



Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP

Telephone 01572 722577 Email: governance@rutland.gov.uk

Ladies and Gentlemen,

A meeting of the **RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held via Zoom on **Tuesday, 27th April, 2021** commencing at 4.30 pm when it is hoped you will be able to attend.

<https://zoom.us/j/94815361787>

Yours faithfully

Mark Andrews

Interim Chief Executive

Recording of Council Meetings: Any member of the public may film, audio-record, take photographs and use social media to report the proceedings of any meeting that is open to the public. A protocol on this facility is available at www.rutland.gov.uk/my-council/have-your-say/

A G E N D A

1) APOLOGIES

2) A MOMENT FOR REFLECTION

We gather together here today intent on doing good work.

We seek to represent fairly and well, those who have given us this task.

May our efforts be blessed with insight, guided by understanding and wisdom.

We seek to serve with respect for all.

May our personal beliefs give us strength to act honestly and well in all matters before us.

3) RECORD OF MEETING

To confirm the minutes of the meeting of the Rutland SACRE held on 12 January 2021.

(Pages 5 - 8)

4) ACTIONS FROM THE PREVIOUS MEETING

5) ANNUAL REPORT 2019/20

To confirm circulation of this report.

6) ANNUAL REPORT 2020/21

To agree responsibility for production of this report.

7) DEVELOPMENT PLAN 2020-22

For Members to review the Development Plan 2020-22.
(Pages 9 - 12)

8) UPDATE ON RE AND OFSTED

9) UPDATE ON TRAINING AND NETWORK MEETINGS

10) MONITORING OF RE IN SCHOOLS

(Pages 13 - 16)

11) AGREED SYLLABUS FROM SEPTEMBER 2023

Discussion on whether Rutland SACRE is in favour of a proposed change of title to "RE and Worldviews" and plans for producing an agreed syllabus.
(Pages 17 - 20)

12) NASACRE ANNUAL CONFERENCE

To discuss attendance at the NASCRE Annual Conference on 24 May 2021.

13) ANY URGENT BUSINESS

14) DATE OF NEXT MEETING

The dates of future meetings will be advised in due course, after approval of the Programme of Meetings at Annual Council.

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DISTRIBUTION:

Members of the Rutland SACRE (Standing Advisory Council on Religious Education)

CHAIR: Councillor Rosemary Powell

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Rutland County Council

Catmose Oakham Rutland LE15 6HP.

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Minutes of the **MEETING of the RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** held in the virtually on Tuesday, 12th January, 2021 at 4.30 pm

GROUP A – Representatives of faiths (other than Church of England) and world views	
Ms R Gibson	The Baptist Church
Mr A Hull	Humanists UK

GROUP B – Church of England Representatives	
Revd P Holmes	Peterborough Diocese
Revd J McWhirter	Peterborough Diocese
Revd R Watts	Peterborough Diocese

GROUP C – Teacher Representatives	
Mrs M Davis	National Association of Head Teachers

GROUP D – Local Education Authority Representatives	
Mrs R Powell	Rutland County Councillor

Local Education Authority Officers	
Mrs A Fitton	SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council
Ms L Papworth	Education Development Lead, RCC
Mr K Silcock	Governance Officer, RCC

1 APOLOGIES

Apologies were received from Andreas Menzies, Sara Barrett, and Cllr Lucy Stephenson.

2 RECORD OF MEETING

It was requested that it be included within the previous minutes that there was discussion on how SACRE could measure success within Religious Education. Suggestions included looking at examination results and developing a questionnaire for schools.

Subject to the above being included within the minutes, the record of the meeting of the Rutland Standing Advisory Council on Religious Education (SACRE) held on 6 October 2020 were confirmed as a correct record.

3 ANNUAL REPORT 2019-20

The final version of the Rutland SACRE Annual Report 2019/20 was agreed by members. Mr Silcock would send the annual report to the Department for Education.

4 DEVELOPMENT PLAN 2020-22

Discussion would be had at the next SACRE meeting to determine how to report back to the NASACRE regarding the name of Religious Education and other recommendations set out by NASACRE.

Mrs Fitton would circulate a list of reading material that could be useful for SACRE members and teachers. Mr Hull would add to it with links from Humanists UK.

5 UPDATE ON RE AND OFSTED

Mrs Fitton stated that due to Ofsted not currently visiting schools for inspections, there was no particular updates available.

6 UPDATE ON TRAINING AND NETWORK MEETINGS

Mrs Fitton stated that there was a Network meeting on 11 November, discussions were had on incorporating SEND with Religious Education and how to think about the SEND children.

The next meeting would take place after the February half term.

7 MONITORING OF RE IN SCHOOLS

Ms Papworth stated she and Mrs Fitton had looked at whether schools were publishing their curriculum online and what syllabus they were using and any other information the schools had on their teaching of Religious Education.

Ms Papworth noted that a few schools were currently updating their curriculums before they were posting them online. There was still a lot of work to be done as it was difficult to find what syllabus each school was using.

Because of the pandemic and the pressure schools were currently under, it was felt that no pressure would be placed on schools to look into updating their information.

Ms Papworth would show the information gained so far with a plan of the next steps to take and would circulate to discuss at the next meeting.

It was questioned if there was a way to monitor how schools were coping with the pandemic and delivering RE. Mrs Davis stated that it would vary with schools and depend on the access to technology that schools and the children have. Some children will be sharing equipment for example. It was difficult to get the discussion aspect of RE with all the students at the moment.

Mrs Fitton stated during the lockdown in 2020 she had put together some home learning resources, supporting the curriculum that could be done easily at home and would encourage small discussions between the parents and their children.

Ms Gibson noted that at Oakham Baptist Church they were offering meetings which included games each week for children to take part in on Zoom.

It was noted that Rutland SACRE may need to be patient with schools at present and come back to schools when things are more back to normal and ask what could be done if it were to all happen again.

It was suggested that a message could be sent to schools asking if there was any way that Rutland SACRE could help them.

It was suggested to ask schools what the main challenges to teaching RE at this time are and what had been the positives.

8 ANNUAL REPORT 2020-21

The Chair noted that it was key to think on the outcome of what the Rutland SACRE is doing and whether SACRE is being taken seriously.

It was questioned whether there had been any constraints on SACRE due to financial matters.

Whilst Mrs Fitton would work on Rutland SACRE for an average of 2 hours a week, she would always share the resources and work she had done with other Councils with Rutland, no work was done solely for one Council.

It was hoped that there would be an online NASACRE conference in May where a member of SACRE could take part in, share best practices and feedback to the group on any work other SACREs are doing that we can look into.

9 ANY URGENT BUSINESS

No other business was received.

10 DATE OF NEXT MEETING:

Tuesday 27 April 2021 at 4.30pm

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The Chairman declared the meeting closed at 5.37pm.

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SACRE Development Plan

2020 – 2022

Introduction: There are many issues that face the modern world, often with a moral and ethical element. Religion continues to play a significant role in many people's lives, whilst for some religion does not. There continues to be a misconception that 'RE' is about the teaching of the doctrines attached to religions, rather than a more philosophical academic approach that aims, rather, to discuss the abstract nature of faith, belief and the wider moral and ethical issues that face a modern world. The value placed by schools on RE varies greatly reflected perhaps in low engagement levels by individual schools with the various working groups, seminars, networks and other opportunities to engage. It is therefore vital, that this engagement is increased so that schools value the many benefits to their pupils' development that a rich and well planned RE curriculum can deliver.

Considering the available resources, balanced with the tasks required to deliver on these three strategic aims; the committee has determined that the plan offers an achievable scope for its work over the next two years. It may well be that during the course of delivering on the aims of the plan, cross curricular linking opportunities will be explored and noted. It is anticipated that the richness of opportunity for cross curricular links for this subject will form a strategic aim for the next development plan; work over the next two years will inform this work.

It should also be noted that this plan focuses on RE as a discrete subject in its own right; the academic skills at the fore front of thought hence no reference to 'Collective Worship' as this SACRE wishes to draw a clear distinction between these two elements.

This SACRE has also had in depth discussions regarding how outcomes are measured. Public exam results for both GCSE and A – Level as well the number of pupils opting to take this subject post 16 are the obvious data sources but it was strongly felt that data at 16 and 18 does not measure outcomes effectively enough: the impact on the younger child notable by its absence. It is anticipated the introduction of the new inspection frame work for OFSTED there will be explicit references to the teaching of RE; this may go some way to address this.

Overall aim: To have a development plan that supports schools to place a greater priority on the delivery of an effective RE syllabus for the enrichment of young people, making an integral contribution to producing well rounded individuals who can engage with the world around them in a meaningful way.

<u>Strategy</u>	<u>Task</u>	<u>Group</u>	<u>Date</u>	<u>Progress</u>
Management of SACRE & partnership with LA	<u>Scheme</u> The LA and SACRE are mutually dependent upon each other and ensure statutory requirements are met. <u>Analysis</u>	SACRE members	TBC	

	<ol style="list-style-type: none"> 1. All four committees are represented fully from the local community consistently attending the meetings 2. Produce annual report & follow up 3. Constitution, development plan Engagement plan			
Incorporation of Commission on RE Report recommendations into the work of SACRE	Form a view on the following: <ol style="list-style-type: none"> 1) Name 2) National entitlement 3) Impact of the broader OFSTED framework 4) Parental / guardian right to withdraw children from RE Share view formally with the commission	SACRE	TBC	Production of recommendations to be sent to NASACRE
Raise the profile of RE within schools in Rutland	1a) <u>Monitoring</u> : Survey to identify what, when and how RE is currently taught to include the teachers' view and the view of the pupils. 1b) <u>Evaluating</u> : to determine what 'good' is	Head Teachers' Forum / RE network / teacher representatives on SACRE	TBC	<ul style="list-style-type: none"> - Monitoring to include noting patterns of attendance at various of the network meetings (specifically by non – denominational schools) and SACRE - On – going reviews so more specific dates can be set and to include cross – curricular considerations as is appropriate

	<p>and to develop a consensus of what 'good' looks like in practice.</p> <p>2) Ensure full schools involvement and belief in the value of the subject by sharing best practice, access to training (including insight into choosing a curriculum that best suits our schools and delivers / on – line teaching resources)</p>			
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Future work:

- Cross curricular links
- Measuring outcomes across the key stages

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Monitoring of RE in schools

LA/Community school/foundation/ voluntary controlled and voluntary aided without a religious character – have to follow the Rutland Locally Agreed Syllabus

Academies – have to follow a locally agreed syllabus and this should be the locally agreed syllabus

Voluntary Controlled schools with a religious character – have to follow the locally agreed syllabus

Voluntary Aided schools with a religious character – RE is determined by the governors of the school

All schools have to publish their curriculums on their websites.

Name of school	Type of school	Curriculum published on Website	Which syllabus are they using?	Any other information
Brooke Hill Academy	Academy	Yes but not all years	No mention	
Catmose Primary School	Academy	No	Northamptonshire agreed syllabus with Cornerstones	Nothing about what is being taught
Cottesmore Academy	Academy	Yes but not for all terms	No mention	Not being taught every term in all years
Edith Weston Academy	Academy	No curriculum information		
Empingham CE Primary School	Academy (Church of England)	✓	Rutland Agreed Syllabus	
English Martyrs Catholic Academy	Catholic Academy	✓	Come and See is taught through three main themes: Church, Sacrament and Christian Living.	

Exton & Greetham CE Primary School	Academy (Church of England)	✓	New Peterborough Diocese Agreed Syllabus	
Great Casterton CE Primary School	Academy (Church of England)	✓	Rutland Agreed Syllabus	
Ketton CE Primary School	Academy (Church of England)	Can't find this	Northamptonshire Agreed Syllabus	
Langham CE Primary School	Academy Rutland Learning Trust (RLT)	Yes by term	No mention of syllabus	No mention of any other religions being taught
Leighfield Primary School	Academy Discovery Schools Academy Trust	Yes	No mention of syllabus	Curriculum map July 2016 – based on the old syllabus. Term 3 no RE year 1
Oakham CE Primary School	VC	Yes	No mention of syllabus	RE taught as a statutory national curriculum subject. Good variety of religions
Ryhall CE Academy	Academy PDET	Yes	No mention of syllabus	Not all religions followed. Using Peterborough Diocese Syllabus
St Mary & St John CE Primary School	VA	No	No	No mention of RE apart from a policy
St Nicholas CE Primary School	Academy RLT	Yes	No mention of syllabus	Range of religions looked at

Uppingham CE Primary School	Academy RLT	No	No	No RE or Curriculum
Whissendine CE Primary	Academy RLT	Yes	No mention of syllabus	Good mix of religions and themes
Casterton College	Academy	Philosophy and Ethics (P/E) Available at GCSE	No mention of syllabus	P/E – part of personal development. GCSE syllabus published but no KS3 overview
Catmose College	Academy	Yes as Religious Education	No mention of syllabus	KS3 7-9 with topics but not very diverse. GCSE offered but no mention of the rest of KS4 and RE entitlement. 20 places available as an elective but based on Christianity
Uppingham Community College	Academy	Yes as Religious Education	No mention of syllabus	KS3 7-9 – range of topics and some specific religions. Offered at GCSE but not mention of full RE entitlement

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Agreed Syllabus from 2023

The RE commission report

Background

The RE Council and NATRE Report

- In a report published in 2017, the National Association for RE teachers (NATRE) reported that more than a quarter of England's secondary schools did not offer Religious Education, in contravention of the law.
- The report, produced in association with the Religious Education Council for England and Wales (REC), was based on previously unpublished data obtained from the Department for Education under Freedom of Information law. It said that overall, 26% of secondary's were not offering RE lessons.
- Among academies, which make up the majority of secondary schools, more than a third (34%) were not offering RE to 11 to 13-year-olds and almost half (44%) were not offering it to 14 to 16-year-olds.
- NATRE warned that as more schools became academies, those figures could increase. It said the data showed a shortage of specialist RE teachers throughout the state system. The research was carried out in partnership with the RE Council for England and Wales.
- In response, the main union for secondary head teachers, the Association of School and College Leaders, said many schools covered religious issues in ways other than RE lessons, such as conferences, citizenship classes or assemblies.
- In 2019, NATRE published another report based on a survey of 663 schools in England. This suggested 50% of Academy schools in England and almost 40% of community schools did not offer Religious Education, in contravention of the law. For GCSE students in years 10 and 11 the situation was worse, with up to 64% of students receiving no Religious Education.

Commission on Religious Education

Established in July 2016, the commission was asked to make wide-ranging recommendations to overhaul Religious Education in England, and to review the legal, education and policy frameworks for the subject in all primary and secondary schools and further education colleges. It was set up by the Religious Education Council for England and Wales, but operates independently and produces its own reports and recommendations. The Rev Dr John Hall, Dean of Westminster, was appointed chairman.

In September 2018, the commission published its report. Its key recommendations were as follows:

- A new National Entitlement for Religious Education. This would clearly set out for the first time the aims and purposes of RE and what students should experience in the course of their study. The commission proposed that RE should enable pupils to understand the relationship between people's worldview and their thinking and actions in political, public, social and cultural

life, and how worldviews are “inextricably woven into, influence and are influenced by, all dimensions of human experience”. The national entitlement should apply to all state-funded schools including academies, free schools and schools of a religious character. Independent schools should consider adopting the entitlement as an undertaking of good practice.

- Schools should be held to account for the provision and quality of RE they offer. All schools, including free schools, academies, and schools of a religious character, should publish details of how they meet the new National Entitlement, and inspectors and other approved bodies would have the power to monitor RE to ensure a minimum standard.
- A National Plan for improving the teaching and learning of RE – along the lines of the National Plan for Music Education – which brings together the Commission’s recommendations for improving teacher subject knowledge. The nine draft proposals for the plan include a minimum of 12 hours devoted to RE in all primary initial teacher training courses; the opportunity for all primary trainees to observe RE teaching in a leading school for RE; and the requirement that teachers “demonstrate a good understanding of and take responsibility for the sensitive handling of controversial issues, including thoughtful discussion of religious and non-religious worldviews”.

In response, in December 2018 the Education Secretary Damian Hinds said he would not pursue the recommendations at that time, as schools were already dealing with other education reforms and one of his priorities was to reduce teacher workloads. He had also received concerns that including ‘worldviews’ risked diluting the teaching of RE.

The Clarke Woodhead report

- In July 2018, former Education Secretary Charles Clarke published a pamphlet claiming Religious Education in schools was outdated and should be replaced with a new subject, Religion, Belief and Values.
- Along with co-author, Prof Linda Woodhead of Lancaster University, he said the syllabus for the new subject should be determined nationally, rather than at local authority level.
- The report said there had been significant shifts in the UK since the 1944 Education Act, when Britain was a predominantly Christian country, in that a majority of people now said they had no religion, and there were parts of the country where people of other religions formed a significant part of the population.
- The report also called for the right of parents to withdraw their children from RE classes to be scrapped. And it said daily collective worship of “a broadly Christian character”, a legal requirement under the 1944 Act, should be replaced with a requirement for all state-funded schools to hold a “regular assembly or act of collective worship in keeping with the values and ethos of the school and reflecting the diversity and character of the school community”.
- Clarke and Woodhead also proposed changes to the admissions criteria of faith schools to broaden their intake. The children of families which followed a particular faith should continue to be given priority for admission to schools of that religion, but the proportion admitted on faith criteria should be reduced.(A New Settlement Revised: Religion and Belief in Schools).

- The report was condemned by a prominent Roman Catholic bishop, who said it had “little regard” for the Catholic Church, and that its recommendations were “unacceptable”.
- Bishop Marcus Stock of Leeds, the lead bishop for Religious Education on the bishops’ conference, said the report would “dictate” what the Church could teach in Catholic schools, and that it treated religion as a purely sociological matter. (Catholic Herald 18 July 2018)

22nd August 2019:

The number of pupils in England and Wales taking GCSE Religious Studies full course has fallen for the third year in a row, down 1.6% against 2018 to 237,862. In addition, the number of pupils in England and Wales taking the short course GCSE in Religious Studies has fallen even more sharply, down 19.7% from last year to 27,384. When the entries for the full course and short course GCSE are combined, the picture is of significant decline in the number of pupils taking a qualification in Religious Studies.

The number of students taking Religious Studies A level has also declined. Figures show a drop of 5.1% in 2019 and 22.8% in 2018.(Religious Education Council)

20th August 2018:

The Number of pupils taking Religious Studies at A level in 2018 slumped by 22.8 % – the lowest number since 2008.

18,422 candidates took Religious Studies A level in England and Wales in 2018
254,618 took Religious Studies GCSE in 2018, a drop of 10.1% from the previous year, according to the Joint Council of Qualifications Examination

Religious Education Council (REC) 2020/21

The REC is running a project to support conversations in the RE community exploring the concepts of Worldviews in religious education. A series of debates and discussions was had through the summer of 2020 discussing the concept of world views which seemed to bring up more questions than answers. Part of their conclusion being;

‘A shared understanding of what worldview means in RE and how that understanding can be effectively taught to students is crucial if the RE community is to move forward, as it will allow them to decide how best to implement the recommendations set out in the CoRE report (2018). The review team invite readers to engage with the questions above in order to advance meaningful discussions about the place and role of worldview in RE/R&W’.

Links to the different discussions

[Exploring Worldviews - REC Discussion Papers | The Religious Education Council of England and Wales %](#)

[Layout 1 \(commissiononre.org.uk\)](https://commissiononre.org.uk)

[NATRE Report on the provision for RE -SWF for SOTN 2017 final4 130917.pdf](#)

[Layout 1 \(faithdebates.org.uk\)](#)