

## Barnet SACRE Briefing (2)

### SACRE Meeting 11<sup>th</sup> March 2020

#### 1. Local Update

##### 1.1 RE Training Programme

Jan McGuire has commenced her training programme for RE teachers in the Barnet area.

The RE coordinator meetings have been reasonably well attended. They have a definite network atmosphere, and allow teachers to share good practice, discuss issues and develop a deeper knowledge of their subject area.

<b>RE Co-ordinators</b>	Monday 18 Nov 2019: 1.30 – 4pm	PDC@Claremont, Claremont Road, London, NW2 1AB
<b>New RE Co-ordinators</b>	08.01.2020	PDC@Claremont
<b>New Primary RE Coordinators</b>	27.01.2020	PDC@Claremont
<b>RE Co-ordinators</b>	Thurs 12 March 2020: 3.30pm-5.30pm	PDC@Claremont
<b>School Visit: 121 training</b>	11.03.2020 RE coordinator support	Courtland School, Mill Hill
<b>School Visit: 121 training</b>	12.03.2020 RE coordinator support	Colindale Primary School
<b>NQT RE Training</b>	Tuesday 9 June 2020: 1.30 – 3.30pm	Tudor School, Queens Road, London, N3 2AG
<b>RE Co-ordinators</b>	Monday 22 June 2020: 1.30pm – 4pm	PDC@Claremont
<b>Governor Training</b>	4 <sup>th</sup> June 2020 Copthall School 7-9pm	Copthall School

The key areas of concern shared by teachers are:

1. Curriculum planning for RE
2. Preparing for Ofsted and Deep Dive in RE
3. Skilling up their departments/ teachers of RE
4. The Agreed Syllabus: from formal document into mid-term planning/ short term plans

Action: Jan McGuire will, therefore, focus the next RE coordinator meetings around these areas. The training offer will need to be updated to reflect this focus: CET will need to be informed.

## **1.2 SACREs & Relationships, Sex and Health Education: Guidance from NASACRE**

Jan McGuire does sometimes get asked to comment on RE and the responsibility of RE teachers in Barnet to deliver RHE. Jan currently follows the guidance of NASACRE and has decided to only offer support around Religious Education provision.

The requirement to provide RHE in primary schools and RSHE in secondary schools becomes **statutory** in 2020.

NASACRE, advises that the role of SACREs in supporting schools in this area may differ depending on the role of the Adviser in post, and capacity of the SACRE.

**It should be recognised that SACREs have no statutory duty or powers to provide RSHE advice or support to schools.** Therefore, no SACRE should feel duty-bound or be placed under pressure to provide such advice to their schools or local authority (LA).

It is the responsibility of the local authority, or Academy trust, to consult within the local community, including amongst faith groups. Faith representatives on SACRE have been appointed for their expertise in RE and collective worship and have not been given a remit to discuss issues of relationships or sex education. However, it may be that some SACREs are well-placed to be a space where faiths, schools and the authority can discuss concerns and offer feedback. Other SACREs may be able to signpost LAs/ MATs to faith representatives within the area, due to the relationships they have with faith communities. Some SACREs may have little capacity or expertise in this area and so, if schools specifically ask their SACRE for advice, they should be directed to their LA or MAT.

If SACREs feel they are coming under pressure to provide advice or support they are unable to give, they should seek the support of NASACRE in dealing with this.

## **2. Regional Update**

### **2.1 AREIAC London Meetings**

Jan McGuire has been welcomed warmly to the London AREIAC meeting, as the new RE Adviser for Barnet and the Borough representative. The meeting on February 4<sup>th</sup> 2020 was held at Westminster Abbey, where advisers were given a tour of the Abbey and also asked to review the new materials that are being produced for schools. These materials will provide teachers and children with an online interactive experience and will enable the children to experience the Abbey in their classroom setting.

Barnet LA are funding the RE Adviser attendance of the meetings and conference in July 2020.

The RE Advisers in the London area discussed a number of issues around the Ofsted inspection process and also the need to focus on curriculum planning and support.

Action: The Abbey have offered some free places to schools in Barnet, and Jan McGuire will arrange for this information to be shared with teachers. Jan McGuire has also agreed to review the materials and share with teachers, supporting teachers to see curricular links.

### **2.2. NATRE and Barnet RE Coordinator Network Affiliation**

Jan McGuire has been approached by the NATRE lead to join the Barnet RE Coordinator meetings to NATRE. Jan McGuire raised this at the London AREIAC meeting and most Advisers recommended affiliated membership rather than allowing NATRE to take over the groups completely. The affiliation would allow teachers in Barnet access to materials and

Jan McGuire: Religious Education Adviser to Barnet SACRE/ Local Authority/ BPSI Adviser:  
24.02.2020

support from a wider network of RE teachers nationally, as well as a bank of growing resources. Jan McGuire would remain the lead for the groups, under the current arrangement. Teachers would continue to book via the CET arrangement. There would be a membership fee of: £100  
Action: To raise at SACRE for discussion/agreement. Vote.

### 3. National Update

#### 3.1 Westhill/NASACRE Awards 2020-21

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*NASACRE encourages SACREs to take advantage of the opportunities offered by these Westhill/NASACRE Awards to enhance a SACRE's capacity to generate high quality experiences in RE (or collective worship) for their schools.*

**NASACRE is now inviting individual SACREs (or SACREs in partnership) to apply for a Westhill/NASACRE Award for 2020-21. Awards of up to £4,000 may be applied for via the application form. Projects should offer pupils at school opportunities to engage in compelling learning experiences in RE (or collective worship), within the broad theme of "education into diversity".**

Any SACRE wishing to submit an application is strongly advised to look at the briefing notes which accompany the application form and can be found and downloaded below.  
Bids for an Award may include the cost of "buying in" consultancy time for a project leader or other key person.

For queries, advice or further information, please contact Michael Metcalf the Convenor of the Awards Panel.

Closing date: **31st March 2020**

Action: Jan McGuire to approach the SACRE in Barnet to see if they would support an application for some school based research into the use of Etymology linked to the diverse religious groups represented in the Barnet area. Etymology linked into curriculum planning and classroom teaching has been accepted as a key driver to raise the standards in a subject. Little has been done around exploring RE and Etymology. Vote.

#### 3.2 RExChange 2020 Conference

Culham St Gabriel's Trust is delighted to be partnering with all the main RE Organisations and the Templeton World Charity Foundation to host RExChange 2020.

This conference aims to bring together teachers and researchers in an exchange of knowledge and expertise. The conference is being held in Birmingham on Saturday 03 October 2020, and Professor Vivienne Baumfield will be giving a keynote address. Other presenters and workshop leaders already confirmed include Professor Berry Billingsley, Professor Bob Bowie, Kate Christopher, Dr Pat Hannam, Stephen Pett, Dr Emma Salter and Martha Shaw. Academics and teachers will jointly share their research showing how it impacts on the classroom, and what we can learn from working together.

Action: Jan McGuire will be attending the conference. Jan McGuire will ask for the details to be shared with teachers in Barnet.

### 3.3 Ofsted: Update from NASACRE January 2020

The new **Ofsted schedule** is in full swing now, with 100s of schools having been inspected. Do you know of anyone who has had an experience of an Ofsted 'deep dive' in RE this term?

Please note RE *can* be the subject of a deep dive; anyone hearing advice to the contrary should contact NASACRE about this.

Paul Smalley, the NASACRE Chair, has probably looked at every Ofsted report in a state secondary and most if not all of the primary reports which comment on RE! It is clear that the number of RE Deep Dives in secondaries is small, but growing. He has had some **correspondence** with Sean Harford (Ofsted's National Director, Education) on this matter. There are more examples of primary Deep Dives into RE. Many reports, in the section about personal development have a comment about religious literacy, knowledge of world religions, often mentioning visits to places of worship as good practice, for example:

Pupils learn about different faiths and cultures during lessons and by visiting places of worship. Last year pupils visited a synagogue in Liverpool to learn about Judaism. Leaders make sure that pupils are being well prepared for life in modern Britain.

Such comments are appearing in VA and VC schools as well as community schools and academies. The focus, however, is clearly on the curriculum. There are examples of schools with RE curricula clearly in line with their Agreed Syllabus that are being praised:



#### **What does the school need to do to improve?**

##### **(Information for the school and appropriate authority)**

- Leaders' plans for curriculum development highlight the order in which subjects will be reviewed, the development of skills within a subject and a review of the sequence of learning. Where this has already been undertaken, in subjects such as mathematics, religious education, science and physical education, pupils are making strong progress. Leaders are focused on the sequencing of learning from Reception to Year 6 in all subjects. Leaders need to complete this work for history, geography and design and technology, so that the sequence in these subjects is as detailed as it is in other subjects.

And others, usually where the Agreed Syllabus is not being followed, where schools are being directed to improve their RE provision:

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The school does not promote pupils' healthy lifestyles and wider understanding as well as it could through physical education, religious education and personal, social and health education. Leaders should review their provision for these subjects.

There are examples of schools who do not fulfil their statutory duties with regard to RE being judged quite harshly, such as this example from a secondary academy:

In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of

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subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum.

In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. f

It is worth remembering that the focus on RE in an inspection is not really to judge the RE, but as an indicator of all subjects in the school. However, these comments will be useful to SACREs, in order for them to monitor and support schools in their RE curricula, in line with the Agreed Syllabus. It is also a useful reminder to ensure that the Agreed Syllabus itself has logically sequenced knowledge and skills and clearly helps teachers know what pupils should learn in RE in each year or key stage, so that their understanding of religion, religions and beliefs develops and becomes increasingly sophisticated and secure. If it does not, then it may be time to review the AS.

Action: Barnet SACREs may want to summarise their agreed syllabi into a short overview to enable inspectors to know what to look for in schools in their area. This may include a brief curriculum map that shows sequential learning. Do we wish to set up a small working party to complete this? Vote.

### **NASACRE Items for your Spring Term SACRE meeting**

- Ensure that your **Annual Report** has been completed and sent to the DfE and **NASACRE**.
- If you have a new Agreed Syllabus to share, let us know!
- Consider if you have a project which you could apply for a **Westhill Award** to fund.
- Review any Ofsted reports from your area. Consider (along with school workforce data for secondaries) if schools might need help with their RE curricula that SACRE could offer.
- Continue to monitor and act upon non-compliant secondaries in your area and let the Exec know what you are doing.
- Tell us of any good news, of schools improving their RE offer or contact us if schools are not responding to a formal complaint.
- Email **chair@nasacre.org.uk** with details of any events you are holding during this term and next.
- Discuss who your SACRE might nominate as Vice Chair, Treasurer or Executive Member of NASACRE.
- Book some of your members to attend the **AGM and Conference** in London in May.
- Consider whether your SACRE has any training needs that might be met by using the NASACRE **resources** on the website.
- Consider if there is someone who would benefit from the AREIAC/CStG Leadership programme.
- Encourage schools to apply for **REQM**.

## **DFE Department of Education: Updated Guidance on RE and Collective Worship**

NATRE was pleased to work with the DfE on this guidance document on RE and Collective worship in academies and free schools which has been redrafted from the original (2012) version.

### **Religious education in academies and free schools**

Under the terms of their funding agreement with the Secretary of State for Education, all academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal. The type of RE specified in the funding agreement depends on whether or not the academy has a religious designation, and for converter academies, on whether the predecessor school was a voluntary-controlled (VC), voluntary-aided (VA) or foundation school.

Free schools are academies in law and have the same requirement to provide RE. Within this page any reference to academies includes free schools.

### **RE syllabuses for academies with a religious designation**

Other than for academies where the predecessor school was a VC or foundation school, the model funding agreement specifies that an academy with a religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. They may in addition provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose.

### **Standing Advisory Council on Religious Education (SACRE)**

A SACRE is a permanent body which must be established by each local authority. Local authorities must appoint representatives to each of 4 committees, representing respectively:

- Group A: Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area
- Group B: the Church of England
- Group C: teacher associations
- Group D: the LA

### **The role of a SACRE in relation to academies**

SACRE has a statutory remit to advise the local authority on religious education to be given in accordance with an agreed syllabus and to support the effective provision of collective worship. A SACRE also has within its powers to discuss any matter related to its functions as it sees fit and may therefore include the provision of RE in academies in its discussions or address such matters as may be referred to it. An academy or group of academies can be represented through co-option onto the local SACRE (or indeed any SACRE) if all parties are in agreement.

## **Locally agreed RE syllabus**

An agreed syllabus is a religious education syllabus that is designed by a local authority's Agreed Syllabus Conference (ASC). The syllabus, like the provision for RE in academies, must reflect that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.

## **RE in academies that are not designated with a religious character**

The funding agreement for an academy without a religious designation states that it must arrange for RE to be given to all pupils in accordance with the requirements for agreed syllabuses that are set out in [section 375\(3\) of the Education Act 1996](#) and [paragraph 5 of schedule 19 to the School Standards and Framework Act 1998](#). That is, it must reflect that 'the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. It also means that an academy without a religious designation must not provide an RE syllabus to pupils by means of any catechism or formulary which is distinctive of any particular religious denomination.

An academy may choose to adopt a locally agreed syllabus, but is not required to. It may adopt a different area's agreed syllabus or develop its own, as long as it meets the requirements for such a syllabus as above. Academies are accountable for the quality of their curricular provision including RE

## **Variations to the general position as described**

Some non-denominational academies with a religious designation (for example those designated as 'Christian') have funding agreements specifying that they will use the locally agreed syllabus. Academies that opened before around 2004 have a general requirement to provide RE and collective worship. However the detailed requirements may differ. The position is also different in former foundation or voluntary-controlled faith schools that have converted to academies and this is explained below.

## **Former voluntary-controlled and foundation schools with a religious designation that have converted to academies**

Foundation or voluntary-controlled schools with a religious designation that convert to academies must arrange for RE in accordance with the requirements for agreed syllabuses (in the main Christian whilst taking account of the other principal religions, as set out above) unless any parents request that their children receive RE in accordance with the tenets of the school's faith. If any parents do request this, the academy must make arrangements for those children to receive such RE unless, because of special circumstances, it would be unreasonable to do so. The funding agreement sets this out (by applying the relevant provisions of the Education Act 1996 and the School Standards and Framework Act 1998).

## **Academies and daily acts of collective worship**

An academy's funding agreement is drafted to mirror the requirements in legislation for acts of [collective worship in local-authority-maintained schools](#). Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves. This applies to academies with and without a religious designation.



Academies with a religious designation must provide collective worship in accordance with the tenets and practices of the academy's designated faith. It can also choose to reflect the other principal religions and those found in the local community.

The above also applies to former voluntary-controlled or foundation schools with a religious designation that have converted to academies. They must provide collective worship in accordance with the tenets and practices of the academy's designated faith.

Academies without a religious designation must provide collective worship that is wholly or mainly of a broadly Christian character. A school can reflect the religious backgrounds represented in its community, as long as the majority of provision is broadly Christian.

Academies without a religious designation can apply via the ESFA to the Secretary of State for exemption from providing broadly Christian collective worship for some or all of its pupils. In its application, it will be asked to give reasons for the application (such as consideration of the family background of pupils), details of consultation with governors and parents, and of proposals for future collective worship.

### **The right to withdraw from religious education and/or collective worship**

Parents have the right to withdraw their children from religious education and/or collective worship.

From age 16, pupils can choose for themselves to opt out of collective worship if they wish. However, they cannot opt out of receiving religious education without parental consent until they are 18.

### **Inspections of RE and collective worship in academies with a religious designation**

Religiously designated academies are required by their funding agreement to arrange for the inspection of any denominational RE and collective worship. When arranging an inspection, they must consult the relevant religious authority:

- CofE/Catholic: the appropriate diocesan authority
- Jewish (note this is non-denominational): the Jewish Studies Education Inspection Service
- Methodist: the Education Secretary of the Methodist Church
- Muslim: the Association of Muslim Schools
- Sikh: Network of Sikh Organisations
- Seventh Day Adventist: the Education Department of the British Union Conference of the Seventh Day Adventist

If the religious designation of the academy is not listed above the school should consult the Department for Education before arranging the inspection.

### **Inspections of RE and collective worship in academies without a religious designation**

Ofsted inspection of academies follow the same format as those of local-authority-maintained schools. See [Ofsted's school inspection handbook](#) for further information.