

**DONCASTER SACRE**

**STANDING ADVISORY  
COUNCIL FOR RELIGIOUS  
EDUCATION**

**ANNUAL REPORT**

**2011 - 2012**

**To:**

**All SACRE Members  
Department for Education  
NASACRE  
All LA community and VA schools**

## **LETTER FROM THE CHAIR OF SACRE**

As you will see from the following report this has been another busy year and to a large extent a very successful one.

SACRE has organised an Agreed Syllabus Conference which has produced an up to date and revitalised RE Syllabus for the Local Authority. The Committee's thanks go to our RE Adviser who worked extremely hard to guide us in the production of a vibrant and user-friendly syllabus with a set of Guidance Material that will be of enormous value to teachers. The new RE syllabus will be launched by the Local Authority once it has been placed online, and we expect that it will help to enhance the teaching of the subject in our schools.

Our Committee has grown and now includes representatives of most of the faiths in the Local Authority and we have recently welcomed a member of the British Humanist Association.

There will be quite significant challenges for Doncaster SACRE in the coming year. The creation of Academies has left few schools in the Local Authority's direct control so we must work hard to build up relationships with these schools in order to encourage the provision of good and relevant RE. The monitoring of the subject remains a significant hurdle but we will continue to contact schools through our e-newsletter and questionnaire.

My thanks go to all of SACRE's members for their dedication and diligence and to our Senior School Improvement Adviser who not only keeps us up to date with RE data but manages to make it an interesting and valuable tool.

I look forward to another busy and productive year.

Barbara Upton  
(Chair)

## **TABLE OF CONTENTS**

1. Standards and quality of RE provision
2. Managing the SACRE and partnership with the LA and other key stakeholders
3. The effectiveness of the local agreed syllabus
4. Collective Worship
5. Contribution of the SACRE to the community cohesion agenda
6. Summary
7. Appendices

### **1. Standards and quality of RE provision**

#### **Context**

Doncaster is a small Local Authority (LA) with 17 secondary schools/academies, 99 primary schools/academies, 5 special schools and 3 Pupil Referral Units. Most of the secondary schools within the Doncaster LA have become academies, as have a smaller proportion of primary schools. The SACRE is inevitably considering the challenges and opportunities that the expansion of the academies programme presents.

Information taken from the 2011 Census showed that 65.9% of people identified themselves as being Christian within the Doncaster LA. The next largest faith group identified was Muslim at 1.7%. The other faith groups were identified as Sikh at 0.4%, Hindu at 0.3%, Buddhist at 0.2%, Jewish 0%, and people following other religions 0.3%. A significant number of people said that they followed no religion – 24.4%. Almost 7% of people made no comment about religion in the 2011 Census.

The Doncaster Agreed Syllabus for Religious Education has been reviewed in line with statutory requirements. This has been the main focus of work for the part-time SACRE consultant this year. The Agreed Syllabus is an inclusive syllabus, recognising that whilst many pupils come from religious backgrounds, others may have no attachment to religious beliefs and practices. The syllabus provides a good range of opportunities for students to study Christianity, other faith traditions, and secular philosophies such as humanism. In this way, the religious education curriculum is broad and balanced, and all pupils have an opportunity to share their own beliefs, viewpoints and ideas.

#### **Key area 1a: Compliance and time allocation for RE**

Considering the demands of the Local Agreed Syllabus, the Agreed Syllabus Conference in 2012 strongly recommends that schools dedicate a minimum of 5% curriculum time for the teaching of clearly identifiable RE.

In its inspection of schools this year, Ofsted made no report of non-compliance in the requirements for teaching RE to all students and the time allocated to that provision.

There have been no formal complaints about RE over the past year.

However, SACRE is aware of the concerns about the exclusion of RE from the English Baccalaureate, and the detrimental effect that this may have on compliance and time allocation for RE. From September 2012 it was a statutory requirement for schools to publish details of their curriculum and content online (by academic year and by subject). This move to greater transparency includes the requirement to provide details of GCSE options and other qualifications offered at Key Stage 4. The monitoring of school websites for details of their RE provision might prove to be a valuable source of information for SACRE in the future. This will be dependent on the LA's future capacity to support such a process.

### **Key area 1c: Standards and achievement**

The attainment targets as outlined in the 8 level scale in the agreed syllabus provide a standards framework for teachers to use in their planning and target setting. Ofsted reports have been monitored by SACRE but have provided no examples of RE being referred to in terms of standards attained in Key Stages 1-3.

#### **Standards in primary schools**

There is no LA strategy for collecting evidence on standards in primary schools (based on the attainment targets in the local agreed syllabus). Standards in schools for all subjects, including RE, are viewed by the LA as a matter for the leadership team in a school to monitor and to address.

#### **Key Stage 3**

There is no LA strategy for collecting evidence on standards at Key Stage 3 in secondary schools (based on the attainment targets in the local agreed syllabus). Standards in schools for all subjects, including RE, are viewed by the LA as a matter for the leadership team in a school to monitor and to address.

### **Key area 1d: Quality of teaching**

No issues have been reported to SACRE about the quality of RE teaching and learning this year.

### **Key area 1e: Quality of leadership and management**

No issues have been reported to SACRE about the quality of RE leadership and management this year.

### **Key area 1f: Teacher recruitment and retention, level of specialist provision**

SACRE does not have current information on teacher recruitment, retention, and level of specialist provision in religious education.

## **Key area 1g: Resources: level of budgeting and ICT access for RE**

SACRE has no information this year.

## **2. Managing the SACRE and partnership with the LA and other key stakeholders**

### **Key area 2a: SACRE meetings** Appendix 1

The full SACRE has met on three occasions at The Carr House Centre in Doncaster.

Dates:           15 November 2011  
                  22 February 2012  
                  30 May 2012

The general pattern of attendance at SACRE meetings has remained reasonably healthy across all four committees this year. All meetings have been quorate.

### **Key area 2b: Membership and training**

#### **Membership** Appendix 4

SACRE has a broad membership base in line with legal requirements. However, continued efforts have been made to further broaden the membership of Committee A. Approaches have been made this year to the Buddhist, Sikh and Hindu communities for representation on the SACRE, resulting in appointments from the Buddhist and Hindu faith groups. A representative from the British Humanist Association has also been co-opted to Committee A.

#### **Training:**

Induction: new members to SACRE are supported by materials produced by NASACRE: "So You're joining your local SACRE" - a handbook for SACRE members. Two local publications, the Doncaster SACRE Code of Conduct and the Doncaster SACRE Constitution, provide new members with appropriate advice about the context of their new role.

The SACRE consultant and a senior officer from the LA have been in attendance at every meeting this year to update members on national and local developments in RE and the wider curriculum as applicable.

In addition, SACRE members have received training from senior LA officers on issues that impact on, or have significance for, the teaching of religious education. Presentations have been provided on:

- The 2011 Religious Studies examination results
- The Academies Programme in Doncaster

### **Key area 2c: SACRE development**

#### **Development Action Plan** Appendix 2

This was modified in November 2011 in line with the time available for SACRE consultancy support. The review of the Agreed Syllabus has had to take priority over the

other development issues previously identified. The syllabus review schedule was tight, but was successfully completed within the designated six month timescale.

### **SACRE self-evaluation**

The process of SACRE self-evaluation normally undertaken at the end of the academic year has been postponed until the reviewed syllabus has been published and disseminated to schools.

### **Advice and support for schools Appendix 3**

The SACRE e- newsletter on RE and Collective Worship has continued to successfully support teachers in schools this year. The newsletter keeps school leaders and RE teachers regularly informed about national and local developments which support the provision of quality RE and collective worship, including information about local faith contacts, new resources, practical teaching ideas, and CPD training opportunities.

The SACRE Muslim representative continues to support teachers in schools when he can, by helping to arrange school visits to the local mosque and visiting schools when time allows. His work continues to help broaden teacher expertise on Islam and has assisted teachers in developing a range of strategies for enhancing student learning about the Muslim faith.

SACRE does not currently have an on-going relationship with local providers of initial teacher education and CPD.

### **Key area 2d: Financial Support**

The Local Authority provides funding for SACRE from the Children and Young People's Services' budget, and dedicates an indicative budget of up to £10,000 to finance:

- a dedicated Clerk to support the Standing Advisory Council on Religious Education
- dedicated support and advice from the SACRE consultant
- essential administration costs

### **Key area 2e: Information and advice**

#### **Advice for SACRE from the LA:**

A senior LA officer advised SACRE about where the SACRE was to sit within the new LA alignment. The SACRE was informed that, from Sept 2011, the responsibility for the Clerking of SACRE was to be transferred from the Governors' Support Service to the School Improvement Service (SIS). A senior LA officer in the SIS would henceforth be the line-manager to the SACRE consultant.

The LA has systems in place for monitoring Ofsted reports, and provides the SACRE with a summary of the outcomes of Ofsted inspections. While providing little in the way of information about compliance and quality of provision for religious education and collective worship, the Section 5 inspection reports have until this year provided separate judgements on SMSC development (the spiritual, moral, social and cultural development of pupils), and therefore have had some value as a source of relevant information for SACRE.

However, this has been a year of change for Ofsted inspections of schools. A framework for inspections of academies and maintained schools carried out under section 5 of the Education Act 2005 was introduced from January 2012, and replaced with an amended framework in September 2012. Under the new arrangements, the separate judgement for SMSC development has been phased out during the course of the academic year. Inspection reports from Sept-December 2011 contain separate judgements on SMSC provision, but the reports January-July 2012 do not.

On a positive note, SACRE has been pleased to see that the evaluation of SMSC development continues to form an essential part of the Ofsted judgement on the overall effectiveness of a school. The concrete evidence for the quality of this provision is, however, difficult to track within the new-style Ofsted reporting format. For the time being, therefore, it will be assumed that the quality of the provision for SMSC development in a school is at least as good as the grade allocated for the overall effectiveness of a school.

According to the data provided by the LA, 36 schools in total were inspected under section 5 this year: 29 primaries, 4 secondary's, and 3 PRUs. No special schools were inspected. Just under half of these schools were inspected before January 2012, and therefore had separate judgements for SMSC development. Fifteen of these sixteen schools were judged at least good in their provision. One PRU was judged inadequate in its provision.

Of the remaining twenty schools inspected from January – July 2012, the provision of SMSC development can be assumed to be at least good in 5 schools, at least satisfactory in 12 schools, and inadequate in 1 school, based on the overall school effectiveness judgements.

Past experience of monitoring Ofsted reports has shown that in many instances, Doncaster schools have received better judgements for the provision of SMSC development than they do of the judgement on overall school effectiveness. The new arrangement will no longer be able to make this distinction, regrettably, and therefore in this respect, schools are likely to be under-credited.

As well as providing Ofsted data for the information of SACRE this year, the local authority advised of its plans for signposting SACRE content on the Doncaster Council website, which will coincide with the electronic dissemination to schools of the reviewed agreed syllabus and guidance documents.

#### **Information and advice for the SACRE from schools:**

SACRE has not requested information and advice from schools this year, other than a request for responses to the questionnaire which was part of the consultation process in reviewing the agreed syllabus.

#### **Professional advice available to SACRE:**

The LA employs a part-time SACRE consultant to provide advisory support for the SACRE about national and local developments in religious education and collective worship. The SACRE consultant represents the Doncaster SACRE at professional association meetings, and provides SACRE members with government, curriculum, and professional association updates. Newsletters are routinely circulated for the information of SACRE from NASACRE (SACRE News) and REtoday. Copies of the RE and Collective Worship SACRE e-newsletters are distributed for the information of members.

### **Issues referred to the LA by the SACRE:**

In accordance with the statutory requirement, the SACRE requested that the LA review the Doncaster Agreed Syllabus for Religious Education this year. As a result, the process of review was initiated at the Agreed Syllabus Conference convened by the LA on 15 November 2011. A second Agreed Syllabus Conference was convened by the LA on the 30 May 2012 to consider the draft version of the reviewed syllabus prepared by the SACRE consultant. This was duly agreed and approved, subject to some minor amendments and a review of the section on Humanism by the newly co-opted Humanist representative to SACRE. The LA outlined the process for publication and dissemination of the reviewed syllabus, which for the first time is to be done electronically.

### **Key area 2f: Partnerships with other key stakeholders**

SACRE continues to have established links with the wider RE community such as NASACRE (the National Association of SACREs), AREIAC (the Association of RE advisers, inspectors and consultants), and RE Today services. The SACRE consultant is a member of AREIAC, and this year represented SACRE at the NASACRE AGM on the 23 May.

## **3. The effectiveness of the local agreed syllabus**

### **Key area 3a: Review of the Agreed Syllabus**

Cycle of Agreed Syllabus implementation:

- 2010-11: Review process and revision of the 2006 Agreed Syllabus deferred for one year ( in consultation with NASACRE and the LA)
- 2011-12: Review process and revision / writing of the Agreed Syllabus
- 2013: Introduction launch of the new Agreed Syllabus
- 2013-16: Training support for teachers in the new Local Agreed Syllabus (introduce, embed, consolidate) and the monitoring of its delivery in schools.

It was decided that the process for reviewing the agreed syllabus would be confined to updating the existing syllabus (and guidance material) in line with developments in RE and the curriculum since 2006. Where appropriate, the existing material would be rationalised / re-organised to make it more user-friendly. The decision to restrict the level of syllabus change was due to the uncertainty surrounding the future requirements for RE, given that the DfE is in the process of a review of the National Curriculum. The future requirements for RE will be influenced by that review.

### **Key area 3b: Using the non-statutory national framework**

The non- statutory National Framework for Religious Education (NFRE) published in 2004 has continued to be a major source of guidance for the revised 2012 Doncaster Agreed Syllabus. The revised syllabus draws extensively on the materials from the National Framework (for example, the levels of the Framework are incorporated into the statutory part of the Agreed Syllabus). This is to enable schools to draw on materials which might be produced nationally, i.e. schemes of work, exemplification materials and published materials.

### **Key area 3c: Developing the revised Agreed Syllabus**

The SACRE consultant led the 2011-12 review of the agreed syllabus, and produced the draft revised syllabus for Conference to consider. In particular, account was taken of the following key documents: the illustrative RE programmes of study for secondary education (2007); QCA RE and pupils with learning difficulties (2009); RE in English schools: Non-statutory guidance 2010 (DCSF); Subsidiary Guidance, Ofsted Framework (2012); and the Early Years Foundation Stage Statutory Framework 2012.

The revised syllabus places greater emphasis at every key stage on the legal requirement for teaching RE. It is more rigorous because it requires schools in their planning to ensure that all the statements relating to learning about religion, learning from religion and the breadth of study are included at least once during the course of each key stage. However, to support teachers in their delivery of these requirements, new exemplification material has been incorporated into the body of the syllabus and a separate supplementary guidance document has been produced.

To ensure that the religious education curriculum is broad and balanced, and that by the end of key stage 3 all the specified principal religions have been encountered in sufficient breadth and depth, the revised syllabus has provided new recommendations for which religions might usefully be studied at each key stage. The aim is not to be prescriptive (apart from the requirement to study Christianity at each key stage), but to provide guidance that ensures the required coverage.

The review process has been mindful of the implications of the review of the National Curriculum currently taking place. It has considered how RE can support schools in meeting the academic and personal development needs of all students. By incorporating extracts from the subsidiary guidance issued to inspectors (January 2012 Ofsted Framework), the revised syllabus has re-emphasised the significant contribution that RE can make in promoting the spiritual, moral, social and cultural development of all pupils, and for providing opportunities for promoting community cohesion.

### **Key Area 3d: Consultation/launch/implementation of the Agreed Syllabus**

Local consultation has been an essential element in the process of reviewing the agreed syllabus. Schools were invited to respond to a questionnaire asking for comment about the perceived strengths of the existing 2006 syllabus, and requesting suggestions for syllabus development. Just over 25% of schools responded, and this information helped to shape the review of the agreed syllabus.

The LA approached a broad spectrum of stakeholders in RE for representation at the two Agreed Syllabus Conferences. Local faith groups, teacher and headteacher associations and the LA were invited to send representatives to the two Agreed Syllabus Conferences, which were well attended. The Conferences provided the forum for discussion about the future shape and content of the agreed syllabus. The draft syllabus was finally reviewed and approved, subject to the amendments recommended by Conference, and submitted to the LA for publication and distribution.

A launch event is planned by the LA to introduce the revised syllabus to school governors, headteachers, teachers of religious education, and other stakeholders.

A new arrangement for the distribution of the revised syllabus was approved by Conference. For the first time, it will be published electronically on the Doncaster Council website for schools to download.

Training support for teachers in implementing the new agreed syllabus (introduce, embed, consolidate) is desirable. However this will depend upon the LA's future capacity to support CPD.

### **Key Area 3e: Additional guidance/monitoring and evaluation of the Agreed Syllabus**

A separate guidance document has been produced to support subject managers and class teachers in their use of the 2012 Agreed Syllabus. This can also be accessed electronically from the Doncaster Council website, together with other relevant curriculum support materials. A timescale for the dissemination of the reviewed syllabus and guidance material to schools later in 2012 was outlined.

A process for monitoring and evaluating the Agreed Syllabus, whilst desirable, is dependent on the LA's future capacity to support it.

## **4. Collective Worship**

Community schools have a legal duty to provide a daily act of collective worship for all pupils not withdrawn by their parents.

### **4.a. Support for Collective Worship**

Information about resources that might be useful for planning for both RE and Collective Worship have been issued this year to all schools through the SACRE e newsletter.

### **4.b. Monitoring provision**

Ofsted inspections have not indicated that any Doncaster school is failing to comply with the statutory requirements for collective worship.

There has been no LA monitoring of the provision of collective worship this year.

There have been no applications for determinations in Collective Worship this year.

There have been no formal complaints about Collective Worship this year.

## **5. Contribution of the SACRE to the community cohesion agenda**

### **Key area 5a: Representative nature of the SACRE Appendix 4**

SACRE reflects the religious and ethnic diversity of the local area well. The membership of Group A includes representatives from the Muslim, Jewish, Hindu, Buddhist and Baha'i faiths, and approaches have been made to try and recruit a representative from the Sikh community. A range of Christian denominations are also represented within Group A (Methodist, Baptist, Roman Catholic), and efforts have been made to identify a new representative of the Unitarian and Free Christian Church. This year a Humanist

representative has also been co-opted to group A. Group B consists of 4 representatives from the Church of England. Some of the members of Groups C and D (the Teachers Associations and the Local Authority) have religious faith backgrounds.

The Clerk to SACRE works to ensure that its membership reflects the diversity of the local area by pursuing vacancies as they arise. As members leave, the faith group they represent is asked to nominate a replacement. The SACRE Constitution specifies that the SACRE review the composition and attendance of each committee annually (usually at the beginning of each academic year).

### **Key area 5b: Knowledge and understanding of the local religious, cultural, and ethnic minorities**

The diversity of the SACRE membership ensures that there are appropriate channels of communication between the SACRE and the constituent faith and cultural groups in the local area. SACRE members have the opportunity to represent to SACRE the interests and concerns of their faith communities, and also keep their faith communities informed about the work of SACRE.

Some SACRE members are also members of the College Chaplaincy Group, and other SACRE members are active members of the local Interfaith Group. Their knowledge and experience support the work of SACRE.

### **Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial, and religious harmony and to community cohesion.**

By ensuring that the Agreed Syllabus reflects the diversity of faiths not only in the local area but nationally, and that the revised Agreed Syllabus emphasises the importance of RE in promoting social, racial, and religious harmony, SACRE has already engaged in an important contribution to community cohesion.

The SACRE e newsletter is not only for the information of all schools in Doncaster, but for the SACRE also. This year it has kept the SACRE informed about events and resources relevant to RE that promote greater understanding and harmony within communities

The Muslim representative on SACRE is also the Equality Officer for the Children's Services in the LA. His continuing work with schools in promoting greater understanding of Islam is invaluable and greatly appreciated.

### **Key area 5d: links to Local Authority initiatives promoting diversity**

Doncaster LA has a long established tradition of promoting diversity through the Ethnic Minority and Traveller Achievement Service (EMTAS). A key aim of the service is to promote equality and community cohesion, and to establish partnerships with schools. It has a resource base where artefacts, books and resources are available on loan to support work on religious education in schools. The new SACRE Hindu representative on SACRE is based at EMTAS, and is therefore an important link to this important service. In addition, she is committed to helping the SACRE forge new links with the Temple Committee of the Doncaster Sikh Gurdwara.

## Summary

Doncaster SACRE is confident that the newly revised agreed syllabus, and the extended and updated guidance material that accompanies it, will provide Doncaster schools with a stimulating and challenging curriculum document that is fit for purpose.

Academies must provide RE in accordance with their funding agreement. Current advice from the DfE says academies without a religious character must provide RE in accordance with the requirements for local agreed syllabuses. If that is the case, it is hoped that Doncaster academies will recognise the benefits of continuing to use the revised local agreed syllabus. It is a ready-made curriculum document which the LA is very happy to share with local academies. The SACRE very much looks forward to a fruitful working partnership with them.

Doncaster SACRE continues to be very concerned that religious education has not been included as a humanities subject in the new English Baccalaureate measure, alongside that of history and geography. SACRE believes that the unintended consequence of this will be to undermine the status of the subject within the school curriculum. There is increasing evidence to suggest that school leaders are acting to strengthen those subjects which have been identified in the new measure, to the detriment of those that have been omitted. The SACRE is not convinced by the governments' argument that the statutory nature of religious education will protect its status.

Of additional concern is the reduction in the number of initial teacher training places for RE and the withdrawal of funding to assist those wishing to teach RE. The government seems to be sending mixed messages. It says it has no plans to change the statutory nature of RE, but at the same time does not appear to value its position within the curriculum, which may well suffer due to its' negligence.

However, on a positive note, Doncaster SACRE is pleased that the Religious Education Council is conducting a review of religious education which runs concurrently with the review of the national curriculum presently being conducted by the government. Whilst not part of the national curriculum, religious education is nevertheless taught alongside it and therefore should be reviewed at the same time for the sake of coherence and consistency.

## **Appendices**

Appendix 1: SACRE meetings, attendance, and matters discussed

Appendix 2: SACRE Development Plan 2011-12

Appendix 3: The Religious Education and Collective Worship e- newsletters from the Doncaster SACRE

Appendix 4: Membership of the Doncaster SACRE 2011-12

### **SACRE MEETINGS, ATTENDANCE, AND MATTERS DISCUSSED**

**15 NOVEMBER 2011** 13 present; 3 apologies; 3 absences; 3 in attendance.

The Agreed Syllabus Conference to initiate the LA's review process was held at a separate meeting prior to this SACRE meeting. Consequently the SACRE during this session focused only on core business

- Clerking of SACRE: responsibility for this has been transferred from the Governors' Support Service to the School Improvement Service
- Work of the SACRE Consultant: to be rationalised this year to clear the backlog of additional days worked which had accrued from previous years. The focus of the work of the Consultant during 2011-12 to be the statutory review of the Local Agreed Syllabus
- The dramatic improvement in attendance at SACRE meetings was commented on. Wendy Heath (Senior Officer, Governance) was thanked for her work on this.
- Election of Chair and Vice-Chair of SACRE
- Review of SACRE membership: the appointment of a new Hindu representative was reported. Approaches had been made to the Sikh and Buddhist communities in Doncaster about representation on SACRE. Attempts to fill four other vacancies on SACRE (one each for Committees A and B, and two on Committee C) have to date not met with success. SACRE resolved that approaches be made again to secure Sikh and Buddhist representation, and to secure replacement representation on the Committees
- 2011-12 SACRE development plan: this was modified to accommodate a reduction in the time allocation of the SACRE Consultant. Realistically, the focus for the year was to be the review of the Local Agreed Syllabus. A secondary focus was to be the drive to maximise membership and attendance on SACRE, the monitoring of schools through Ofsted reports, and the advice and support for schools provided by the publication of the SACRE e newsletter
- Newsletters: the 2011 autumn term SACRE E newsletter had been circulated to schools. The SACRE Consultant was thanked for the high quality and relevance of this document. A representative from Committee B commented on its value for school staff. Comment was also made about aspects of SACRE News (from NASACRE).
- The English Baccalaureate: in the light of the government decision not to include RE in the new EBacc, it was agreed that future monitoring of RE at KS4 was desirable to ensure that students statutory entitlement to RE continued to be provided
- Significant events – Interfaith Week 20-25 Nov 2011 and Holocaust Memorial Day 27 Jan 2012 – were noted
- Summary and analysis of School Ofsted inspection reports: this was deferred to the next SACRE meeting
- Future agenda items: SACRE on the Doncaster Council website; SACRE's relationship with academies; the progress of the LAS review.

**22 FEBRUARY 2012** 13 present; 3 apologies; 4 absent; 3 in attendance

- SACRE membership: a number of changes were reported. New representatives have been nominated and appointed from the Hindu and Buddhist faiths

- 2011 RS Examination Results presentation: a senior LA adviser provided a summary analysis of the data, and the issues raised by this.
- SACREs relationship with academies: a LA representative outlined the position of the academies programme in Doncaster. Discussion focused on the relationship of SACRE with academies, and the desirability of a collaborative approach with academies in Doncaster. This stance was supported by a recent discussion paper produced by NASACRE. The idea of inviting representatives from academies to attend SACRE meetings was welcomed, and that this might best be managed by a rolling programme of invitation. In this way, collaboration with all Academies in Doncaster would be planned for.
- SACRE on the Doncaster website: a senior LA adviser outlined the planned provision for this.
- Agreed Syllabus Review update: the SACRE adviser updated the meeting on the results of the questionnaire sent to schools as part of the syllabus review process. Just over 25% of LA schools responded. Schools were positive about building on the strengths of the existing syllabus, and liked the idea of accessing an electronic version from the Doncaster website. The adviser reported that the review of the syllabus was progressing according to plan, and the May 2012 deadline for completion of the draft looked realistic.
- 2010-11 Annual Report: the draft report was discussed and approved by SACRE, subject to amendment. The public version of the report was to be sent to NASACRE.
- Newsletters: the 2012 spring term SACRE e newsletter had been circulated to schools. A copy was enclosed for the information of SACRE
- New Ofsted Subsidiary Guidance for Inspectors on SMSC in the curriculum: SACRE looked at and discussed extracts from the new guidance relevant to RE and SMSC. The guidance highlighted the importance of SMSC in the inspection process. The SACRE adviser discussed the desirability of incorporating the definitions of SMSC into the new RE syllabus. This was met by approval from the SACRE
- Summary and analysis of school Ofsted inspection reports: the fact that the SMSC grade for a school was usually better than the grades for other areas, and the overall level for the school, was commented on. It was agreed that Doncaster schools generally were good at planning for and providing opportunities for good SMSC development for pupils
- NASACRE AGM May 2012: it was agreed that it was important that a representative from the Doncaster SACRE attend the summer meeting, as in previous years
- Information exchange: the SACRE consultant reported the fact that RE was, regrettably, not part of the government National Curriculum review, but that the Religious Education Council was conducting its own subject review. An APPG (All Party Parliamentary Group) had been set up with the focus of defending the importance of RE within the curriculum. There was speculation as to whether advice would be given on relationships between academies and the LA
- Future agenda items: updates on SACRE on the DMBC website, and an invitation to Mil Vasic to discuss LA relationship with academies

**30 May 2012** 12 present; 3 apologies; 6 absences; 2 in attendance

The Agreed Syllabus Conference to consider the draft 2012 LA's was held at a separate meeting prior to this SACRE meeting. Consequently the SACRE during this session focused only on core business

- The Chair announced a vacancy for the post of Vice-Chair – to be discussed at the autumn 2012 SACRE meeting
- SACRE membership changes reported were as follows: a Humanist representative was co-opted to Committee A; one resignation and one new appointment to Committee B; 4 representatives confirmed for Committee D
- Feedback from the SACRE Consultant on the NASACRE AGM on 23 May 2012. Professor Robert Jackson gave the keynote speech entitled “RE 4 EC RE?. Research and European Policy Making on Religious Education: taking account of young people’s views in developing the subject”.
- Discussion developed around the continued requirement for community schools to follow the LAS. The issue of the growing numbers of schools opting for academy status in Doncaster was raised, and the fact that there was no requirement for academies to adopt the LAS.
- Summary and analysis of school Ofsted inspection reports Sept 2011-April 2012: 29 schools had been inspected (22 primaries, 4 secondaries, and 3 PRUs). Concern was noted that there is no longer to be a specific grading for SMSC within the new framework of Ofsted reports commencing January 2012.
- Newsletters and updates: attention was drawn to the article within the Summer 2012 SACRE News publication on Page 3 Academies and SACREs
- Future agenda Items: Review of SACRE membership (appointment of Vice Chair); SACRE self evaluation; development of the SACRE area on the Doncaster MBC website, and an invitation to a colleague from IT to demonstrate access of the website to members; invite Mil Vasic to discuss LA relationship with academies.

**SACRE Development Action Plan 2011-12** (revised 15/11/2011)

Realistically, the focus for the year needed to be the review of the Local Agreed Syllabus, which occupied the majority of the SACRE consultant's time. A secondary focus was the drive to maximise membership and attendance on SACRE, the monitoring of schools through OfSTED reports, and the support for schools through the publication of the SACRE e newsletter.

**Key Areas for Development**

<b>Development Issue</b>	<b>Proposed Actions 2011- 2012</b>
<p><b>1.</b> Review of the Local Agreed Syllabus</p>	<p>Process outlined and initiated. The review was led and managed by the SACRE consultant</p>
<p><b>2.</b> Review membership and boost attendance of SACRE</p>	<p>Role of the Clerk to SACRE</p>
<p><b>3.</b> Monitoring of schools: develop realistic strategies that provide information on provision and standards in religious education and collective worship</p>	<p>LA monitoring of Ofsted reports</p>
<p><b>4.</b> Improve support for schools: provide regular advice and guidance to assist schools in delivering quality religious education and collective worship.</p>	<p>Production of the autumn 2011 and spring 2012 SACRE e-newsletters by the SACRE consultant</p>

**THE RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP  
E-NEWSLETTER**

**From the Doncaster SACRE  
(Standing Advisory Council for Religious Education)**

**Autumn 2011**

Welcome to this term's edition of the Doncaster SACRE e-newsletter. Doncaster SACRE aims to support RE and Collective Worship in schools by providing up-to-date information about new resources and initiatives.

**CONTENTS:**

- Page 1: New from the DfE: Myths and Facts**  
**Page 2: Christianity Website Resource for all Key Stages**  
    **Spirited Poetry Competition (All Key Stages)**  
    **Bible Resources (Primary)**  
    **BHA Educational Resource (Primary)**  
    **Inter Faith Week November 2011 (Primary and Secondary)**  
**Page 3: Non-Specialist Teachers of RE**  
    **Developing RE through Music**  
    **Using the Web in RE (Secondary)**  
    **Holocaust Memorial Day (Secondary)**  
    **9/11 Education Website (Secondary)**  
**Page 4: TrueTube Website (Secondary)**  
    **Religious Days and Events for your Diary**  
**Page 5: Religious Days and Events for your Diary**

**NEW FROM THE DfE: MYTHS AND FACTS**

The DfE has recently published a new downloadable (pdf) resource on its website called 'Reducing bureaucracy for schools – myths and facts'. It outlines a number of common misconceptions and provides factual information on the current legal position or best practice advice for schools. It includes a clear statement **that RE remains compulsory**, and clarifies that parental consent is not required for most off-site visits. Look at:

<http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/a00197599/reducing-bureaucracy-for-schools-myths-and-facts>

### **CHRISTIANITY WEB RESOURCE for ALL KEY STAGES**

RE:Quest has some fabulous Christianity materials. Whether you are a teacher of infants, or GCSE, this website is well worth a look. New to the site this term is **Reflections** - a new online film resource designed to support the teaching of Christianity at GCSE. Go online to <http://www.request.org.uk>

### **SPIRITED POETRY COMPETITION (All Key Stages)**

NATRE is pleased to announce a third "Spirited Poetry" Competition, coinciding with National Poetry Day in October 2011. There are five themes to choose from, and entries are open to pupils aged 5-19. Closing date: 1 December 2011. The five themes are 1 Being Human 2 The Promise 3 Reflections 4 Where is God? 5 Path of Life. See the Spirited Arts website at: <http://www.natre.org.uk/spiritedarts/>

### **BIBLE RESOURCES (Primary) [www.bible4schools.org](http://www.bible4schools.org)**

Written by Margaret Cooling, the site is packed full of resources that will allow teachers in primary schools to organise and deliver a theme day, or a unit of work, on the contribution of the King James Bible to modern society. Resources are easily downloadable and include lesson plans, teacher's notes, PowerPoints and sound clips.

### **BHA EDUCATIONAL RESOURCE (Primary)**

The British Humanist Association (BHA) has launched a new educational resource to engage primary-aged children in their local community. /Resolution Revolution/ is a twist on New Year resolutions, with pupils encouraged to make a resolution for someone else. The KeyStage 2 teachers' pack has been developed by an experienced educationalist and contains teachers' notes, classroom materials and prepared suggestions for children so they can plan and achieve their own New Year resolutions. Teachers can download the fully editable pack at <http://www.humanism.org.uk/humanism/humanism-today/humanists-doing/resolution-revolution>

### **INTER FAITH WEEK 2011 (Primary and Secondary)**

Inter Faith Week 2011 will take place from Sunday 20 to Saturday 26 November. The Week aims to strengthen inter faith relations in the UK, increase awareness about the faith communities in the UK, and to increase understanding between people of religious and non-religious beliefs. In 2010, many schools chose to mark the Week, making particular use of some of the special resources for schools which can be found on the Resources section of the Inter Faith Week website at [www.interfaithweek.org](http://www.interfaithweek.org)

### **NON-SPECIALIST TEACHERS of RE: [www.staplefordresources.co.uk](http://www.staplefordresources.co.uk) :**

Launched in January 2011 this website contains a wide range of Christianity resources including sound clips, animations, videos, photo collections, lesson plans, teacher's notes and loads of additional material. Presented in the form of an online library, resources can be downloaded or accessed on line. The resource is designed to support non-specialist teachers of RE. A lot of the resources are subscription only, but there is a Free Resources section which is worth looking at.

### **DEVELOPING RE through MUSIC**

This is a free online resource from NATRE consisting of links to hundreds of film and audio clips arranged according to themes commonly studied in RE, with a facility for you to suggest a clip of your own - a great way for this resource to continue to grow. See: <http://www.natre.org.uk/music>

### **USING THE WEB IN RE (Secondary)**

RE Today's latest resource to support RE has just been launched - a searchable database of web based resources with suggested activities for the secondary classroom.

The resource is accessed from the yellow box (Classroom Activities) on the home page of the RE Today [website](#) - and this takes you straight through to the current list of topics which have been populated with ideas. Choose a topic, and you will see the web sites which have been selected on that topic. Choose one of the websites, and you will be taken to a short description of the resource and a suggested classroom activity using it.

### **HOLOCAUST MEMORIAL DAY 27 JANUARY 2012 (Secondary)**

A new website is launched for this event. Holocaust Memorial Day provides the opportunity for everyone to learn the lessons from the [Holocaust](#), [Nazi Persecution](#) and in the subsequent genocides in [Cambodia](#), [Bosnia](#), [Rwanda](#) and [Darfur](#). Go to <http://hmd.org.uk>

### **9/11 EDUCATION WEBSITE (Secondary)**

This is new website launched to commemorate the 10th anniversary of this event – go to [www.911educationprogramme.co.uk](http://www.911educationprogramme.co.uk)

In terms of national guidance on KS3 and KS4 RE, this topic will provide a focus for students' learning ABOUT people's practices and ways of life in:

- exploring the impact of religions and beliefs on how people live their lives
- understanding and responding critically to beliefs and attitudes.

It will provide a focus for students' learning FROM people's values and commitments in:

- understanding how moral values and a sense of obligation can come from beliefs and experience
- evaluating their own and others' values in order to make informed, rational and imaginative choices.

### **TRUETUBE WEBSITE (Secondary)**

TrueTube is a free, award winning education site for schools with videos, lesson plans and assembly plans for PSHE, RE and Citizenship at Key Stages 3 & 4. Check it out at [www.truetube.co.uk](http://www.truetube.co.uk) . Topics include Ethics and Religion, The Earth, Relationships, Crime. Culture, Body and Health, Global, Jobs and Money, Society.

## **RELIGIOUS DAYS AND EVENTS FOR YOUR DIARY**

### **October**

- Hindu: Durga Puja 4<sup>th</sup>
- Chinese: Ch'ung Ming 5<sup>th</sup>
- Hindu: Dussehra 6<sup>th</sup>
- Jewish: Yom Kippur (Day of Atonement) 8<sup>th</sup>
- Buddhist: Pavarana 12<sup>th</sup>
- Jewish: Sukkot begins 13<sup>th</sup>
- Bahai: Birth of The Bab 20<sup>th</sup>
- Sikh: Guruship of Guru Granth Sahib 20<sup>th</sup>
- Jewish: Simchat Torah 21<sup>st</sup>
- Hindu/Jain: Divali 26<sup>th</sup>
- Sikh: Divali –Bandi Chhor Divas 26<sup>th</sup>
- Pagan: Halloween 31<sup>st</sup>

### **November**

- Christian: All Saints Day 1<sup>st</sup>
- Christian: All Souls Day 2<sup>nd</sup>
- Rastafarian: Crowning of Haile Sellassie 2<sup>nd</sup>
- Muslim: Eid-ul-Adha (Festival of Sacrifice) 7<sup>th</sup>
- Buddhist: Anapasati Day 10<sup>th</sup>
- Bahai: Birth of Baha'u'llah 12<sup>th</sup>
- Remembrance Sunday 13<sup>th</sup>
- Sikh: Birth of Guru Nanak 21<sup>st</sup>
- Sikh: Martyrdom of Guru Tegh Bahadur 24<sup>th</sup>
- Christian: Advent Sunday 27<sup>th</sup>
- Muslim: Al-Hijra – New Year's Day (1433 AH) 27<sup>th</sup>
- St Andrews Day 30<sup>th</sup>

### **December**

- Muslim: Ashura 6<sup>th</sup>
- Buddhist Bodhi Day 8<sup>th</sup>
- Christian: Immaculate Conception 8<sup>th</sup>
- Jewish: Hanukkah begins 21<sup>st</sup>
- Pagan: Winter Solstice 22<sup>nd</sup>
- Christian: Christmas Eve 24<sup>th</sup>
- Christian: Christmas Day 25<sup>th</sup>

**Compiled by Pat Cassidy, SACRE Consultant, on behalf of Doncaster SACRE.**

With thanks to AREIAC, NASACRE, REC and RE Today Services for information and links from their websites.

The information in this newsletter is for teachers and schools to use at their professional discretion. It in no way represents Doncaster LA endorsement of organisations or materials.

If you wish for further information and advice, please contact John Duhig, Senior Secondary Adviser at [john.duhig@doncaster.gov.uk](mailto:john.duhig@doncaster.gov.uk)

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### **CONTENTS:**

**Page 1: Subsidiary Guidance for Ofsted Inspectors highlights SMSC Jan 2012**

**Page 2: National Curriculum Review – Update**

**EMTAS at the Carr House Centre**

**ISLAM Exhibition 2012**

**Guidance- Religious Believers Visiting Schools**

**Equality and Human Rights Resource (KS3)**

**Page 3: Face to Faith – learning about and from our global neighbours  
(secondary)**

**Promoting RE within the Curriculum (Secondary)**

**Page 4: Religious Days and Events for your Diary**

### **SUBSIDIARY GUIDANCE FOR OFSTED INSPECTORS HIGHLIGHTS SMSC JAN 2012**

Ofsted has just published subsidiary guidance to inspectors of maintained schools and academies which includes reference to SMSC and the curriculum. SMSC is highlighted as important criteria for inspectors when they make judgements on the quality of the leadership and management of a school, and of the overall effectiveness of a school.

Spiritual, moral, social and cultural development is clearly defined in the guidance. Clear reference to RE is made in the advice to inspectors on pupils' spiritual, moral, social and cultural development and its place in the curriculum. When evaluating the curriculum, inspectors are advised that "where a school does not provide the National Curriculum and RE, inspectors will need to fully explore the school's reasons".

Click on the links below to access the complete guidance document and also a document containing the key sections of the guidance

[Subsidiary guidance.doc](#)

[Extracts from Subsidiary Guidance issued to inspectors January 2012.doc](#)

## **NATIONAL CURRICULUM REVIEW – UPDATE**

In Nov 2011 the government published its Review of the National Curriculum. RE was not included in the remit of the review and so the report makes no recommendations for change to how RE is specified in the Basic Curriculum.

"However the changes outlined in the report will impact in a variety of ways on RE, with currently no indication from the government about how this situation will be managed". (RE Today Jan 2012 newsletter).

The REC (Religious Education Council) is therefore proposing to initiate a review of religious education in England to run alongside the government's review of the National Curriculum

## **EMTAS AT THE CARR HOUSE CENTRE**

Doncaster's Ethnic Minority & Traveller Achievement Service is based in the Carr House Centre on Danum Road. It has a resource base where artefacts, books and resources are available on loan to support work on religious education in schools. A key aim is to promote equality and community cohesion, and to establish partnerships with schools. You can contact EMTAS directly on 01302 734225

## **ISLAM EXHIBITION 2012**

**The British Museum** is mounting a major exhibition – "Hajj - Journey to the heart of Islam". It will run from 26 Jan to 15 April 2012

## **GUIDANCE – RELIGIOUS BELIEVERS VISITING SCHOOLS**

NATRE's guidance and code of conduct for religious believers visiting schools is a very popular resource and is made available as a free download at <http://www.retoday.org.uk/media/display/rbvs.pdf>

## **EQUALITY AND HUMAN RIGHTS RESOURCE (KS3)**

**Equal Rights, Equal Respect** is a set of free online teacher training and education resources to help teach Key Stage 3 students about equality and human rights. It includes three unique short films, directed and produced with young people, which

explore the negative consequences of discriminatory and harmful behaviour, 12 fantastic lesson plan ideas and lots more resources including teacher training materials. Read more:

[http://p3trc.emv2.com/HS?a=ENX7Cqkpp6GF8SA9MKJGsumGHxKLFgrevcStGb5lw8W0bBhOG5mpqVsje\\_Hhe-n6III](http://p3trc.emv2.com/HS?a=ENX7Cqkpp6GF8SA9MKJGsumGHxKLFgrevcStGb5lw8W0bBhOG5mpqVsje_Hhe-n6III)

## **FACE TO FAITH – LEARNING ABOUT AND LEARNING FROM OUR GLOBAL NEIGHBOURS (Secondary)**

Many RE Departments are keen to find ways of enriching the RE curriculum to develop key attitudes and skills in their students. The proposals for a revision of the Ofsted inspections includes a new emphasis on Spiritual, Moral, Social and Cultural education [SMSC] also have implications for planning RE.

Face to Faith is an innovative global educational programme for 12 - 17 year olds which uses video conferencing technology and online learning tools to connect young people around the world. It allows them to discuss important global issues including the role of faith and belief in shaping individual and group perspectives. The programme endeavours to include as many faith and non-faith perspectives as possible, and to embrace the secular as well as the religious, side by side, learning with, about and from one another.

Schools are carefully supported throughout the programme, including through the technicalities of video conferencing. Electronic media allows the young people to continue conversations in a safe environment. Special video conferencing events allow for conversations with international guests. Furthermore there is no charge for the project. For more information go to [www.tonyblairfaithfoundation.org/projects/facetofaith](http://www.tonyblairfaithfoundation.org/projects/facetofaith)

## **PROMOTING RE WITHIN THE CURRICULUM (Secondary)**

The REC (Religious Education Council) website has produced a pamphlet promoting RE which might come in extremely handy for busy subject heads promoting their subject to students, parents, and senior managers. It can be downloaded from the website, or multiple copies of the leaflet are available free of charge. To place an order e mail your request to: [info@religiouseducationcouncil.org](mailto:info@religiouseducationcouncil.org)

## RELIGIOUS DAYS AND EVENTS FOR YOUR DIARY

### JANUARY

- Sikh: Birthday of Guru Gobind Singh 5<sup>th</sup>
- Christian: Epiphany 6<sup>th</sup>
- Hindu: Makar Sankranti 14<sup>th</sup>

### FEBRUARY

- Muslim: Birthday of the Prophet Muhammad (Sunni) 4<sup>th</sup>
- Buddhist: Sangha Day 7<sup>th</sup>
- Buddhist: Mahayana Nirvana Day 8<sup>th</sup>
- Jewish: Tu B'Shevat 8<sup>th</sup>
- Muslim: Birthday of the Prophet Muhammad (Shia) 9<sup>th</sup>
- Christian: Our Lady of Lourdes 11<sup>th</sup>
- Christian: St Valentines Day 14<sup>th</sup>
- Hindu: Mahashivratri 20<sup>th</sup>
- Christian: Shrove Tuesday 21<sup>st</sup>
- Christian: Ash Wednesday 22<sup>nd</sup>

### MARCH

- St David's Day 1<sup>st</sup>
- Bahai: Nineteen Day Fast 2<sup>nd</sup>
- Jewish: Fast of Esther 7<sup>th</sup>
- Jewish: Purim 8<sup>th</sup>
- Hindu: Holi 8<sup>th</sup>
- St Patrick's Day 17<sup>th</sup>
- Mothering Sunday 18<sup>th</sup>
- Pagan: Spring Equinox 20<sup>th</sup>
- Bahai: Naw-Ruz (New Year) 21<sup>st</sup>
- Christian: Annunciation 25<sup>th</sup>

### APRIL

- Christian: Palm Sunday 1<sup>st</sup>
- Hindu: Rama Navami 1<sup>st</sup>
- Christian: Maundy Thursday 5<sup>th</sup>
- Christian: Good Friday 6<sup>th</sup>
- Hindu: Hanuman Jayanti 6<sup>th</sup>
- Buddhist: Theravada New Year 6<sup>th</sup>
- Jewish: Passover (1<sup>st</sup> day) 7<sup>th</sup>
- Christian: Easter Sunday 8<sup>th</sup>
- Sikh: Vaisakhi (New Year) 13<sup>th</sup>
- Jewish: Passover (final day) 14<sup>th</sup>
- Jewish: Holocaust Memorial Day 19<sup>th</sup>
- Baha'i: Ridvan (12 day festival) 21<sup>st</sup>
- St George's Day 23<sup>rd</sup>
- Jewish: Israel's Independence Day 26<sup>th</sup>

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**MEMBERSHIP OF THE DONCASTER SACRE – 2011/2012**

**1. Committee A Members (Christian & other religious denominations)**

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J Gessler (Jewish Faith)  
M Gogoi (Hindu/Buddhist)  
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S Syed (Muslim)  
B Teimoori (Baha'i)  
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