</p>	<p>RT</p> <p>AR</p> <p>AR</p> <p>AR</p>
<p>3.0</p>	<p>GCSE Provision: Finding from Data:</p> <p>AR passed around some documentation – AR to send this electronically and attached to minutes</p> <p>There is a lower proportion of children on FSM in Leeds compared to the NCER.</p> <p>This was discussed in detail</p>	<p>AR</p>

	<p>RT asked Can we analyse RE against Humanities etc. – AR yes we can but not produced these figures yet, but we can look into this.</p> <p>The worrying thing is some schools are not doing any RE at all.</p>	
	<p>Syllabus review:</p> <p>Update</p> <p>Appointment of 2-3 nominees for joint Steering Group with Calderdale and Kirklees</p> <p>The purpose of the group is to keep in touch with tasks between SACRE meetings. Decisions will remain with full SACRE. The overall group will need a balance between the three authorities (hence 2-3 from each) and also between the sections of SACRE, though it will be important to have a good representation of serving teachers from schools which use the current agreed syllabus.</p> <p>AR – SACRE a syllabus will be released in 2019 to align with the other authorities. – Agreed to this and consultation with teachers was held with Leeds/Kirklees/Calderdale.</p> <p>AR produced a document on Leeds data analysis - GCSE Religious Studies – AR to send this electronic with minutes.</p> <p>Whilst we looked at this document AR handed out Agreed Syllabus review questionnaire for the group to read through with this being quite a lengthy document it was agreed the group would go away to read this and discuss at the next meeting. AR to send this electronic with minutes.</p> <p>AR handed out Main Areas and Issues in Syllabus review document and it was discussed as follows:</p> <ul style="list-style-type: none"> • People are not wanting change, they like the syllabus as it is. • We need to consolidate LoTC • More detailed guidance on KS3/KS4 • Guidance on GCSE aligning and preparing • Model LT curriculum plans – This needs to be more than a drop down day – Can we make some practical guidance for schools so they can see what is 	<p>AR</p> <p>AR</p> <p>AR</p>

	<p>recommended for example (traffic light guidance - Green = yes/Amber = possible/Red = No)</p> <ul style="list-style-type: none"> • VC Schools – This is not the syllabus that schools should be following it is not Diocese • Progression Grids – i.e. by KS3 they should know this!!!! • Wider religious awareness in schools – we can include various guidance and arrange visits to schools etc. • Religions required – conflicting views from primary regarding doing all 6 religions. We have a large Hindu community so can't understand why this is being left out?? <p>What are the units of work – there are 60 of them and they are separated.</p> <p>There was mixed feeling in the group regarding these and we are looking for volunteers to attend the working party on 5th July @ 6pm. Teachers would be perfect for the group and a change of date maybe needed. AR to look into this.</p> <p>It was mentioned Diane Norton may want to join the group – AR to liaise with Lisa and Diane</p>	
4.0	<p>AOB</p> <p>AR and JB attended an RE conference for Primary and Secondary schools and spoke about exploring faiths, which could mean visiting different faith venues, this was received with great interest and schools have been in contact to try and arrange the day. The venues that were suggested were:</p> <p>Leeds Minster Reformed synagogue Mosque</p>	
5.0	<p>Date of next meeting: Monday 17th September 2018, 4.30pm – Venue TBC – possibly Leeds Minster</p> <p><u>Future meetings – 2018/19</u></p> <p>Tuesday 13th December 2018, 4.30pm – Venue TBC Tuesday 12th March 2019, 6.00pm, - Venue TBC Monday 24th June 2019, 4.30pm – Venue TBC – Possibly Civic Hall</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