

# **Standing Advisory Council on Religious Education**



## **Annual Report 2016-17**

# Contents

	<u>Page No.</u>
Foreword from the Chair.....	3
1. Standards and quality of provision of RE:	6
2. Managing the SACRE and Partnership with the LA and Other Key Stakeholders:	8
3. Effectiveness of the Agreed Syllabus:	9
4. Collective Worship:	9
5. SACRE and School Improvement:	9
Appendix 1: Examination data.....	10
Appendix 2: Assessment guidance .....	14
Appendix 3: SACRE Membership and attendance for the year 2016/2017.....	22

## Foreword from the Chair of SACRE September 2016 - July 2017



It was with much rejoicing and thanks to all concerned that our Agreed Syllabus Challenging RE 3 2016-2021 “Learning and growing through challenging RE” was launched with a most engaging and humorous address given by The Bishop of Buckingham, Dr Alan Wilson. He not only spoke about the value of our syllabus from his experiences of visiting schools but the value of this local syllabus and its relevance to the stories throughout history of people of faith in Buckinghamshire. Thanks to Bill Moore, our Professional Adviser, 94 schools received training on this new syllabus. With guidance from Katherine Wells, our Bucks Education Champion who has assisted SACRE in countless ways, we have been able to establish our SACRE entry on Schoolsweb, <https://schoolsweb.buckscc.gov.uk/curriculum-learning/sacre/> This is where our syllabus and supporting materials such as our newsletter SACRED are to be found.

We continue to hold 3 meetings each year in schools inviting a presentation about the delivery of RE and in particular use made of Challenging RE. In addition, we held our development day and offered an INSET day to teachers. I should like to thank all members of SACRE who regularly attend and contribute to our meetings. It is their presence that contributes to the vibrancy and brings the quality of personal insight and experience. In addition, we have been particularly fortunate in the quality of professional support we have received this year.

Our first meeting of this academic year was held at Swanbourne CofE primary school in the north of the county, where members heard, in a presentation from the Deputy Headteacher, about their Worship Council, which has representatives from each year group. In response to this pupil voice the school has created a space that is a reflection room where they hold a very successful worship and reflection club before school. Following the presentation Cllr Noel Brown, the deputy cabinet member for Education and Skills was welcomed to this his first SACRE meeting since his appointment. Sadly, he was unable to remain with SACRE for long due to re-arrangements within the County Council.

At the same meeting we were delighted to welcome Mary Saywood as a CofE representative and Marjorie Johnstone from the Baptist tradition.

Later in the year we were sorry to say goodbye to Jonny Walker, Headteacher at Berryfields Church of England primary school, who resigned from his second stint as a SACRE representative. The school was built to serve the new Berryfields community on the north western fringes of Aylesbury. We valued visiting his school for a SACRE meeting and benefited from his knowledge and expertise as a SACRE member.

SACRED number 6 was published and distributed to schools with a personal item from Paul Smalley (Chair of NASACRE) about what the future might have in store for RE.

At the first meeting of 2017 we congratulated Suma Din who deputised for our Muslim representative, on the publication of her book entitled “Muslim Mothers and their children’s schooling”. The book was launched on 20th April at the Cressex School and received great acclaim. Elaine Lever was welcomed into full membership of Bucks SACRE representing the British Humanist Association. For many years Elaine has contributed in a most valuable way as a co-opted member.

Our final SACRE meeting was held at Wycombe Royal Grammar school. Several of us had been privileged enough to attend an Iftar held there previously and recognised the significance of this event in the life of the school. It was arranged entirely by the pupils, members of the Islamic group

which embraces boys from all year groups. The Iftar was attended by parents, invited guests, a cross section of all the staff and the MP.

We took the opportunity at our development day to review our practices. It was agreed we would continue with our 3 meetings, once each term, plus a development day but to hold the summer meeting at a place of worship, hopefully one attended by a member of SACRE. As a result of last year's development day, an application had been made and accepted for funding by the Westhill Project. £3000 has been awarded to Bucks SACRE for the proposal put forward in the application to work with Art Beyond Belief. This project links with the Agreed Syllabus and values of education and will encourage children of different backgrounds to have conversations and share experiences and link to SMSC, looking at worries, hopes and visions.

For a few years now, we have held an INSET day in March and invited teachers to visit places of worship. We aim to arrange such a day each year at different centres in the county. On 20.03.17 this was held in High Wycombe and visits were made to a Quaker Meeting House, The Parish Church, and two Mosques. The objectives were to: show the salient features of the place of worship that are common to all of that faith and to highlight the significant aspects of that particular location and show how the architecture, furniture and signs and symbols are connected with the beliefs and worshipping customs practised there. We were fortunate enough to receive a presentation from a woman architect of the Islamic faith showing mosques from around the world depicting their salient characteristics. Typical feedback: *Getting ideas for venues for a faith tour for the future in our school. The organisation was very good and timing excellent. The venues were very interesting and the information was relevant to the ages we are teaching. It was useful to see what the school tours are like and how the children would be shown and learn.*



The Mihrab at Totteridge Mosque High Wycombe

SACRED is another of our resources to assist teachers in their delivery of High Quality RE. We are indebted to our editor Ann Beaton who gives of her time and energy and considerable creative

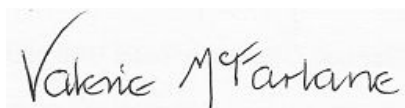
thinking to produce stimulating editions. In SACRED 7 the opening feature was from Professor Berry Billingsley, Professor of Science Education at Canterbury Christ Church University, writing on the LASAR (Learning about Science and Religion) Project.

Finally, it was with great sadness that at our final meeting of this academic year we made our farewells and expressed our deepest gratitude to our most efficient clerk of SACRE, Allison Holley. At our meeting on 24 February 2009 Allison Holley was in attendance. For the following meeting at the Race Equality Council in Chesham 24 March 2009 the minutes were taken and distributed by Allison Holley, who had been on a huge learning curve as this was her introduction to the work of SACRE. We constantly remained in awe of her efficiency and perpetual enthusiasm. Allison had an amazing talent for anticipating our needs before we expressed them so dates were arranged, schools booked for meetings, agendas and minutes distributed and all with a friendly smile and delightful sense of humour. Allison you are greatly missed.

We start each of our Meetings with a few moments of quiet and end with a reflection given by a SACRE member so I conclude this section with one chosen from the Book of Joy by the Dalai Lama and Bishop Desmond Tutu.

*“Education and wider contact are really the only solutions”, the Dalai Lama replied. “I have gone to make pilgrimages to holy sites all over the world – such as Fátima in Portugal, the Wailing Wall and Dome of the Rock in Jerusalem. One time I was in Barcelona, Spain, and met a Christian monk who had spent five years in the mountains living as a hermit – with very few hot meals. I asked him what his practise was, and he said the practise of love. When he answered, there was something very special in his eyes. This is really the practise at the core of all the world’s religions – love. I didn’t think to myself when I met this holy man: ‘Unfortunately he’s not a Buddhist,’ or ‘It’s too bad he’s not a Christian.’*

*“After meeting with so many people, thinkers, scientists, educators, health-care professionals, social workers, and activists,” the Dalai Lama continued, “it is clear that the only way to truly change our world is through teaching compassion. Our society is lacking an adequate sense of compassion, sense of kindness, and genuine regard for others’ well-being. So now many, many people who seriously think about humanity all have the same view”. He was pointing both his index fingers at his temple to emphasise the logic of their conclusion. “We must promote basic human values, the inner values that lie at the heart of who we are.*



Val McFarlane, Chair of Buckinghamshire SACRE

# 1. Standards and quality of provision of RE

The agreed syllabus allows for schools to plan progressively challenging religious education for pupils and students of all ages. Challenging RE has always provided this language of learning and progression above a simple record of levels. Now that these have been replaced with assessment without levels, the new syllabus reflects the need for schools to abide by the principles of assessment and progression in Challenging RE, whilst adapting these to the specific structures they have adopted and developed in their individual schools. It remains difficult for SACRE to monitor the quality of learning, progression and attainment beyond examination RS in KS4 and KS5, but we continue to strive to find ways of so-doing.

## Examination RS in Buckinghamshire (See Appendix 1)

The standard at GCSE this year is an improvement on the previous year and again shows attainment overall in Buckinghamshire schools is well above the national for Religious Studies GCSE. Grammar Schools have performed particularly well, with 98% of pupils achieving a pass grade, significantly above the 72% national figure, but it is also most pleasing to note the achievements of non-selective students, 68% of whom achieved a pass grade, only slightly lower than national. SACRE commends the hard work of pupils and staff in all the schools that has resulted in such high standards. Well done and thank you!

It is good to see that examination entry has risen slightly this year, which is pleasing, but we are still concerned that fewer than half of pupils are entered for the GCSE. While examination entry is not statutory, schools have a statutory duty to provide RE for all registered students. SACRE believes that, in the current climate of examination success and valuing accredited courses, best practice is to provide a GCSE for all, even if not all are entered. If this is not possible because of other pressures such as the Ebacc, then the provision of a coherent and challenging KS4 non-examination course based on the Challenging RE Agreed Syllabus is most appropriate. The agreed syllabus gives expectations and curriculum guidance on this, from which to plan meaningful, relevant and important learning. SACRE is concerned that RE may not be provided for a significant number of students at KS4.

*It has never been more important that our children and young people have an accurate knowledge and critical understanding of religion and belief and are able to empathize with the deep and rich traditions, whilst also having the skill and discernment to reflect critically for themselves on the questions, experiences and challenges that life throws at us. RE is a subject that contributes significantly to pupils' understanding of life in modern Britain and provides the best opportunity for them to make sense of their own as well as others' responses to the big questions that life throws at us; to explore meaning, purpose and value in a complex world.*

**A and AS level** results continue to surpass national attainment. This year all students in Buckinghamshire schools who were entered for A Level attained a pass grade; a remarkable achievement!

SACRE is keen to help schools develop GCSE and Post-16 RS examinations and also general RE provision and hopes to contact schools to develop networks and raise the profile of the subject as an academic qualification.

### A big thank you

We congratulate all students and staff on these very encouraging results and want to thank all involved for their hard work and enthusiasm.

SACRE members thoroughly enjoy visiting schools for our meetings, where they have face-to-face discussions with teachers and often pupils. This helps us to keep in touch with what our work is really all about. Whilst we do what we can to support schools and help pupils, it is you, the teachers and pupils, who really make RE what it is: for that we are heartily grateful. We are keen to hear your views and find out what is happening in schools, so please do contact us through Bill Moore whether to share your practice, to tell us what you are doing, or to invite us in to see and meet you through one of our meetings.

## Examination Data summary 2017 (with 3-year trend)

GCSE Full Course		Number of pupils at the end of KS4	GCSE Full Course			
			% Entries (out of KS4 pupils)	% A*-A	% A*-C	% A*-G
<b>2017</b>	<b>England</b>			<b>30</b>	<b>72</b>	<b>98</b>
	Buckinghamshire Maintained and Academy Schools (incl. Special)	5554	40%	43	82	98
	Buckinghamshire Upper Schools	3297	37%	22	68	97
	Buckinghamshire Grammar Schools	2172	47%	68	98	100
<b>2016</b>	<b>England</b>			<b>29.8</b>	<b>71.6</b>	<b>97.8</b>
	Buckinghamshire Maintained and Academy Schools (incl. Special)	5599	31%	38.0	79.6	99.1
	Buckinghamshire Upper Schools	3295	32%	20.7	68.0	98.5
	Buckinghamshire Grammar Schools	2177	32%	64.0	97.1	100.0
<b>2015</b>	<b>England</b>			<b>29.7</b>	<b>71.8</b>	<b>97.9</b>
	Buckinghamshire Maintained and Academy Schools (incl. Special)	5699	31.8	41.9	81.8	99.4
	Buckinghamshire Upper Schools	3398	33.8	24.5	72.3	99.1
	Buckinghamshire Grammar Schools	2170	30.4	72.1	98.3	99.8

A and AS Levels		Number of pupils at the end of KS5	A LEVEL			
			% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E
<b>2017</b>	<b>England</b>			<b>24.3</b>	<b>80.9</b>	<b>98.7</b>
	Buckinghamshire Maintained and Academy Schools	4034	6.2	32.4	90.0	100.0
	Buckinghamshire Upper Schools	1560	4.1	12.5	75.0	100.0
	Buckinghamshire Grammar Schools	2474	7.5	39.2	95.2	100.0
<b>2016</b>	<b>England</b>			<b>24.3</b>	<b>80.4</b>	<b>98.9</b>
	Buckinghamshire Maintained and Academy Schools	4109	6.3	30.7	84.4	99.2
	Buckinghamshire Upper Schools	1665	5.5	5.4	70.7	97.8
	Buckinghamshire Grammar Schools	2444	6.8	44.8	92.1	100.0
<b>2015</b>	<b>England</b>			<b>24.4</b>	<b>79.9</b>	<b>98.9</b>
	Buckinghamshire Maintained and Academy Schools (incl. Special)	3300	7.0	33.8	82.1	97.9
	Buckinghamshire Upper Schools	1131	6.4	4.1	55.4	93.2
	Buckinghamshire Grammar Schools	2169	7.3	47.5	94.4	100.0

## **2. Managing the SACRE and Partnership with the LA and Other Key Stakeholders**

### 2.1 Holding meetings

SACRE met three times in different schools under the agreed new arrangements from last year. We also held another Teachers' INSET day exploring Christian and Muslim groups in High Wycombe on 20<sup>th</sup> March and held our development day 19<sup>th</sup> June on the theme of 'Making SACRE more effective'.

Our first meeting was held Swanbourne CE School in the north of the County. Here we welcomed two new members, Marjorie Johnstone, our new Baptist representative and Councillor Noel Brown from the LA. David May, the Deputy Head, gave an inspirational presentation on their RE work, the importance of collective worship and how both link in well to the school's Christian ethos and wider priorities, especially growth mindset and Philosophy for Children. The close relationship with the local Rector also enriches the pupils' experience of RE. One of the challenges facing the schools was arranging visits and visitors. After this, SACRE went on to discuss the launch of the agreed syllabus and the provision of training; the development of the website, with a specific page on the schools web; some points about 'religious literacy'; and how SACRE can support the LA in promoting community cohesion in Buckinghamshire.

Our second meeting was held at Ibstone CE School and the headteacher, Louise Long, gave a most interesting and encouraging presentation. The agreed syllabus enables teachers to plan a two-year rolling programme, something that is vital for small schools. RE and collective worship are central to the school and are valued by pupils and families as they help to promote the school's Christian values in an inclusive and educational way. They had achieved an outstanding SIAMS inspection in July 2016, with the following two points for development:

1. In order to increase the children's understanding of Christianity in relationship to the other major faiths, devise strategies for good practitioners of those faiths to visit the school.
2. To develop children's deeper understanding of faith, implement strategies to ensure that thought provoking questions which will challenge children's thinking are used regularly in both RE and collective worship.

SACRE hopes that the revised agreed syllabus will help with this! The school is expanding into KS2 from September 2017 and Mrs Long is looking forward to the opportunity this will give to address the two points raised by SIAMS.

During the meeting, we discussed the NASACRE Big Survey; the Westhill Project, Resilient Me, Resilient You; plans for the INSET day and development day; and the next edition of our newsletter, SACRED, which is on the theme of Science and Religion. SACRE is most grateful to Ann Beaton who pulls it all together and edits each issue.

Our last school visit was to the Royal Grammar Schools, High Wycombe, hosted by the recently appointed Head of Department, Sanum Khan, who joined the school in September. Sanum has taken over a subject that has struggled to engage the highly academic, all boy intake of this high-achieving selective school. She has promoted the status of faith in the lives of people and communities by helping Muslim pupils organise an Iftar event and is making RE more critical focused on values and community cohesion. The agreed syllabus is proving useful for developing challenging enquiries for the pupils, especially in KS3 and she has plans to reintroduce GCSE, for which she has the support of the leadership team. Her enthusiasm and passion shone through and SACRE felt convinced that RE was moving forward under her leadership. We also discussed the arranged visit of the RE Commissioner in the autumn term, progress on the Westhill project, which has been successful; and the possible developments of community cohesion work.



## 2.2 Work with the LA

The development of the SACRE page on the SchoolsWeb has significantly improved SACRE's on-line presence. SACRE, through Bill Moore, has supported the LA with up-dating 'Meeting the needs of Muslim pupils' and has also put forward a proposal involving *Facing History and Ourselves* to develop a unit of work for secondary schools.

## 3. Effectiveness of the Agreed Syllabus



### 3.1 Agreed syllabus launch

The launch of the agreed syllabus took place on 8<sup>th</sup> December 2016 and was a huge success. Val McFarlane, chair of SACRE, welcomed everyone and introduced the evening with a presentation on the importance of RE in schools. Councillor Noel Brown, Deputy Cabinet Member for Education and Skills, then spoke on behalf of the Local Authority, focusing in particular on the value of good RE for community cohesion. He thanked all those involved in its production and particularly the teachers who formed the writing

panel. Dr Alan Wilson, Bishop of Buckingham, provided the keynote, which was both informed and entertaining. He spoke very highly of 'Challenging RE' from what he has seen in schools across the Diocese, not least because of the way it combines conceptual knowledge and understanding and key questions with creative and critical thinking. Above all, though, it was the centrality of experience in the syllabus that made it engaging, challenging and appropriate to the local, national and global situation.

Bill Moore gave the vote of thanks and summed up many of the points made. Finally, Val presented the syllabus on behalf of SACRE to Councillor Brown. Just over 100 teachers and school leaders attended the event.



### 3.2 Agreed syllabus training

In total, 94 schools attended one of the seven training sessions run for primary and secondary schools, each hosted by schools across the county. Feedback was positive and it was well-received. Teachers, especially in primary, would welcome online support through the SACRE website. Assessment was a key theme and concern (see appendix)

## 4. Collective worship

The guidance for collective worship and other advice is now on our [website page](#).

### Determinations

No determinations were sought in 2016-17. Please address any requests for a determination to [bjvmoore@aol.com](mailto:bjvmoore@aol.com)

## 5. SACRE and School Improvement

SACRE has worked with BCC to help up-date guidance on Muslim Pupils and develop work on community cohesion.

## Appendix 1 Examination data

### KS4 2017 Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data  
NE = No entries, SUPP = less than 6 pupils

URN	School Name	School Type	Number of pupils at the end of KS4	GCSE Full Course			
				% KS4 pupils entered for Full GCSE RS	% A*-A	% A*-C	% A*-G
137934	Alfriston School	ACCS	24	NE	NE	NE	NE
137343	Amersham School	ACC	135	NE	NE	NE	NE
136884	Aylesbury Grammar School	ACC	181	98%	47	97	100
136846	Aylesbury High School	ACC	182	15%	85	100	100
140893	Beaconsfield High School	ACC	148	28%	81	100	100
140678	Bourne End Academy	AC	99	27%	0	33	96
110484	Buckingham School	CY	164	93%	9	50	94
139434	Buckinghamshire UTC	FUTC	25	NE	NE	NE	NE
137564	Burnham Grammar School	ACC	146	101%	69	99	100
137091	Chesham Grammar School	ACC	175	17%	80	100	100
137280	Chiltern Hills Academy	AC	112	96%	3	24	92
142695	Chiltern Way Academy	ACCS	20	NE	NE	NE	NE
110500	Cressex Community School	FD	147	100%	22	67	94
136419	Dr Challoner's Grammar School	ACC	186	37%	83	99	100
137219	Dr Challoner's High School	ACC	156	51%	95	100	100
110585	Furze Down School	CYS	15	NE	NE	NE	NE
136964	Great Marlow School	ACC	204	29%	38	97	100
136858	Highcrest Academy	ACC	139	13%	0	67	100
138058	Holmer Green Senior School	ACC	134	NE	NE	NE	NE

137261	John Colet School	ACC	163	13%	24	90	100
136771	John Hampden Grammar School	ACC	147	43%	70	97	100
139897	Khalsa Secondary Academy	F	28	100%	82	93	100
137372	Princes Risborough	ACC	164	NE	NE	NE	NE
137344	Royal Latin School	ACC	177	100%	55	97	100
136845	Sir Henry Floyd Grammar School	ACC	152	99%	74	100	100
139663	Sir Thomas Fremantle School	F	38	NE	NE	NE	NE
136781	Sir William Borlase's Grammar School	ACC	137	2%	Supp	Supp	Supp
137256	Sir William Ramsay School	ACC	156	74%	19	71	99
110516	St Michael's Catholic School	VA	114	100%	24	68	99
110579	Stony Dean School	CYS	26	NE	NE	NE	NE
135879	The Aylesbury Vale Academy	AC	142	25%	11	57	97
139367	The Beaconsfield School	ACC	142	19%	15	52	93
137215	The Chalfonts Community College	ACC	273	30%	34	85	98
110533	The Cottlesloe School	FD	165	40%	29	79	100
137864	The E-Act Burnham Park Academy	AC	115	NE	NE	NE	NE
110488	The Grange School	FD	227	19%	17	86	98
110497	The Mandeville School	CY	121	7%	0	13	100
110490	The Misbourne School	CY	149	15%	48	87	100
136484	The Royal Grammar School, High Wycombe	ACC	199	NE	NE	NE	NE
137355	Waddesdon Church of England School	ACC	141	100%	34	88	99
136723	Wycombe High School	ACC	186	25%	83	100	100
Buckinghamshire Maintained and Academy Schools (incl. Special)			5554	40%	43	82	98
Buckinghamshire Non Selective Schools			3297	37%	22	68	97
Buckinghamshire Selective Schools			2172	47%	68	98	100
National (All schools)					30	72	98

## KS5 2017 Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data  
 NE = No entries, SUPP = less than 6 pupils

URN	School Name	School Type	Number of students at the end of KS5	A LEVEL 2017			
				% Entries	% A*-A	% A*-C	% A*-E
137343	Amersham School	ACC	57	NE	NE	NE	NE
136884	Aylesbury Grammar School	ACC	205	NE	NE	NE	NE
136846	Aylesbury High School	ACC	198	5.6	27.3	90.9	100.0
140893	Beaconsfield High School	ACC	147	19.0	32.1	100.0	100.0
140678	Bourne End Academy	AC	30	Supp	Supp	Supp	Supp
110484	Buckingham School	CY	62	12.9	0.0	75.0	100.0
139434	Buckinghamshire UTC	FUTC	42	NE	NE	NE	NE
137564	Burnham Grammar School	ACC	145	6.2	55.6	100.0	100.0
137091	Chesham Grammar School	ACC	208	6.7	35.7	85.7	100.0
137280	Chiltern Hills Academy	AC	99	NE	NE	NE	NE
110500	Cressex Community School	FD	8	NE	NE	NE	NE
136419	Dr Challoner's Grammar School	ACC	196	13.3	42.3	96.2	100.0
137219	Dr Challoner's High School	ACC	161	12.4	65.0	95.0	100.0
136964	Great Marlow School	ACC	106	NE	NE	NE	NE
136858	Highcrest Academy	ACC	71	Supp	Supp	Supp	Supp
138058	Holmer Green Senior School	ACC	49	NE	NE	NE	NE
137261	John Colet School	ACC	60	NE	NE	NE	NE
136771	John Hampden Grammar School	ACC	173	9.2	56.3	100.0	100.0
137372	Princes Risborough	ACC	68	NE	NE	NE	NE

137344	Royal Latin School	ACC	215	11.2	20.8	95.8	100.0
136845	Sir Henry Floyd Grammar School	ACC	186	8.6	43.8	93.8	100.0
136781	Sir William Borlase's Grammar School	ACC	212	Supp	Supp	Supp	Supp
137256	Sir William Ramsay School	ACC	106	Supp	Supp	Supp	Supp
110516	St Michael's Catholic School	VA	33	24.2	0.0	62.5	100.0
135879	The Aylesbury Vale Academy	AC	46	NE	NE	NE	NE
139367	The Beaconsfield School	ACC	64	Supp	Supp	Supp	Supp
137215	The Chalfonts Community College	ACC	133	6.8	0.0	100.0	100.0
110533	The Cottesloe School	FD	90	7.8	0.0	71.4	100.0
137864	The E-Act Burnham Park Academy	AC	31	NE	NE	NE	NE
110488	The Grange School	FD	74	Supp	Supp	Supp	Supp
110497	The Mandeville School	CY	121	NE	NE	NE	NE
110490	The Misbourne School	CY	77	7.8	0.0	66.7	100.0
136484	The Royal Grammar School, High Wycombe	ACC	212	NE	NE	NE	NE
137355	Waddesdon Church of England School	ACC	133	19.5	30.8	73.1	100.0
136723	Wycombe High School	ACC	216	10.2	27.3	90.9	100.0
Buckinghamshire Maintained and Academy Schools (incl. Special)			4034	6.2	32.4	90.0	100.0
Buckinghamshire Non Selective Schools			1560	4.1	12.5	75.0	100.0
Buckinghamshire Selective Schools			2474	7.5	39.2	95.2	100.0
<b>National (All schools)</b>					<b>24.3</b>	<b>80.9</b>	<b>98.7</b>

## Appendix 2 From the AS training Progression and assessment

'Challenging RE' is designed to help teachers plan religious education that is appropriate to the needs and abilities of all pupils. It provides a structure and a language of progression to enable them to do this and to share it with their pupils. It will help with planning, assessment for learning, reporting and target-setting and target-getting. Above all, regardless of the ability of the pupil, it enables Teachers to construct meaningful learning experiences for, and develop higher order thinking skills in, their pupils. The structure that follows consists of separate sections to help Teachers help their pupils make progress in their religious education, to see what they will have done in earlier stages of learning and what they will be expected to do in later stages.

Progression is reflected in different ways within the Agreed Syllabus.

1. The **aims** of the Agreed Syllabus help planning age-appropriate learning (*puts KS learning into context*);
2. The development of learning in RE through the **learning model** for each Key Stage; (*helps make expectations clear to pupils*);
3. The table 'transition across the Key Stages', in which context, skills and opportunities combine to support progression (*helps with expectations and task-setting*);
4. End of key stage expectations to assess whether each pupil is achieving expected attainment or is 'emerging' or 'exceeding' or terms that suit whatever system the school is using.

Progression is about planning learning experiences that will challenge pupils appropriately so that they gain in skills and perspective as well as in knowledge and understanding. These structures, taken together, will help teachers to identify where pupils are and plan appropriate ways of moving them on in their learning. It is important that all aspects of progression are considered in medium term and lesson planning so that pupils gain maximum benefit.

### 5.1 Assessment

Assessment is a statutory requirement of the Agreed Syllabus. Schools are required to report pupil attainment and progress to parents at the end of Key Stages 2 and 3.

The Agreed Syllabus does not specify how frequently formal assessment should take place. However, it recommends that most assessment should be formative (assessment for learning) and that, in each of Key Stages 2 and 3, there should be no more than 5 formal assessments (assessment of learning), and fewer in Key Stage 1. Most assessment should be through tasks planned into the learning itself rather than end of unit assessments/tests.

**It is recognised that there are aspects of RE that cannot and should not be assessed.**

## 5.2 Progression through the aims of the Agreed Syllabus (puts KS learning into context)

Aims	Key Stage 1	Lower KS2 pupils	Upper KS2 pupil	KS 3 pupils	KS 4 pupils
<b>To understand the nature, role and influence of religion pupils:</b>	Show basic knowledge and understanding of Christianity and at least one, at most two, other faiths, exploring similarities and differences between religions.	Show knowledge and understanding of Christianity and other faiths and beliefs, and can explain what difference faith makes in family life.	Understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.	Analyse religious teaching and practise to identify responses to ultimate questions; Relate a range of textual sources to beliefs, practises and ultimate questions, showing understanding of different interpretations; Reflect on the benefits and challenges of living in a multi-faith and diverse society.	Analyse and think critically about religious and other beliefs and practises and different interpretations of these.
<b>To pursue personal quest for meaning, purpose and value pupils:</b>	Reflect on personal experience and say how it is linked to feelings and opinions.	Think about what influences our beliefs and lifestyle and the way we see things.	Explore different religious and non-religious beliefs about meaning, purpose and value.	Raise and explore the ultimate questions which are contained in religious beliefs and practises; Develop personal responses to ultimate questions in the light of their own and others' experiences and beliefs; Relate a range of textual sources to beliefs, practises and ultimate questions, showing understanding of different interpretations.	Reflect on their own and others' responses, religious and secular, to ultimate questions and the impact these can have in the world.

<b>To formulate reasoned opinion and argument pupils:</b>	Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.	Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.	Show awareness of the ways beliefs influence attitudes, way of life and behavior; Express and justify their own beliefs and opinions and listen sensitively to those of others; Distinguish between valid and invalid arguments.	See things from other peoples' perspective; Build valid arguments using questions, interpretation, reasoning and justification; Analyse strengths and weaknesses in arguments/stances to arrive at independent conclusions.	Evaluate the impact these responses can have in the world considering the strength or otherwise of different views and responses; Hypothesise about the impact that different beliefs, attitudes and lifestyles might have on others and the world.
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The learning model	KS1	KS2	KS3
<b>Pupil's experience and self-concept</b>			
<b>Identify</b> Pupils learn to:	Recognise what is significant to them in their immediate experience and recognise basic concepts used to express this.	Identify people, concepts, beliefs and attitudes that have an influence on how they live their lives.	Identify their responses to ultimate questions and the way these link to their own experience.
<b>Explore</b> Pupils learn to:	Find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed.	Ask thoughtful and searching questions about their own and other people's beliefs, attitudes and ways of life.	Ask thoughtful and searching questions about their own and other people's beliefs and attitudes expressed in responses to ultimate questions.



<b>Contextualise</b> Pupils learn to:	See their own experience in the light of their background and compare this sensitively with the experiences of other pupils in the class.	See their own way of life in relation to the influences identified and to recognise that other people in the class will have different influences which affect how they live.	Relate their own concepts and beliefs that help them to make sense of ultimate questions to their own experience and consider different views around the class.
<b>Reflect</b> Pupils learn to:	Think about their experiences and the feelings related to them and to see how these affect themselves and others.	Evaluate their ideas, beliefs and way of life in relation to other people's.	Think critically about their own and others' responses to ultimate questions in the light of other ideas and questions expressed in the class.

### 5.3 Progression through the learning model (helps teachers to plan for high expectations)

Religious experience and concepts			
<b>Enquire</b> Pupils learn to:	Find out about the religions studied.	Research into religious beliefs, practises and concepts in a way that that is thoughtful, searching and sensitive to difference.	Enquire into a range of religious responses to ultimate questions as expressed in beliefs, practises and ways of life.
<b>Contextualise</b> Pupils learn to:	Recognise religious experience and concepts in the religion being explored, and the feelings that may arise from them for believers.	Relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions studied, and to identify differences between and within religions.	Relate different religious responses to ultimate questions to differences in interpretation and practise within and between religions.
<b>Reflect</b> Pupils learn to:	Think about religious experience and concepts and their importance to believers and consider how these make a difference to how people live.	Consider what is of value to religious people through their exploration of religious beliefs, concepts and practises and how this makes a difference to people's lives.	Reflect on the concepts that underpin religious responses to ultimate questions as expressed in the phenomena of religions.
<b>Respond</b> Pupils learn to:	Express, sensitively and in a variety of ways, their own views about religious experiences and concepts.	Respond sensitively and with reasoned argument to religious and other beliefs and concepts in relation to the difference they make to believers' attitudes and ways of life.	Evaluate religious responses to ultimate questions using empathy, reasoned argument and critical thinking and relate this to their personal responses.

<b>Synthesise</b> Pupils learn to:	Identify similarities and differences between their own experience and the religious beliefs, practises and concepts.	Relate the religious beliefs, concepts and practises to their own experiences and values and consider these in the light of religious values.	Relate religious responses to ultimate questions to their own experience and ideas and consider how their views have developed.
<b>Universal human experience and concepts</b>			
<b>Reflect</b> Pupils learn to:	Reflect on what they can learn from others.	Reflect on their learning and how this relates to human values, responsibilities and rights.	Reflect on their learning about different insights into what it means to be a person.
<b>Apply</b> Pupils learn to:	Apply their learning to their own life.	Apply values and beliefs to their own and others' experience and lives.	Apply values and concepts explored in their learning to their own and others' experience and self-understanding.

## 5.4 Transition across the Key Stages

	Pupil's context and starting point	Learning experiences	Learning skills
<b>EY</b>	Me and my family and home. Experience and feeling	<ul style="list-style-type: none"> <li>• Play (role play; home corner);</li> <li>• Talk about and share experiences;</li> <li>• Visitors.</li> </ul>	Tell; recall; recognise; list; name; ask simple questions
<b>KS1</b>	Me, my friends and groups. Experience and feeling Focus on feelings, how they arise from experience, how they relate to the basic concepts and how they are expressed.	<ul style="list-style-type: none"> <li>• Visits and visitors;</li> <li>• Using senses and reflecting on experience;</li> <li>• Reflection and creativity;</li> <li>• Sharing ideas, beliefs, feelings and experiences;</li> <li>• Use of ICT.</li> </ul>	Explore; talk about meaning; compare; identify importance of; explore ways of expression; suggest meanings; give a reason for; reflect on feelings; predict; decide
<b>KS2</b>	Me in my community(ies). Thinking about experience Focus on concepts relating to beliefs, authority and rituals and how these influence the lives of individuals and communities.	<ul style="list-style-type: none"> <li>• Encountering religious places and communities;</li> <li>• Structured discussions;</li> <li>• Reflecting on experience, feelings, beliefs and insights;</li> <li>• Creative expression of feelings, beliefs and insights;</li> <li>• Exploring local and global religion through ICT.</li> </ul>	Describe; relate; apply; recommend; interpret; verify; define; contrast; 'what if'; judge; debate; devise; arrange; predict; order; combine; justify; rank; reflect; examine; classify; give evidence for; reflect on questions; respond with reasons

<b>KS3</b>	Me in the world. Challenging experience Focus on ultimate questions and concepts pertaining to meaning, purpose, truth and value and how these relate to human experience and ethical issues in both religious and secular contexts.	<ul style="list-style-type: none"> <li>• Visits and visitors (people with a range of beliefs);</li> <li>• Structured evaluative discussions of arguments and issues;</li> <li>• Developing reasoning skills;</li> <li>• Creative conceptual understanding and expression;</li> <li>• Using ICT to enhance their understanding of religion.</li> </ul>	Discuss; explain; relate; assess; argue; define; hypothesise; refer to; reasoned response; respond in light of; empathise; prioritise; organise; reflect; propose; justify; reflect on meaning/interpretation
<b>KS4</b>	Our world, our future. Analysing experience Focus on analysis of religious and secular beliefs and evaluation of the impact of faith on the world and how it is put into action, positively and negatively, in local, national and global contexts.	<ul style="list-style-type: none"> <li>• Visits, visitors and original sources;</li> <li>• Analytical discussions of arguments and issues;</li> <li>• Developing evaluative skills;</li> <li>• Assessing concepts;</li> <li>• Using ICT to enhance their understanding of religion.</li> </ul>	Distinguish; compare; locate; suggest interpretations from different perspectives; organise concepts; respond from view of; plan; design; reflect; compare; evaluate; reflect on significance
<b>Post 16</b>	My place in the world. Integrating and assimilating experience Focus on religious and secular philosophies and the extent to which they provide coherent understandings of what it means to be a person.	<ul style="list-style-type: none"> <li>• Visits and visitors and original sources;</li> <li>• Conceptual analysis of philosophical arguments;</li> <li>• Analyse and criticise arguments and concepts;</li> <li>• Present critiques of arguments and concepts;</li> <li>• Using ICT to enhance their philosophical research.</li> </ul>	Explore structure; perceive internal conceptual inconsistencies; internalise; synthesise; conceptual analysis; reflect on coherence

### 5.5 Age-related expectations

Pupils will be ‘emerging’, ‘achieving’ or ‘exceeding’ or similar judgements according to school policy. This is for summative assessment, taking an overview of a pupil’s work and achievement over time and where appropriate specific assessment tasks/tests.

<b>KS1</b>	<ol style="list-style-type: none"> <li>1. Pupils can retell stories from different religions and traditions, and explain what they think it teaches people.</li> <li>2. They recognise some religious phenomena and can say what religion these are from and say something about their meaning.</li> <li>3. They can recognise that religions share things in common and have real differences.</li> <li>4. They can talk about what is important to themselves and others and give a reason why.</li> <li>5. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people’s beliefs and opinions.</li> </ol>
<b>LKS2</b>	<ol style="list-style-type: none"> <li>1. Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.</li> <li>2. They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people.</li> <li>3. They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied.</li> <li>4. They recognise who and what inspires themselves and others and say something about how this affects their behaviour.</li> <li>5. They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practises, comparing these with their own ideas.</li> </ol>

<b>UKS2</b>	<ol style="list-style-type: none"> <li>1. Pupils describe similarities and differences of belief and practise within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.</li> <li>2. They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs.</li> <li>3. They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures.</li> <li>4. They recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities.</li> <li>5. They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples</li> </ol>
<b>KS3</b>	<ol style="list-style-type: none"> <li>1. Pupils use religious and philosophical language and concepts to explain religions, beliefs, practises and values, including differences within religions and similarities shared across religions and non-religious worldviews.</li> <li>2. Pupils can explain and interpret different forms of religious and spiritual expression.</li> <li>3. Pupils explain different interpretations of religious and non-religious beliefs and research different perspectives on issues and ideas.</li> <li>4. Pupils consider different responses to and insights about questions of identity, meaning, purpose and value found in Christianity and other faith and non-religious worldviews, arguing their own views in the light of this.</li> <li>5. Pupils explain some challenges of living in a multi-faith and belief society and the impact of commitment on the lives of individuals and communities.</li> </ol>
<b>KS4</b>	<ol style="list-style-type: none"> <li>1. Pupils use a wide range of language, ideas, approaches and methods to analyse and demonstrate a broad understanding of religions and beliefs and their significance in modern society.</li> <li>2. Pupils can pull together evidence and insights from religion and other disciplines to explore what it means to be human.</li> <li>3. Pupils can explain how different interpretations of religious and non-religious views may be brought together to share insights about meaning, purpose and values.</li> <li>4. Pupils relate a wide range of perspectives from religions and non-religious worldviews to contemporary social and moral issues, demonstrating understanding of the diversity of views within and between them.</li> <li>5. Pupils arrive at independent conclusions based on research into &amp; evidence about religion and belief and their impact, positive &amp; negative, on communities &amp; society.</li> </ol>

## Appendix 3 - SACRE Membership and Attendance (September 2016 – July 2017)

In accordance with statute, the Buckinghamshire Standing Advisory Council on Religious Education is composed of four groups:

Group	Name	Represents
<b>A</b> <b>Other Denominations and Faiths</b>	Val McFarlane, Chair	Quaker
	Frankie Fisher	Methodist
	Sushma Sahajpal	Hindu
	Zahid Jawed	Muslim
	Barry Shine	Jewish
	Ranvir Singh	Sikh
	Steve Terry	Buddhist
	Vacancy	Roman Catholic
	Marjorie Johnston	Baptist
	Elaine Lever (wef 28/2/17)	Humanist
	Other faiths yet to be represented	Pentecostal
<b>B</b> <b>The Church of England</b>	Jonny Walker (till 28/2/17)	Church of England
	Rev'd Tim Harper	Church of England
	Toby Long	Church of England
	Mary Saywood	Church of England
<b>C</b> <b>Teacher representatives</b>	Sue Bowen	NUT
	Margaret Dean, Vice-Chair	ATL
	Sue Smithin (wef Nov15)	NAHT
	Debra Mansfield (left Nov15)	NAHT
	Vacancy	ASCL
	Vacancy	NASUWT
<b>D</b> <b>The Local Authority</b>	Cllr Noel Brown (From 19/9/16 – 30/4/17)	County Council
	Cllr David Watson	County Council
	Ann Beaton	Chair of Governors
<b>Co-opted</b>	Elaine Lever (till 28/2/17)	Humanist
<b>Co-opted</b>	Karen Crussell	Academies
<b>Co-opted</b>	Anne Andrews	Oxford Diocese
<b>Deputies</b>	Suma Din	Muslim Deputy

SACRE is advised and supported by Bill Moore, SACRE Advisor.

For further information please make contact via the website:

<https://schoolsweb.buckscc.gov.uk/curriculum-learning/sacre/>

Members	Group Represented	19th Sept 2016	28th Feb 2017	11 <sup>th</sup> Jul 2017	Dev. Day 19th Jun 2017
Val McFarlane, Chair	Quaker	Y	Y	Y	Y
Frankie Fisher	Methodist	Y	Y	Y	Y
Sushma Sahajpal	Hindu	Ap	Ap	Ap	Ap
Zahid Jawed	Muslim	Ap	Ap	Ap	Ap
Suma Din	Muslim Deputy		SD	SD	Ap
Barry Shine	Jewish	Y	Y	Y	Y
Steve Terry	Buddhist	Ap	Ap	Ap	Ap
Ranvir Singh	Sikh	Ap	N	Y	N
Mary Saywood	Church of England	Y	Y	Y	Y
Jonny Walker	Church of England	Y			
Rev'd Tim Harper	Church of England	Y	Y	Ap	Y
Toby Long	Church of England	Y	Y	Ap	Ap
Margaret Dean	ATL	Y	Y	Y	Y
Sue Smithin	NAHT	Ap	Y	Y	Ap
Sue Bowen	NUT	Y	Ap	Y	Y
David Watson	County Council	Ap	Y	Ap	Ap
Ann Beaton	Governors	Ap	Y	Y	Y
Elaine Lever	Co-opted	Y	Y	Y	Y
Karen Crussell	Co-opted	Ap	Ap	Y	Y
Anne Andrews	Co-opted	Ap	Ap	Y	Ap
Katherine Wells	LA Officer	Y	Y	Y	Y
Bill Moore	Advisor	Y	Y	Y	Y
Allison Holley	Clerk	Y	Y	Y	Y

Y = Attended Ap = Apologies accepted N = Absent SD Standing Deputy

**SACRE is advised and supported by Bill Moore, SACRE Adviser.**

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