

Leeds Standing Advisory Council on Religious Education (SACRE)

Annual Report

2016 – 2017





Contents

Introduction from the Chair of SACRE, 2016-17	4
Part 1 The work of SACRE	5
Part 2 Provision of Religious Education	11
Part 3 Collective Worship	21
Part 4 Summary of achievements and priorities	25
Appendices	
Appendix 1 Minutes of SACRE meetings	26
Appendix 2 SACRE membership	42

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

I am pleased to introduce this report of Leeds SACRE's activities for the school year 2016-2017.

It has been another busy year for SACRE with much achieved and the report highlights the areas discussed over the past year by members and the developments within the subject.

One of the most positive developments has been the joint working with other SACREs in West Yorkshire and an important aspect to come from these meetings has been the acknowledgement of the need to support teachers in dealing with controversial issues and also the idea of putting in place a West Yorkshire community cohesion award.

SACRE had a presentation on the RE Quality Mark at one of our meetings and it was great to hear that St Peters School, Leeds was awarded the Gold National RE Quality Mark. Well done to all involved in achieving this.

It will be a very positive step to develop the idea of a West Yorkshire RE accreditation as a way of helping schools towards entering the RE Quality Mark.

It has been a privilege to Chair Leeds SACRE for the past two years and I am handing over the role of Chair at an exciting and challenging time for the future of RE.

I would like to thank the members of Leeds SACRE and especially our educational consultant, Alastair Ross for their continued commitment to developing RE and collective worship in Leeds.

Denise Brogden

Chair of Leeds SACRE 2016-2017.

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.

SACRE can report with insight and authority on the matters included in this report but does not have the resources to comment in detail on every aspect of the detailed provision of RE or collective worship in every school. However, through offering training and monitoring visits the RE Consultant is able to gain insight into many aspects of the provision of RE and collective worship in Leeds. This knowledge has been included in this report. Detailed analysis of public examination results is also included.

Meetings

There were three meetings of Leeds SACRE during the year 2016-2017. The meetings were held on the following dates and the minutes are included in Appendix 1: 15th September 2016, 16th January 2017 and 8th June 2017. In addition, there were two members of a new joint SACRE group for West Yorkshire; details are outlined below.

Leeds SACRE Meetings were held in the Civic Hall on two occasions and on another at Adel Friends Meeting House, where members were also given an introduction to the Society of Friends (Quakers).

A full programme of SACRE meetings has been arranged for 2017-2018 on 14th September (Bridge Community Church, Burmantofts), 6th December and 25th June. Any subcommittee or working group arrangements will be published as appropriate. A meeting of the joint WYSACRE has also been planned for 13th March.

The main items discussed at SACRE included:

- The RE syllabus, including a survey of schools
- The national RE Quality mark, with news of a gold award to St Peters School, Leeds.
- The development of a SACRE newsletter, the Platform
- Poor attendance at meetings
- Feedback from national conferences
- GCSE results and provision
- Training provision for schools and teachers
- The development of collaboration between SACREs in West Yorkshire.

Further detail can be found in the full minutes, included in Appendix 1. More details about joint collaboration is developed below.

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 Appendix 2.

During the year the Alice Woodhead replaced Barbara Witt as the Quaker representative. Cas Stoodley stepped down as the Methodist representative and a replacement is currently being sought. SACRE is grateful for their active and consistent support and interest. SACRE also congratulates one of its members, Cllr Jane Dowson, on her election as Lord Mayor for 2017-18. Cllr Dowson has played a full and supportive role on SACRE over a number of years.

On average, eight members of SACRE attended meetings during 2016-17. This is less than 30% of the potential attendance and some members did not attend at all during the year. Attendance records are included in the minutes in Appendix 1. This is a matter of concern as SACRE needs full and active representation in order to have integrity and effectiveness. Members who consistently fail to attend will be asked to consider their positions.

The clerk to SACRE, Christine Crossley, was transferred to other duties with the Council during the year. She has managed the administration of SACRE efficiently over many years and members are very grateful for her service. She is replaced by Iram Mir, who has picked up the reins very quickly and SACRE looks forward to working with her in the future.

Joint working and West Yorkshire SACREs

During the year there has been a commitment to work together among SACREs in West Yorkshire. This has developed through the implementation of joint and similar syllabuses in Leeds, Calderdale and Kirklees. Though not sharing this syllabus, Bradford has also been involved in this inter-SACRE collaboration. Joint meetings of West Yorkshire SACREs (WYSACRE) were held on 26th September 2016 in Leeds and on 23rd March 2017 in Heckmondwike. At this latter meeting, members were addressed by Tracey Brabin, MP for Batley and Spen focusing on importance of community cohesion. This was on the day after a terrorist attack near the Westminster Parliament. Notes of these meetings are also included in Appendix 1. Chairs and vice-chairs also met on 15th December, 31st January and 26th April.

The commitment to joint working will be developed in the year ahead. Ideas discussed included:

- Supporting teachers in dealing with controversial issues
- Exploring new cross curricular units of work with PSHE and citizenship
- Creating video material on 'hot potatoes' from faith perspectives
- Producing a SACRE presentation for heads and governors
- Instituting a West Yorkshire community cohesion award

Some of these ideas were being developed by other groups, while some were beyond the scope and resources of SACRE. However, a few clear possibilities are emerging, including the development of offering a WY RE accreditation, as a way of helping schools toward entering for the national RE Quality Mark. A development plan is being developed by the team of chairs and vice chairs to include this and other priorities.

Priorities

The priorities for 2016-17 were included in last year's report. Progress on these is briefly outlined here:

1. The development of further units of work to support the links between RE and the promotion of tolerance:
 - Two new units of work on Islam are now available to schools. All units are now dovetailed into new assessment criteria and include reference to community cohesion.
2. Developing partnership working with other SACREs in West Yorkshire:
 - Two joint SACRE meetings have been held, together with three chair/vice-chair meetings. A workplan is being developed.
3. Provision of high quality CPD in RE and related areas:

- A subject leaders' development meeting is held twice a year for secondary teachers, organised by Leeds Learning Partnership and two leading teachers. A secondary conference was held in the summer term. Half day primary network meetings were held in the autumn and spring terms, organised by LLP and the consultant. The consultant also ran two full day courses – for NQTs and coordinator, as well as providing some tailored in-school consultancy and training.
4. Support for schools in entering for the RE Quality Mark:
- St Peter's obtained a gold award during the year, but no specific progress has been made on proactively supporting schools.
5. Offering RE reviews in schools:
- Secondary schools were offered a half day review of fundamental values, including the RE provision. This included 10 schools and details are outlined below.
6. Widen membership and improve attendance at SACRE meetings:
- No further progress has been made in this area

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.

The Council has contracted Pennine Learning Associates Ltd to support its statutory services for RE and related issues. This work has been monitored with priorities reviewed and has been renewed for 2017-18. rePennine Learning is a small West Yorkshire based company that specialises in school and LA support for RE, equality and community cohesion. Through its consultants, Alastair and Ian Ross it also support RE in Kirklees and Calderdale. The consultants can be contacted at alastair.ross@leeds.gov.uk or at enquiries@penninelearning.com.

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

Part 2: Provision of Religious Education

The Local RE syllabus

The current agreed syllabus for Leeds is the statutory curriculum for all maintained schools in the city. It will remain in force until 2020 unless revised before that date. 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 Leeds syllabus is closely related to those in Kirklees and Calderdale. These two local authorities will be due to revise their curriculum in 2019. Leeds SACRE may wish to align any review with this so that one common syllabus could emerge. At this stage, it looks as though any review may be relatively minor and there have been no major issues or pressures for change. However, this will be subject to discussion and consultation with schools and other stakeholders.

Another factor may be relevant. A national review of RE is currently underway, organised by the RE Council for England and Wales. An interim report will be issued in September 2017. Its recommendations will have implications for SACREs and local agreed syllabi, though any proposals will then be subject to due political process.

The current syllabus enables and entitles pupils to develop religious literacy and to explore philosophical and moral questions. This is explicitly linked to community cohesion and a commitment to fundamental values of tolerance, equality and understanding.

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

- A. Investigate the beliefs and practices of religions and other world views (Religious Studies);

- B. Investigate how religions and other world views address questions of meaning, purpose and value (Philosophy);
- C. Investigate how religions and other world views influence morality, identity and diversity (Ethics and Community Cohesion).

To fulfil these aims, teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future.

The law requires all schools to teach about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

Teaching should explicitly include study of both religious and other world views at every key stage. This recognises that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures.

The syllabus is supported by an extensive range of units of work for use by teachers. These are housed in the West Yorkshire RE Resources Hub shared by Leeds, Kirklees and Calderdale. The Hub also contains a range of other support materials.

Quality assurance survey

During the summer of 2016, schools were asked for views and responses to the resources provided on the Hub, and any related syllabus matters. A 'Survey Monkey' link and covering email was sent to every subscriber, a total of about 400. There were 24 responses. Of these, 13 were from Leeds, 8 Kirklees and 3 Calderdale. Out of the total, 20 were from primary schools, 3 cross-phase and 1 secondary. The overall rating was 70% high; 30% satisfactory. This is a very small response and is not therefore really statistically useful. Kirklees and Calderdale schools had already provided feedback over the previous two years. The most useful part was the specific comments. A summary is provided here.

Key areas for improvement:

- Need more resources to go with planning
- Want PowerPoints and Smartboard files produced
- Too much content

Key positive comments

- All units useful
- Unit of multi-faith Britain
- Specific units: books and stories; why do we care; animal rights; Islam Y5

Ideas for development

- More units on British Values and democracy
- Links to new GCSE specification
- Unit on Hinduism and indigenous culture
- Unit on Anne Frank
- Ensure coverage of Christianity is diverse not just Anglican/RC
- More opportunities for reflection
- Adapt assessment

Since the survey, assessment protocols have been adapted and there have been links to the new GCSE specification. Some improvements have been made to Y2 units. It is not feasible to provide PowerPoints and smartboard files for every lesson and the units are designed for professional teachers to adapt and modify rather than as a complete script. The comments on reflection are important, though this partly linked to how teachers use the materials. The comment about diversity is also critical and is a requirement of syllabus. On the other hand, there is, for example, a unit on Quakers and others include Baptist tradition

Review of fundamental values and RE

During the autumn of 2016, all secondary schools in Leeds were offered a half day review of their RE provision as part of an overall analysis of their promotion of fundamental British values. This offer was made without direct charge as part of SACRE's duty to monitor and support religious education, alongside an associated aim of promoting tolerance of different faiths and beliefs. Provision was made for up to four schools, but subsequently this was expanded to eight. The participating schools were:

Allerton Grange School, Allerton High School, Benton Park School, Brigshaw High School and Language College, Leeds Jewish Free School, Ralph Thoresby School, The Farnley Academy and Woodkirk Academy.

Although these schools were self-selecting, they represent a reasonable proportion and cross section of secondary schools in the city. It would be dangerous to extrapolate the findings too precisely but they will give a flavour of some of the key issues and priorities. All visits took place between October 2016 and February 2017 and were led by Alastair Ross, RE consultant in Leeds.

The aims of the review were:

- To explore and evaluate the promotion of fundamental British values;
- To evaluate how the curriculum provision, including RE, supports these values;
- To summarise strengths and areas for development.

The visits normally included:

- Initial meeting with head/member of SLT responsible
- Student voice group, selected by the school
- Staff group
- Meeting with head of RE
- Meeting with the designated lead for SMSC/British Values
- Learning walk focussing on fundamental values
- Meeting with an appropriate member of SLT. Feedback and areas for development

The review was based around key questions, distilled from guidance and good practice.

These are included in an appendix at the back of this document.

Afterwards a concise report was prepared for each school, summarising the visit and outlining any areas of strength or action. The report was only sent to school but with the recommendation that this was shared with the school improvement partner and governing body. A summary of anonymised findings is outlined here. Only the areas relevant to SACRE are included.

Ethos and commitment to SMSC and fundamental values

There is a strong and identified commitment to the promotion of spiritual, moral, social and cultural development in all the schools visited. This is manifested in different ways but is well promoted by senior leaders and, in many cases, supported by curriculum leaders. In one school, middle leaders spoke eloquently about how critical SMSC is in their own subjects.

Promoting knowledge, understanding and tolerance of different faiths

Overall, Religious Education is well led and supported by senior leadership in the schools visited. In maintained schools and academies, the Leeds Agreed Syllabus is followed at key stage 3. The materials are adapted and sculptured to reflect the needs of the community. This approach nurtures students' understanding and appreciation of different religions and

beliefs. In some cases, there are specific curriculum adjustments needed to ensure a balanced coverage of all world faiths but these have been shared with individual schools and are relatively simple to implement.

Students in all schools could recall and affirm their learning about world faiths. Work shows a balance of coverage of religious studies, philosophy and ethics. This is enabling students to develop their own values and beliefs as well as to affirm diversity and recognise different perspectives. Schools are working hard to ensure that contemporary and demanding questions are investigated by students.

At Key stage 4, the picture is patchier. In one school, there is no effective provision. In two cases, the time available to teach the new GCSE specification is insufficient, at just 80 hours. Schools are reminded that it is a statutory obligation to provide RE for all pupils up to the age of 18.

In most schools RE is mostly taught by specialist staff. This is very encouraging. In a few cases, the curriculum is shared by a larger number of teachers. Although the demands on staffing and timetable are real challenges, this model is much harder to support or quality assure.

Most schools and teachers feel strongly that there is scope for further widening the engagement of students with people of faith, possibly through visits to faith communities or by inviting visitors to participate in school. This is a practical and logistical matter. But more significantly the challenge is to find available people and places and to ensure that the experience is high quality.

Challenging prejudice and promoting equality

One of the greatest strengths apparent through this sequence of visits has been the commitment of staff and students to challenge prejudice and to promote equality. In all schools, it seems that discrimination is not tolerated and that rare examples of prejudiced

bullying or language are tackled robustly and promptly by all staff. This is the view of students as well of senior leadership.

Generally, students feel they value and learn from differences. One said, we don't have to agree with everyone, but we can respect what they are saying.' In several cases, there has been a comprehensive CPD programme including, for example, awareness of LGBT issues and disability. In most schools, incidents that could reflect prejudice are specifically recorded and monitored to enable a proactive and positive response. When rare examples of prejudice occur, for example over nationality, these elicit a swift and restorative response. In another example, a school has worked hard to organise and implement a sensitive protocol for handling issues raised by gender transition. This area is of key importance for RE because the current national climate provides a context for an increase in religious prejudice and hate crime. Some issues of equality are intertwined, for example some religious attitudes to sexual orientation.

RE Quality Mark

The RE Quality Mark (REQM) has been developed to celebrate high quality religious education, providing community schools, church schools and academies with a framework to capture good practice. It encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education. There are three award levels: bronze, silver and gold. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team.

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: Siobhan Brady from the Lighthouse Academy 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 - September 2016
- RE for Newly Qualified Teachers – March 2017
- Primary RE Network – at Leeds Minster – October 2016
- Primary RE Network – March 2017
- RE secondary 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 – October 2017
- RE coordinators – October 2017
- Primary RE network, focusing on knowledge of world faiths – October 2017, March 2018, May 2018
- SMSC, fundamental values and RE – February 2018
- RE conference – July 2018

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

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

Examinations

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 with an average point score of 5.2 and a progress score of +0.11.

In common with many subjects, only 58% 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 C grade or above compared to 75% of non-disadvantaged pupils. In terms of progress, disadvantaged pupils were -0.21 compared to +0.15 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 +0.54 compared to -0.03. This is around half 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 -0.08.

Garforth, Farnley Academy, Abbey Grange and St Mary's Menston all performed well in terms of attainment and progress. Progress was also good at Carr Manor. The following schools and academies had large cohort entries but progress was weaker: Benton Park (212), Guiseley (40), Allerton High (148), Co-op Priesthorpe (174) and Allerton Grange (216).

Some questions to consider:

- 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?

Part 3: Collective worship

Review of fundamental values and the role of collective worship

During 2015-16, a review of collective worship was offered to 10 primary schools. Although a self-selecting, first-come first served sample, this exercise offered insights into needs and good practice as well as supporting schools. During the past year, collective worship was included in the review of fundamental values offered to secondary schools. An overall summary report was produced, as well as detailed specific feedback to each school.

Overall, the use of assemblies and tutor time varied across the schools. There were examples of high quality assembly programmes that promote values of tolerance and respect in a wide range of areas. Form time was much more inconsistent and difficult to manage in some schools. In some cases, the content was linked effectively to assembly themes with comprehensive material provided. In one school, assemblies and coaching time was used to respond to needs or issues, such as the possible negative sentiments following a terrorist attack in France. In other cases, the quality is perceived as being more variable. The reviews revealed that there was scope to review the arrangements for content, delivery and monitoring of form time. Alongside this, schools should explore how themes, visitors and content in assemblies can more effectively strengthen the values of diversity, equality and tolerance, especially in understanding of different faiths. More sensitive themes could be the focus of advance preparation and discussion with staff, supporting colleagues who may less confidently engage with controversial issues.

Guidance and legal requirements

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 creative programme of collective worship can enrich the life of a school in many ways and schools are encouraged to be creative and imaginative in organising their provision, which can:

- Offer space for the **school community** to learn, grow and celebrate together;
- Provide an opportunity for **personal reflection** on individual life or wider issues;
- Nurture all aspects of **SMSC development**, especially spiritual development;
- Offer opportunities to develop understanding of diverse faiths and cultures, so contributing to the promotion of **fundamental values**;
- Meet and engage with the **local community** through participants in assemblies;
- Respond to **topical or local issues** in a flexible and sensitive way;
- Provide chances for pupils and staff to **develop their own abilities** in preparing, presenting or evaluating assemblies.

Support for schools

A half day course is programmed for schools in October 2017. 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

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

Part 4: Summary of achievements and priorities

Achievements and good practice during 2016-2017

These include:

- Review of RE and fundamental values in secondary schools
- Completion of guidance to schools on RE, collective worship and related issues
- Provision of comprehensive programme of training and support for schools
- Further development of the RE Hub resources
- The embedding of a new RE syllabus and the provision of training and support

Main priorities for 2017-2018

These include:

- The further development of joint working across West Yorkshire SACREs
- The offer of a review and award in RE to ten pilot schools
- Encouragement and support for schools for the RE Quality Mark
- Early reflection on any review of the syllabus, linking with neighbouring authorities
- Improving participation and attendance at SACRE meetings
- More focused analysis on GCSE provision and results

Appendix 1: SACRE minutes 2016-2017

Minutes of the Meeting held on Thursday 15 September 2016

at Civic Hall Committee Room 4

Present	Ms D Brogden (NAS/UWT) Chair Mr M Edon (Humanist) Vice Chair Mrs B Witt Mrs A Nicholl (CofE) Ms J Buttanshaw (CofE) Alastair Ross RE Consultant R Trudgen (Pentecostal)	
Apologies	Mr M Dorsey (Judaism) Mrs M Halsey (CofE) Mrs H Brown (NASUWT) Kevin Paynes Lead Secondary Adviser Rev T Anslow(Diocese of York) Cllr R Downes (Liberal Democrat) Cllr Dowson (Labour) Cllr Sobel (Liberal Democrat) Erica Hiorns (School Improvement) Ms H Sagoo (NUT) Mrs S Chauhan (Hindu Community) Cas Stoodley (Baptist) Ms C Frieze (Methodist) Mrs F Beevers (CofE)	
Minute taker	Christine Crossley	
Documents	Draft Leeds SACRE Report	
Minute No		Action
1.	<p>Apologies, minutes and membership update.</p> <p>Apologies received are listed above. Cas Stoodley is actively seeking a replacement. Alice Woodhead will replace Barbara Witt from January 2017</p> <p>The Minutes of the Meeting held on 29 February 2016 were agreed correct after minor amendments.</p>	
2.	<p>Election of Chair and Vice-Chair</p> <p>It was proposed and agreed by the members present that the Chair and Vice-Chair would continue in their current roles for the next 12 months.</p>	
3.	<p>Draft Leeds SACRE report</p> <p>Alastair took the group through the document. The RE Quality Mark is work in progress. St Peter's C of E, Lincoln Green had recently achieved gold. Denise is to write an introduction. It was suggested that perhaps the</p>	DB

	<p>Headteacher Jane Pollard could possibly attend the next SACRE meeting in spring with a view to giving feedback to members (Ann Nichols to arrange). The RE units of work on Leeds Education Hub have been accessed by more than 400+ teachers. A summary of achievements needs to be submitted by December 2016. There are currently 60 units of work across all key stages. A secondary review for RE to Secondary schools is high on the agenda which will then be opened to primary schools.</p>	
4.	<p>Platform Newsletter This is to be completed and circulated to members only before Xmas. It will be split into 3 areas. Update on the Joint SACRE event on the 26 September, RE Quality Mark and faith community to include any special events etc.</p>	All
5.	<p>Plan for joint SACRE meeting with Kirklees and Calderdale This will take place on Monday 26th September 2016 from 6.00 until 8.00 pm. The venue is Holy Trinity, Boar Lane, Leeds. There will be a presentation on the 'present and future for RE' by Dr Joyce Miller from the RE Council's Commission on RE, followed by questions and discussion. CC to send out separate invite to members with a full agenda attached by Friday 16 September.</p>	
6.	<p>AOB - The Chair has requested that attendance at meetings do need to improve and that colleagues are encouraged to send a representative if they are unable to attend.</p>	
7.	<p>Dates for future meetings: Joint SACRE Meeting with 3 other SACRE teams 26 September 2016 – details to be confirmed SACRE Monday 16 January 2017, Civic Hall, Committee Room 3 SACRE Thursday 8 June 2017 – Friends Meeting House – New Lane, Adel Leeds LS16 6AZ</p>	

Minutes of the Meeting held on Monday 16th January 2017

at Civic Hall Committee Room 4

Present	Ms D Brogden (NAS/UWT) Chair Mr M Edon (Humanist) Vice Chair Mrs A Nicholl (CofE) Ms J Buttanshaw (CofE) Alastair Ross RE Consultant Mr R Trudgen (Pentecostal) Mr M Dorsey (Judaism) Mrs M Halsey (CofE) Mrs S Chauhan (Hindu Community) Mr R Martin (ATL) Ms M Robinson (ATL)	
Apologies	Mrs B Witt Nessa Nedd Alice Woodhead (Society of Friends) Helen Brown (NASUWT)	
Minute taker	Alastair Ross	
Documents		
Minute No		Action
17/01	<p>Apologies, minutes and membership update.</p> <p>Apologies received are listed above.</p> <p>The Minutes of the Meeting held in September were agreed a reminder that the Diocese of West Yorkshire and the Dales is now the Anglican Diocese of Leeds.</p> <p>It was noted that, because of changes in working responsibilities, Christine Crossley was no longer clerk to SACRE. Members noted their appreciation of her service and efficiency and sent their good wishes.</p> <p>It was noted that the City council needed to find a replacement urgently as the running of SACRE was a statutory duty.</p> <p>Margaret Halsey asked about 'The Platform'</p> <p>The Chair raised questions over membership and attendance.</p>	AR
17/02	<p>Feedback from national conferences</p> <p>Denise Brogden enquired about the best way to feed back about national conferences. She will liaise with the chairs of Calderdale and Kirklees with the suggestion that this could be part of the joint meeting arranged for March. She will also send a summary to Alastair Ross who will include this in the next schools newsletter.</p>	DB
17/03	Leeds SACRE report	

	The final version (including GCSE results) had been circulated to schools in December and had subsequently been sent to NASCRE and the government. Alastair Ross reminded members of the key points from the GCSE results.	
17/04	<p>Joint SACRE</p> <p>This has been arranged for 23 March at 6pm at Heckmondwike Grammar School. The theme will be how RE can contribute to community cohesion and the guest will be the new MP for Batley and Spen.</p> <p>A meeting for chairs and vice chairs of the three SACREs is to be held on 31 Jan at 5pm in Dewsbury Town Hall. Bradford and Wakefield are also being invited to both events.</p> <p>It was agreed that Leeds supported the proposal that there would be a joint West Yorkshire meeting each spring and that this would replace the local SACRE meeting at that time for the year. If there was urgent business there would be opportunity for disaggregation for part of the time.</p>	All members please note date of 23 March and arrange to attend
17/05	<p>RE Quality Mark</p> <p>Ann Nicholl reported on the RE gold Quality Mark award to St Peter's CE Primary School and members congratulated the school on its achievement, believed to be the first REQM in Leeds. There was discussion on the value of the REQM and it was agreed that SACRE would explore the possibility of funding from the authority and the Anglican diocese to subsidise schools which applied.</p>	<p>AR write to St Peter's</p> <p>AR and AN approach LA and diocese</p>
17/06	<p>Other business</p> <p>Alastair Ross reported on the on-line survey of RE Hub units of work.</p>	AN
17/07	<p>Dates for future meetings:</p> <p>Joint SACRE Meeting 23rd March 2017, 6pm, Heckmondwike Grammar School</p> <p>SACRE Thursday 8 June 2017 – Friends Meeting House – New Lane, Adel Leeds LS16 6AZ</p>	

Meeting held at the Friends Meeting House on Thursday 08 June 2017 at 4.15pm

Faiths Represented in the Locality		Attendance 08-06-17	
Cas Stoodley (resigned)	Baptist Church	Apologies	
Vacancy	Buddhist Community	N/A	
Mr K Papagiannoupolos	Orthodox	<i>Absent</i>	
Mrs Saroj Chauhan	Hindu Community	<i>Absent</i>	
Mr Michael Dorsey	Jewish Community	Present	
Ms Catherine Frieze	Methodist Church	Apologies	
Mrs S Mahmood	Muslim Community	<i>Absent</i>	
Vacancy	Sikh Community	N/A	
Mrs S Varley	United Reformed Church	<i>Absent</i>	
Mrs Alice Woodhead	Quakers	Apologies	
Ms Nessa Nedd	Roman Catholic Church	Present	
Vacancy	Bah'ai Community	N/A	
Mr Mike Humphries	Pentecostal Church	Present	
Mr Mark Edon (Vice Chair)	Humanist Society of West Yorkshire	Present	
Major Andrew Jarrold	Salvation Army	<i>Absent</i>	
Local Authority			
Cllr Jane Dowson	Labour	<i>Absent</i>	
Cllr Daniel Cohen	Conservative	<i>Absent</i>	
Cllr Ryk Downes	Liberal Democrat	<i>Absent</i>	
Cllr Alex Sobel	Labour	<i>Absent</i>	
Vacancy	tbc	N/A	
Church of England			
Janet Buttanshaw	Anglican Diocese of Leeds	Present	
Mrs Margaret Halsey	Anglican Diocese of Leeds	Present	
Mrs Fiona Beevers	Anglican Diocese of Leeds	<i>Absent</i>	
Mrs Ann Nicholl	Anglican Diocese of Leeds	<i>Absent</i>	
The Rev T Anslow	Diocese of York	Present	

Teacher Associations/Other			
Miss Denise Brogden (Chair)	NASUWT	Present	
Ms Helen Brown	NASUWT	Absent	
Ms Harvinder Sagoo	NUT	Apologies	
Ms Lisa Walsh	NUT	Absent	
Miss Richard Williams	NUT	Absent	
Mr R Martin	ATL	Absent	
Vacancy	NAHT	N/A	
Mr Alistair Harris	Secondary Teachers Association	Absent	
Co-opted Representatives			
Russell Trudgeon			
In Attendance			
Alastair Ross	SACRE Consultant	Present	
Iram Mir	Clerk	Present	
For Information Only			
Erica Hiorns & Kevin Paynes	Secondary Advisers	N/A	

No	Item
1.0	<p>Apologies, introductions minutes and membership update</p> <p>The Chair welcomed members to the meeting and informed them of the sad news that Dr Pakrooh had passed away. Condolences had been passed on to the family via the clerk. Members asked their appreciation to be recorded for Dr Pakrooh.</p> <p>memberships</p> <ul style="list-style-type: none"> • Members were alerted to several vacancies. The clerk will work with the Chair and consultant to bring the membership back up to the appropriate level. • Harvinder Sagoo has requested to be a Sikh Rep rather than a NUT Rep. The clerk will ask Harvy to get a letter of authority from the Sikh community. • Cas Stodley has resigned. Cas informed the clerk she will be in touch when she has found a replacement. • Members noted that attendance has been poor at SACRE meetings. Clerk to write to all members from September any member missing three meetings in a row will be disqualified from the group.

	<ul style="list-style-type: none"> Members stated there should be regular attendance from elected members and teachers. <p>Minutes of the SACRE meeting (16/01/17) could not be approved. The minutes had not been circulated to the group due to mis-communication. The clerk was asked to attach the minutes to the current minutes for members consideration.</p> <p>Update:</p> <p>Minutes of the meeting held on 16 January 2017 attached below:</p>
<p>2.0</p>	<p>Introduction to Quakerism and tour of the Quaker building</p> <p>Members were given a brief overview of the Quaker faith, the building in which today's meeting took place and the grave yard. Members thanked Quakers for their welcome.</p>
<p>3.0</p>	<p>Secondary reviews of RE and fundamental British values - Alastair Ross tabled the following report.</p> <p>Alastair informed members that during the autumn of 2016, all secondary schools in Leeds were offered a half day review of their RE provision as part of an overall analysis of their promotion of fundamental British values. This offer was made without direct charge as part of SACRE's duty to monitor and support religious education, alongside an associated aim of promoting tolerance of different faiths and beliefs. Provision was made for up to four schools, but subsequently this was expanded to eight.</p> <p>Alastair informed members that this report was not yet in the public domain. An audit was conducted with senior leaders as well as gaining pupil opinion. This was not an inspection but more of a critical friend. Each school received an individual report. There was some excellent practice shown in some schools and in some schools it was evident that staff training was required. Assemblies and engagement were areas for schools to work on. Provision of RE at KS4 was an area of concern in some schools. In most schools RE is taught mostly by specialist staff. This was very encouraging. Schools were able to evidence citizenship is valued. Full details of the findings please see attached report.</p> <p>Members thanked Alastair for the report and stated that issues highlighted in the report needed to be addressed.</p> <p>Action Agreed:</p> <p>Members asked Alastair to add the report to the newsletter. The clerk to liaise with officers regarding the annual report for the consideration of the Council Scrutiny Board.</p>
<p>4.0</p>	<p>Report from Joint SACRE (March) and Joint Chairs meeting (April)</p> <p>Mark Edon went through the attached minutes of the Chairs meeting and the Joint SACRE meeting. The main messages were how community cohesion can be promoted, to provide</p>

	<p>governing training and to keep local authorities involved at all times. The SCARE Chair's group have recommended that an invite is sent to schools for them to apply for a West Yorkshire Community Cohesion Award. Each LA would have a winner that then presents at an award evening.</p> <p>Agreed Action:</p> <p>Members thanked Mark for his contribution. Next steps will be for an informal connection to take place with the Vice Chair and Chair.</p>
<p>5.0</p>	<p>GCSE Provision and Results</p> <p>Alastair Ross tabled the above two documents which were an analysis on the data. Alastair said he looked at GCSE entries for the course, looked at the results to see how much improvement had been made and value added. In some case children were entered for the short course.</p> <p>Members asked if the names of the schools could be provided and some more context to the data. Alastair stated that The Fischer Family Trust data is used and what is clear that some schools are not entering pupils for the short courses. Members said this was a cause for concern and stated that this needed further discussion.</p> <p>Agreed Action:</p> <ul style="list-style-type: none"> • Clerk was asked to add this item again for discussion for the September meeting. • Alastair to find out which schools are not doing the short course.
<p>6.0</p>	<p>Training and support for schools 2017-18</p> <p>Alastair outlined the proposal to form a new community interest company, Yorkshire Spirit. This would work across West Yorkshire to promote understanding of diversity. 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>To address this need, a new not-for-profit social enterprise called 'Yorkshire Spirit' is being proposed to support schools, teachers and young people in West Yorkshire and especially in Calderdale and Kirklees. This would work in partnership with local authorities and its objectives would be to:</p> <ul style="list-style-type: none"> • Promote tolerance, mutual respect, equality and shared values; • Embrace diversity through facilitating first hand engagement with different beliefs, cultures, perspectives and experiences; • Enhance the ability of pupils to think critically and reflectively about community cohesion and democratic freedoms. <p>Some key ideas are to promote educational visits to places of worship or community involvement, to arrange primary and secondary diversity conferences and to develop awareness and understanding of identity and diversity, through school linking. An initial</p>

	meeting is to be held on 28th June at 4pm. For more details or to ask about becoming involved please contact alastair@penninelearning.com
7.0	<p>Any Other Business</p> <ul style="list-style-type: none"> • Members were informed that election for Chair and Vice will take place at the AGM. • The Chair informed the group that Harvinder was successful in becoming a member of NATRE Executive.
8.0	<p>Future SACRE Meeting Dates – 2017/18</p> <p>The following dates and venues were agreed by members:</p> <ul style="list-style-type: none"> • Thursday 14 September 2017 at Bridge Community Church • Wednesday 06 December 2017 – Leeds Civic Hall • Tuesday 06 March 2018 – Joint SACRE meeting with Calderdale, Kirklees and Bradford. • Monday 25 June 2018 – venue to be agreed. <p>All meetings to take place at 4.15pm</p>
11.0	<p>Date of next meeting:</p> <p>Thursday 14 September 2017, 4.15pm at Bridge Community Church, Burmantofts, Leeds, LS9 7BQ.</p>

West Yorkshire Joint SACRE 2016-2017

Notes of the joint meeting of SACREs of Calderdale, Kirklees and Leeds

On Monday 26th September 2016 from 6.00 until 8.00 pm at Holy Trinity Church, Boar Lane, Leeds

Present:

Calderdale

Peter Caffrey
John Hellewell

Kirklees

Janice Leam
Carol Waters
Andrew Marchington
Christine Deihim
Ayub Bismillah

Leeds

Mark Edon
Barbara Witt
Michael Dorsey
Kevin Paynes
Harvy Sagoo
Janet Buttanshaw
Ann Nichol
Margaret Halsey

Bradford

Ros Garside
Joyce Miller

Apologies:

Anne Lineham, Rob Billson, Fiaz Farooq, Susan Press, Dot Foster and Shelagh Hirst from Calderdale

Nessa Nedd and Fiona Beevers from Leeds

Emma Salter, Mehrun Mohamed, Emma Stone, Suzanne Bridges, Fatima Mamaniyat and Anita Raggett from Kirklees

Notes

1. Introduction by **Dr Joyce Miller** from the RE Council's Commission on RE, followed by questions and discussion.
2. Smaller group discussion on **three key responsibilities for SACREs**
 - RE
 - Collective worship
 - Community cohesion and engagement

Key Area	Threats	Opportunities	SACRE Actions
Religious Education	The name RE. Poor Teaching. Too many organisations. National Curriculum may not reflect local areas.	Change the name. Bursary to train teachers. Light touch National Curriculum that develops concepts and skills rather than content.	SACRE to publicise bursaries and support networks to share good practice. Directing schools to REQM. All SACREs in area to share documentation and resources.

Collective Worship	Assembly vs Collective Worship Number of different beliefs in a school and locally i.e. difficulties in making it relevant.	Bring in visitors and faith representatives. This is important as it may be the only opportunity for children to reflect or worship. Need to mark significant life events as a school community.	Coordinate and promote dissemination of good practice. Continue to publish and update list of 'safe' and competent visitors.
Community Cohesion	Multi Academy Trusts Increased segregation – faith schools. Loss of power in LAs. Funding and personnel. PREVENT.	Visits to places of worship. Twinning projects. Interfaith dialogue.	Virtual tours (website?). Governing Bodies and advice from SACRE. Academy representation on SACRE.

3. Compilation of actions for the future

- Agreed to meet probably twice a year rotating round different areas.
- Focus on one action at a time.
- Ensure that documentation is consistent across different SACREs.

Notes of the Joint SACRE Meeting
Held on 23 March 2017 – 6.00 pm at Heckmondwike Grammar School

Present at the meeting:

Name	SACRE	Representing
D Maudi	Bradford	ATL
M Colbert	Bradford	Moravian Church
S McWhinney	Bradford	C of E
M DeVilliers	Bradford	C of E
D Bolton	Bradford	Humanist
R Garside	Bradford	Chair to Bradford SACRE
A Layer	Bradford	Council for Mosques
G Cooper	Bradford	Clerk to SACRE
A Linehan	Calderdale	Buddhism
J Butterfield	Calderdale	Bahai
R Constantine	Calderdale	Roman Catholic
J Hellewell	Calderdale	Chair to Calderdale SACRE - C of E
D Foster	Calderdale	Elected Member
S Press	Calderdale	Elected Member
J Hargreaves	Calderdale	Methodist
M Mohamed	Kirklees	Primary Teacher
P Kent	Kirklees	C of E
C Waters (Chair)	Kirklees	Chair to Kirklees SACRE - NUT
A Marchington	Kirklees	Elected Member
S Bridges	Kirklees	Methodist
E Webb	Kirklees	Church of Jesus Christ & Latter Day Saints
L Patel	Kirklees	Islam
A Bismillah	Kirklees	Indian Muslim Welfare Society
C Deihim	Kirklees	Bahai
J Leam	Kirklees	ATL
M Edon	Leeds	Humanist and vice-chair, Leeds SACRE
R Martin	Leeds	ATL
R Yeoman	Leeds	C of E
A Mohammed	Leeds	Supply/NASWT

In Attendance:

T Brabin	Speaker	MP for Batley & Spennings
D Simpson (Clerk)	Calderdale	
I Ross	Pennine Learning	
A Ross	Pennine Learning	
N Bulley	Headteacher	Heckmondwike Grammar School

Apologies were received from:-

Calderdale	Kirklees	Leeds
S Hirst	G Johnson	J Buttanshaw
F Farooq	E Salter	M Dorsey
R Billson		N Nedd
M Stephenson		M Halsey
P Caffrey		H Sagoo

This was a special meeting incorporating 4 SACRE's. The aim of the meeting was to work together in order to:

- Discuss how good RE enhances community cohesion
- Explore key challenges facing community cohesion
- Share ideas of how individual SACRE's are supporting community cohesion

1. Introduction

Carole Waters chaired the meeting and welcomed everyone to the event. She explained the focus of the meeting was on community cohesion and asked that owing to the sad events of the previous day, a moment's silence be held for those who had lost their lives or were injured

2. Key Note Speaker – Tracey Brabin, MP for Batley and Spen

Tracey gave a presentation on the importance of community cohesion and some of her experiences in Batley/Spen. She emphasised the importance of the work that SACRE's were doing in schools and within the community.

A number of concerns were raised from members and they asked her to take some of their comments/questions back to the Education Secretary. These included:

- Concerns that RE was being squeezed out of secondary schools after Y8 because of the overwhelming priority of league tables
- The importance of encouraging RE teachers to work on community cohesion in schools
- Issues with apprenticeships
- The importance of holistic education
- Grammar schools

3. Exercise

Members split into 6 tables with a mixture of different SACRE's on each table. Discussion took place about the threats/opportunities and actions that can be done in our schools with regard

to SMSC/school ethos, collective worship and RE contributing to community cohesion. The following ideas were raised:

RE and Community Cohesion – Threats

- Reduction in RE curriculum time
- Funding cuts
- Fear through lack of understanding
- Withdrawal of students from lessons by parents
- Lack of support from SLT because of reduction in curriculum time and funding cuts
- Lack of specialised RE trainers
- Perception that there are no links to other curriculum areas
- Time is an added pressure
- Emphasis in schools on core subjects – RE therefore put under pressure
- How schools are choosing to do RE
- RE treated in isolation – Christianity is on the back foot – is this media led?
- Marginalisation of faith in a secular society

RE and Community Cohesion – Opportunities

- All teachers should have training in RE to link with all subjects
- Teachers input to the resources already available
- Different faiths to come together through music and RE
- Speakers in schools
- Visits to places of faith by schools
- Contemporary and relevant content
- Utilise social media – value community cohesion
- Training – lunchtime clubs/debating and curriculum content
- Engage young people with curriculum content – philosophy/ethics/debate/public speaking/critical thinking
- Twinning schools – primary – secondary

RE and Community Cohesion – Actions

- Faith communities working together to promote RE
- Encourage volunteering in non-religious centres such as St Augustines in Calderdale
- Change focus to community cohesion and work backwards – what already happens? Visitors from non-religious centres to schools.
- Physical activity/music/hobbies/drama/community celebrations
- Inspiration for young people to engage with RE – dispelling myths about the “dull and dusty” image
- Lampedusa Project to be rolled out in all schools and not just Catholic schools

SMSC/School Ethos and Community Cohesion – Threats

- Budget
- Limited time
- SATs targets
- EBAC focus
- Diminished status
- Ethos focused on religious practices
- Too much focus on attainment at expense of broad education
- Selection in – grammar – admissions - parental faith
- Teacher 'fear' lack of skills and confidence in RE/SMSC (PREVENT)

SMSC/School Ethos and Community Cohesion – Opportunities

- Ethos based on common values
- School leaders to support and encourage teachers to do active SMSC
- Inclusive ethos and values
- Giving children a voice
- Children involved with ethos development
- Golden hello for RE teachers
- Promoting understanding creating safe spaces to discuss difficult issues
- Cross curricular space to think

SMSC/School Ethos and Community Cohesion – Actions

- Inclusive labels eg reflection room/collective reflection
- Tackle/engage with difficult topics
- Embed ethos across the curriculum
- School leaders to report on SMSC activities and ethos
- Upskill teachers and boost confidence – CPD/RE/SMSC and courage
- Leadership role models
- Twinning schools
- West Yorkshire wide/approach

Collective Worship and Community Cohesion – Threats

- Politicians who fail to recognise commonality of Abrahamic faiths
- Communities with single heritage/faiths
- Lack of religious literacy
- Parents' understanding of difference between education and proselytising

Collective Worship and Community Cohesion – Opportunities

- Muslims and Christians worshipping together
- Shared values across faiths
- Common narratives of Q'ran and Bible
- Interfaith dialogue eg Bradford Cathedral

- Determinations – balance of inclusive and separate faith worship
- Youth service projects in Ba’hai faith – united through activities

Collective Worship and Community Cohesion –Actions

- Radical scheme of work for RE
- RE as part of whole ethos of school
- Include RE in EBACC
- Make links between communities – eg Roma from India – faith in action living religion being about respect, helping less fortunate, community cohesion through food banks, accommodation, bringing people together to share perspectives

Feedback was shared and the chair thanked Tracey Brabin for her input and encouragement.

Outcomes and future plans

1. The chairs of the four SACREs represented agreed to meet and a date was set
2. They would discuss the ideas and suggestions brought forward on behalf of the four SACREs
3. A summary action plan would be put together to include practical future joint work. This might include a possible annual teacher event, shared newsletter and specific community cohesion priorities.
4. There will be an annual WYSACRE in the Spring term

Appendix 2: Membership of SACRE 2016-2017

Committee A: Faiths and Denominations except the Church of England

Dr H Pakrooh	Bahai
Mrs W Ridley	Buddhist
Mrs Saroj Chauhan	Hindu
Ms Catherine Frieze	Methodist
Cas Stoodley	Baptist
Mr K Papagiannopoulos	Orthodox
Mr M Dorsey (chair)	Jewish
Mrs S Varley	URC
Mr Mike Humphries	Pentecostal
Mr S Sagoo	Sikh
Mrs Nessa Nedd	Roman Catholic
Major Andrew Jarrold	Salvation Army
Mrs Barbara Witt	Quaker
Mrs S Mahmood	Muslim
Mr Mark Edon (vice-chair)	Humanist

Committee B: The Church of England

Mrs A Nicholl

Mrs F Beevers

The Rev T Anslow

Committee C: Teachers

Ms R Williams NUT

Ms Denise Brogden NASUWT

Ms Helen Brown NASUWT

Miss Harvinder Sagoo NUT

Mr Richard Martin ATL

Committee D Leeds City Council

Cllr Jane Dowson Labour

Cllr Daniel Cohen Conservative

Cllr Alex Sobel Labour

Cllr Ryk Downes Liberal Democrat

Co-opted

Mr Russell Trudgen



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