

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

## **Annual Report 2015 - 2016**



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This annual report is prepared for Calderdale Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. It may only be reproduced with permission from SACRE. For further information on the report or on RE and Collective Worship in Calderdale, please contact Ian Ross at [ian@penninelearning.com](mailto:ian@penninelearning.com)

## Foreword by Chair of SACRE

Religious Education (RE) and Collective Worship (CW) have been in the news again this year, as nationally there is increasing debate about their role and importance within our schools in our current context of a multicultural society that is also concerned to tackle extremism, inequality and isolationism.

As part of our work this past year we have joined with other local SACREs to discuss these issues and our views on them, and to see how we can work together more to improve the education of our children, and thus give them the best possible structures for working out how to live well in our world.

Fundamental British Values have played a part in this as we have provided support to schools to look at their provision and to assess the state of Calderdale Schools.

But good quality RE and Collective Worship is far more than this. The provision of our locally agreed syllabus has continued to be embedded, and also added to by new units of work, and new assessment outlines for 'life without levels' as we now work out how to measure children's progress in this context. This makes the syllabus and its associated units a living process rather than a static document, and is also leading to a sharing of good practice and resources between schools. This can only enhance provision in the long run.

Children and Young People's experiences of RE and Collective Worship can be powerfully enhanced by the right visit to a place of worship or by the right visitor in school to talk about their faith or worldview. Schools, however, are rightly concerned that this experience is a positive educational one, and so SACRE has produced a list of visitors that we know schools have used in the past and have had a positive experience of. This should help schools make confident decisions in who to invite or where to visit, and so augment the experience of young people.

SACRE also analyses exam results, and a complete summary of this can be found in the report. There are some very positive pictures with the GCSE results well above national averages. However, there are also some trends that concern us. Firstly, the reduction in numbers of entries to GCSE which has continued to fall. What provision do those who are not entered onto an examined course receive? And what impact might that have not only educationally, but arguably more importantly, on our communities if people from different faith backgrounds do not understand one another or what is important to others?

Given national, international and local events over the past academic year, such concerns are significant, and show the potential importance of good quality RE and CW provision in our schools.

That is largely down to the dedicated teachers and others in schools who put in an enormous amount of time and effort to ensure our children and young people receive the kind of quality education we would hope for them. This also needs to be backed up by strategic decisions by senior school leaders, including governors, who show the value of RE and CW by supporting quality provision in their schools – for the good of their children and the good of our communities.

You will find further details of the work of SACRE in the report, and I commend it to you.

A handwritten signature in black ink, appearing to read 'John Hellewell', with a stylized flourish at the end.

Rev John Hellewell  
Chair of SACRE

## **Part 1: The Work of Calderdale SACRE**

### **The Annual Report and SACRE's responsibilities**

SACRE is required to produce an annual report as one of its statutory responsibilities. The main purpose of the annual report is to inform the Secretary of State and key partners about RE and collective worship in schools, together with any advice SACRE has given to the local authority during the year and the response to such advice.

SACRE has responsibility for advising a Local Authority (LA) on its schools:

- For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.
- For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

Although not part of its compulsory statutory role, Calderdale SACRE also seeks to serve and support all schools and academies within the area and makes its agreed RE syllabus freely available to all.

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

### **Meetings of SACRE**

There were four meetings of SACRE during the year 2015-2016. The meetings were held on the following dates and the minutes are included in Appendix 1: 14<sup>th</sup> September 2015, 23<sup>rd</sup> November 2015, 16<sup>th</sup> March 2016 and 22<sup>nd</sup> June 2016. A full programme has been arranged for 2016-2017 with meetings scheduled for 10<sup>th</sup> October 2016, 6<sup>th</sup> December 2016, 15<sup>rd</sup> March 2017 and 22<sup>nd</sup> June 2017. Venues will be published once these have been confirmed. Any subcommittee or working group arrangements will be published as appropriate.

In addition, a joint SACRE conference with Kirklees and Leeds has been arranged for 26 September 2016. This will take place at Holy Trinity Church, Boar Lane, in the centre of Leeds from 6.00 until 8.00 pm. Members of Bradford SACRE have also been invited. It is intended that this meeting may help to develop further partnership in West Yorkshire.

## Membership

SACRE membership includes representatives from all four constituent committees.

Committee A	Faiths and denominations except Anglicans
Committee B	The Church of England
Committee C	Teachers and schools
Committee D	Calderdale Council

A full list of members is included in Appendix 2.

## Events and Developments

During 2015-2016 the principle goal of SACRE has been to continue to embed the revised syllabus and non-statutory units of work. This has also included a revision of the units of work in line with the new GCSE specifications and editing assessment opportunities in line with life without levels. SACRE does not provide other training but recognises and encourages the comprehensive provision of training and support through Pennine Learning. It has also funded and supported specific events from time to time. Details of the provision for training and support are in Appendix 4.

Pennine Learning also provides separate network meetings for teachers of RE at primary and secondary level. These are held each term and are part of the Calderdale Network Package.

Some priorities for 2015-2016 included:

- Editing and revising the units of work to provide for effective RE planning at all key stages.
- Developing partnership working with Kirklees and other neighbouring SACREs

A more detailed explanation of the work carried out this year is included later on in the report.

## **Financial support**

Calderdale SACRE has a budget of £1,000 a year provided by Calderdale Council as part of its statutory duties. Most of this budget funds meetings and other statutory roles. SACRE has now produced a work plan and budget for 2016-17 and hopes that funds will be made available to enhance RE provision in the borough.

During 2015 -16 the RE advisors, Alastair Ross and Ian Ross, are contracted to support SACRE and are funded by Calderdale Council. They are also contracted to deliver training in RE and other areas through Pennine Learning. The total amount of time allocated for SACRE and other related areas of RE is 17 days a year.

## **Partners, Support and advice**

SACRE is grateful for the expertise of its members. Teacher and governor representatives continue to advise on the needs and progress of schools.

SACRE receives advice and information from a number of sources including: Calderdale MBC. NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs), The RE Council of England and Wales, Culham St Gabriel's.

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

## **The future of SACREs**

The future of SACREs is under serious question. The HMI for RE and the Director of Culham St Gabriel's have together argued for the removal of the SACRE system. They have called for their replacement by a new national structure. This is an important debate though any substitute for SACREs would need to be carefully thought through.

In the summer of 2015, a pamphlet was produced by Charles Clarke, former Secretary of State and Linda Woodhead, Professor of Sociology of Religion at the University of Lancaster. The pamphlet, *A New Settlement: Religion and Belief in Schools* arose from research and debate carried out by the Westminster Faith Debates (founded by Mr Clarke and Professor Woodhead) and the Religion and Society Research programme which gave rise to them. Both were supported by the Arts and Humanities Research Council, the Economic and Social Research Council, and Lancaster University.

The pamphlet has no formal authority but will be influential as a call for changes in the direction of RE.

Its principle recommendations are:

- An end to compulsory collective worship;
- A new national RE syllabus determined by the Secretary of State;
- The government should consider making this syllabus compulsory for all schools;
- SACREs' role to be limited to participation in consultation and support for implementation
- A more robust system of inspecting RE;
- Continuation of faith schools but modifications to admissions and possible removal of separate inspection regime

SACRE discussed the implications of this report in terms of the future of RE, collective worship and the role of SACRE. A joint meeting was held with Kirklees SACRE and a response to the recommendations was made to the report. This was forwarded to NATRE and the RE Council for consideration in the consultation process.



## Part 2: Provision of Religious Education

### The Local RE syllabus

The Agreed Syllabus for Calderdale was revised during 2013 - 14 with an entirely new syllabus created to reflect national priorities and local needs. It was jointly produced and funded with Kirklees and also the Anglican Diocese of Wakefield. A joint steering group helped to guide this process. A scheme of work with over 50 units has been written to support the delivery of the syllabus and approximately 90% of schools now have access to these across Calderdale.

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

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

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

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

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

## **Resources**

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

The Hub also contains a range of other support materials including:

- Anthology of religious stories
- Faiths background information
- Governors' guidance
- Ofsted guidance
- RE Council national framework
- RE policy template

The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities. About 400 schools in West Yorkshire and beyond now subscribe to the Hub.

During the year members of SACRE quality assured a selection of the primary units and found them to be of good quality, with one exception that has now been revised.

All units at KS1-2 have also been revised with information about learning outside the classroom and to include new assessment criteria that does not depend on level descriptors.

In the last few years a number of factors have put pressure on RE at KS3. These include a substantial number of schools implementing a two-year KS3 and a new GCSE specification making it important to prepare students with knowledge and skills in a different way.

In the light of these changes new exemplar units have been prepared for schools and the resources offer an alternative pathway for schools to follow at KS3. These units of work have been prepared by teachers in Leeds, Calderdale and Calderdale and supervised by the RE consultant. The new units of work are:

- 7.6 How do the Five Pillars guide Muslims?
- 8.6 Was the universe created by God?
- 8.7 How do beliefs grapple with evil and suffering?
- 9.6 Can religion cause or cure extremism?
- 9.7 How do beliefs make a difference to caring for the environment?

The new units offer an alternative pathway using these units of study. This does not change the statutory requirements of the syllabus; it is simply an alternative way of fulfilling the requirements while also recognising the different scenarios faced by schools. This pathway enables schools to fulfil the requirements by focusing on Religious Studies in Y7, Philosophy in Y8 and Ethics and Community in Y9. In reality, because the units do not purely cover one of these areas, students study Religion, Philosophy and Ethics throughout KS3, but the focus and emphasis is different in each year group. It also means that where schools start GCSE in Y9, they can cover the ethical issues within the GCSE, though in this case, schools must take care to ensure robust coverage of community cohesion and tolerance of diversity.

### **Visits and visitors**

As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school. This is often a difficult practical issue for schools. To assist, a directory of contacts was prepared and issued during the year.

This list is provided to help schools to make contact with faith communities and so enrich students' religious education and, more widely, enhance awareness, understanding and tolerance of religious diversity in our region.

It includes individuals who are willing to come into schools to support RE and to bring some direct engagement with faith communities. It also includes some general information about places and organisations. The list covers Calderdale, Kirklees and Leeds. The list can only be as good as the information offered and received. Additions and suggestions are welcomed from schools, faith communities and individuals.

It is clear that the purpose of visits is to support the education of young people, not in any way to persuade or proselytise. However, direct engagement with people of faith will enliven and inspire pupils' thinking so they can make their own judgments and develop their own understanding. Useful guidance has been published by the National Association of Teachers of RE (NATRE), 'Religious Believers Visiting Schools: guide and code of conduct' (2013).

Although due care was taken to check that individuals and organisations are appropriate and bona fide, it is neither apt nor possible for SACRE or the Council to conduct safeguarding or quality assurance checks in a comprehensive way. It is the responsibility of individual schools to undertake normal safeguarding and quality assurance procedures for themselves.

### **RE Quality Mark**

This report also notes continuing positive developments in RE. The RE Quality Mark (REQM) has been developed to celebrate high quality religious education, providing community schools, church schools and academies with a framework to capture good practice. It encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education. There are three award levels: bronze, silver and gold. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team. SACRE wishes to encourage schools to enter for the REQM and wants to make the achievement of the REQM in schools a priority for the next year. Calderdale SACRE would like to congratulate Holy Trinity Primary Academy and Sowerby Bridge High School for their achievement and attainment of the RE Quality Mark.

## **Public examination results**

### **The national picture of attainment in public examinations**

The number of pupils in England and Wales taking the GCSE Religious Studies full course is at its highest since 2002. There were 284,057 entries, up 0.1% on figures for 2015. This increase is particularly impressive given an overall fall in full course GCSE entries across all subjects of 0.5%. Overall 47% of Y11 students in 2016 took GCSE RS Full Course.

The increase in entries for Religious Studies has been achieved despite the subject having been excluded from the EBacc performance measure. This means that the increase in entries has been due to the popularity of the subject with pupils and the desirability of the qualification, rather than as the response to incentives created by government policy.

The increase in entries for the full course GCSE parallels the increase in A level entries, released recently, which are up by 6.8% this year compared with 2015.

However, there has been a drop in the number of entries for the short course GCSE in Religious Studies. There were 22.9% fewer entries in England for the short course GCSE in RS than there were in 2015. This represents a continuation of a steep decline in entries for the short course, down from 254,698 in 2010 to just 53,093 in 2016. This drop is due to Department for Education performance tables, which no longer take account of results in short courses. The short course is delivered at GCSE standard but covers half the content of a full course and is therefore worth half a GCSE. Changes in entries for short courses have a disproportionately significant impact on RS than on other subjects: almost two thirds of all short course GCSEs taken in England and Wales are in RS.

**The key outcomes for Religious Education in England and Wales at KS4 in 2016 are as follows:**

- There were 284,057 entries for the full course in GCSE RS, a rise of 0.1% from 2015 (283,756)
- There were 71,299 entries for the short course in GCSE RS, a decline of 17.7% from 2015 (86,679)
- There were 355,356 entries for GCSE RS (combined short and full courses), a decline of 4.1% from 2015 (370,435)
- In 2014 there were 1,197 schools making no entries for any RS qualification; a rise from 268 in 2010. This echoes research by NATRE (published in January 2016) that found that 30% of community schools and 40% of academies without a religious character are still failing to meet their legal or contractual agreements to provide religious education for this key age group.
- 29.2% of entries for the full course in GCSE RS were awarded an A or an A\*
- 19.2% of entries for the short course in GCSE RS were awarded an A or an A\*

**Comment from Rudolf Elliott Lockhart, Chief Executive, Religious Education Council of England and Wales (REC):**

*“While it is fantastic to see increasing numbers of students opting to take the full course GCSE in Religious Studies, a reflection of the attraction of an academically rigorous subject that helps prepare students to understand an increasingly diverse modern world, we should not ignore the troubling news that declining entries for the short course mean that more than 100,000 fewer young people have studied the subject at GCSE level this year than in 2010. It is dangerous for there to be increasing numbers of young people missing the opportunity to develop their understanding of the full diversity of faiths and beliefs. More than ever, as our society becomes increasingly multicultural and religious extremism continues to dominate the news agenda, we need young people to be religiously literate. We need them to become skilled intercultural navigators, and good Religious Education is a key part of that.”*

## Local analysis

Exam entries for GCSE full course have dropped considerably this year compared to the national increase. This year 652 students were entered compared with 800 students being entered in 2015. 26% of the total Yr11 cohort within Calderdale schools sat the full course. This is well below the national figure of 47%. As the short course option is not as valued as before due to Progress 8 and the Ebacc, the number of entries for any examination at GCSE has dropped drastically. We do not have access to short course data at Local Authority level, but we are aware that some schools have entered students for short course including the PRU. SACRE is once again concerned that it appears students are not offered entry for RS GCSE and would like to investigate what provision is in place for RE at Key Stage 4 for these students. We will be working with the Secondary network and Secondary schools to examine how key skills taught in RE are transferable to other subjects and desirable for degree level work. Short course RS could be a way of still encouraging students to engage with big issues locally and support community cohesion in learning. As part of the British Values Health Check offered to all secondary schools, SACRE have asked what provision for RE at KS4 is in place. The consultant has investigated this and has confirmed that quality RE appears to be in place in the schools that invited us in.

Only three schools in Calderdale entered more than half of their cohort and only one school entered the whole cohort for RS GSCE Full course. It is worth noting that a neighbouring local authority entered a much higher percentage of the Y11 cohort for examination at GCSE. SACRE is naturally concerned about the difference in these figures and that the low entry for GCSE in Calderdale is a reflection on how RE is valued in Calderdale schools.

Eleven schools entered students for GCSE. Three secondary schools did not enter any students for full course GCSE examination. SACRE have investigated this and can confirm that two schools offer RE at KS4 in line with the local agreed syllabus and that the other school have agreed to offer a GCSE full course and the first examination in this will be in 2017.

SACRE would like to congratulate the students who achieved so well in their examinations this year. 82.9% of students entered for GCSE Religious Studies attained A\* - C. This was above the national average of 71.5%. Calderdale GCSE RS students scored overall better than students in neighbouring authorities. Students that attained A\* – G in GCSE full course compares well to the national average with Calderdale students achieving 99.2% and the national average being 97.8%. These high scores must be seen as a contributing factor for the percentage of GCSE students attaining 5A\*-C grades including English and Mathematics. This figure was 60.0% in Calderdale which compares very favourably against neighbouring local authorities.

More girls were entered for GCSE than boys locally and the girls scored higher grades. 84.5% of girls entered scored A\*-C compared to national girls figure of 77.9%. Boys in Calderdale scored 80.9% compared to 64.06% nationally.

Eight schools entered students for A Level Religious Studies with 59 entries at this level. This number is higher than the number of entries in 2015. The same schools also entered students for AS level with 28 entries being made. There is no national comparative data for A Level and AS Level when this report was being prepared. However, compared with 2015 figures for Calderdale there was a dip in attainment this year with 77.94% at A\* - C in A Level compared to 81.62% in 2015. Overall there is an upward trend in attainment at A Level. Girls did better than boys in A Level this year with 83.65% attaining A\*-C compared with 50% for boys.

In the AS Level we do not have the figures for 2015, but comparing to 2014 attainment has again dipped slightly with 50% of students awarded an A-C grade in 2014 and 42.84% A-C this year. Boys achieved better grades than girls with 60% at A-C grades than girls who attained 33.32%. SACRE questioned whether RS was seen as an easier option for some students, hence the lower grades.

From all of the analysis, SACRE has many questions for schools regarding how RE is valued and will be pressing the local authority to investigate further.



## **Fundamental British Values Health Checks**

As part of the contracted services of Pennine Learning within Calderdale Learning Services, schools were offered a half day visit to carry out a health check in how they are promoting fundamental British Values. This half day visit included a review of the RE Curriculum, including examining the long term plans for RE, the patterns of collective worship in school, an interview with children regarding what they understood about the fundamental values and a discussion with senior members of staff.

Staff training has been offered on SMSC and fundamental British values and has been delivered to well over 1000 staff and governors in Kirklees and Calderdale.

Overall the questions in the review include:

- Is your curriculum broad and balanced? Does it include teaching about democratic values?
- How do you promote knowledge, understanding and tolerance of different faiths and cultures?
- How effectively do you challenge prejudice and promote equality and respect?
- What are your school's values and ethos? How do you communicate and nurture these?
- Are governors, school leaders and staff trained in and fully committed to SMSC and the promotion of democratic values?
- How well do you safeguard pupils from extremism and radicalisation?

The review emphasised the key role of RE in promoting understanding of faiths and tolerance of diversity. Some schools did this admirably; others needed to ensure the provision was robust. Since visiting these ten schools a secondary teachers network has been set up which is self managed. This is being further developed in 2016 – 17.

## Conclusion

Although we continue to face uncertainty, there is reason for optimism about the importance and role of RE in Calderdale. The rich diversity of culture, tradition and faith in our communities is an asset to be celebrated and only emphasises the need for imaginative and constructive religious education. But there is no room for complacency. The commitment of schools to support and encourage RE is critical to nurturing a generation of young people who know, understand and respect diversity and can explore the meaning, purpose and value of their own lives. Calderdale SACRE, supported by the local authority, will do all it can to help teachers, governors and students in this task.

## Part 3: Collective worship

### The Law and Guidance

During the year updated and clarified guidance on collective worship was drafted and will be approved by SACRE in 2016 -17 .This guidance is provided to support schools in fulfilling statutory obligations and promoting good SMSC development. It applies to maintained schools within Calderdale. It does not apply to schools with a religious character which may have guidance from dioceses or other bodies. It does not apply to academies or free schools, where arrangements are governed by the trust deed or funding agreement. However, the basic legal requirements apply to all schools and this guidance may be useful in conjunction with any issued by other authorities.

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend;
- The legal framework outlined here applies to maintained LA schools. In schools with a religious character collective worship is governed by the trust deed. Arrangements in free schools and academies is determined by the funding agreement.
- There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.
- It may take place at any time during the school day and should normally be on school premises.
- It must be appropriate to the age, aptitude and family background of pupils.
- Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.
- Details of arrangements for collective worship, including the policy, must be documented and available to the public.

The 1988 Education Act required collective worship to be wholly or mainly of a broadly Christian character. This allows schools to focus on some broad, universal and important themes, common to world faiths and non-religious world views: compassion, forgiveness, generosity. It also allows schools to remember specific festivals or stories from Christianity and all world faiths, as well as secular perspectives.

## **Determinations**

A determination may be authorised by SACRE to maintained schools which have a distinctive non-Christian religious make up. These schools must make provision for any minorities but a determination should not mean that there are separate acts of collective worship. This would negate the description 'collective'. A determination should be renewed every five years. Free schools and academies need to apply to the Education Funding Agency rather than to SACRE. During the year 2015 – 16 two primary schools still had determinations in effect. One school has decided to renew their determination at the end of the Summer term 2016 and this will be discussed at the first meeting in the 2016 -17 calendar. The consultant and chair will monitor this determination on an annual basis.

## **The purpose and nature of collective worship**

During the year, SACRE discussed the purpose and nature of collective worship. At national level, recent reports have suggested that compulsory collective worship should be abolished. Calderdale SACRE believes that collective worship is an important part of every day school life and that their response to the 'New Settlement' report included the statement – 'Collective worship in variety of formats can be a valuable experience and any legislation abolishing requirement would undermine its continuation.'

## **Support and Monitoring**

During the year schools were offered a visit to support collective worship through a visit to an assembly and a review of school policy and practice. It was offered to all schools in Calderdale (including academies and free schools) and was available for up to six schools.

The RE Consultant has visited 2 schools to support them with the pattern of collective worship in school and provide monitoring tools to use with governors and pupils.

## **Complaints**

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

## Part 4: Summary of achievements and priorities

### Achievements and good practice during 2015 - 16

These include:

- To support the professional development of RE teachers in Calderdale. Training and support for teachers of RE is provided through Pennine Learning. A termly network of up to 35 primary teachers was successfully implemented with foci on teaching and learning of festivals, Islam and assessment for learning. A secondary network has also been set up with 2 schools taking the lead on hosting and setting agendas. Further courses have run including Being an Effective Primary RE Coordinator, Assessment without levels in RE, Teaching and Learning strategies and resources in RE.
- To review and revise resources on RE Hub. New units for KS3 have been written to tie in with GCSE specifications. All primary units on the RE Hub have a learning outside the classroom update included. All the primary units have been amended to look at assessment without levels
- To monitor and support RE in Calderdale. This was carried out through the Fundamental British Values health checks. Overall most schools are using the syllabus and resources well to support RE in schools.
- To offer 'British Values', SMSC and RE 'health check' to secondary schools; Ten schools have taken up this offer and each school received a report to support them in their action planning.
- To support the professional development of SACRE members. Training in collective worship and through awareness of the 'Prevent' duty will be arranged. A regular standing item is also included on all SACRE agendas where a member will discuss their faith or values.
- To continue exploring partnership working with other SACREs in West Yorkshire. Meeting booked for September 2016 with Kirklees and Leeds SACREs to discuss ways ahead for SACREs in West Yorkshire.

## **Priorities for 2016 -17**

### **To support the professional development of RE teachers in Calderdale.**

- Termly networks for primary and Secondary, Primary coordinator course, Teaching and learning strategies and subject knowledge through British Values.
- Supporting hub bid to develop leading teachers and coordinators of RE.
- Develop a website for local schools linked to faith centres and as a portal of links for teachers to use.
- Encourage schools going for Calderdale Gold to post video clips about faith linked to Syllabus and units of work.

### **To support the development of collective worship within schools**

- Write and agree guidance for all schools. Provide a training session on planning inclusive collective worship

### **To support the professional development of SACRE members**

- Annual West Yorkshire meeting of SACREs to agree actions and developments across authorities.
- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.
- PREVENT strategy training
- Agreeing code of conduct for SACRE members.

### **To monitor and support RE in Calderdale**

- Visit 10 primary schools as part of the British Values Health Check.
- Develop a Calderdale Gold Standard for RE in schools using REQM as a benchmark.
- Encourage schools to undertake the preparation of this through Network meetings.
- Agree to assess/ visit 10 schools each year to provide an external view on RE provision.
- Encourage Calderdale Gold Standard schools to apply for REQM.
- Apply for external funding to support schools in funding REQM through various charities. E.g. Culham St Gabriels

## **Appendix 1 – Minutes of Meetings**

### **CALDERDALE METROPOLITAN BOROUGH COUNCIL CALDERDALE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**Minutes of SACRE Meeting  
Monday 14 September 2015  
6.00 pm – 8.00 pm  
The Shay Stadium**

#### **Members in attendance:**

##### **Committee A**

Representing Other Denominations & Faiths	Dr John Hargreaves (JAH) Ms Anne Linehan (AL) Mr John Butterfield (JB) Mr Dermot Bolton (DB)
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##### **Committee B**

Representing the Church of England	Rev John Hellewell (JH)
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##### **Committee C**

Secondary Teachers	Mark Stephenson (MS)
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##### **Committee D**

Representing Calderdale Council	Cllr Dot Foster (DF)
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##### **In attendance**

Mrs Debby Simpson – Clerk (DS)  
Mr Ian Ross (IR)

Quorum for the meeting is 1 representative from each of the 4 Committees



Introductions were made for new members.

### 1. **Apologies and Welcome**

Apologies were received from Fiaz Farooq, Alastair Ross, Rachel Amdurer, Peter Caffrey, Gill Johnson and Shelagh Hirst. No introductions were needed.

### 2. **Presentation from Dr Fiaz Farooq**

This was postponed due to FF being absent. IR presented later on A New Settlement.

### 3. **Minutes of Meeting Held 25 November 2014**

The minutes were approved as a true and accurate record by members present.

### 4. **Matters Arising**

*Representation:* DAS had contacted Sail Suleman for him to ask for representation from the Muslim Community. Imam Rizvi had shown an interest in this. AL said she would be seeing Imam Rizvi at the Interfaith Council next week and would discuss SACRE with him then.

*Cathy Gunningham:* It was agreed that JH would write to CG to thank her for all her contributions to SACRE.

*Cost of Website:* Calderdale had not got back to JH re the cost of setting up a website for SACRE. JH to contact Calderdale again to discuss.

*Information on Visitors to Schools:* DB had not provided this information but agreed to do it by the next meeting.

*Council Representation:* DF agreed to contact Tim Swift regarding attendance of Faisal Shoukat.

*British Values:* IR informed members that Pennine Learning was due to visit 8 schools re British Values. He asked if any members wished to attend the visits that they contact IR or AR to arrange. IR would send out the dates to members. Before the visits take place a questionnaire has been sent to schools and then AR and IR will interview pupils and staff at the school.

*JH Whitely Lecture.* JAH invited governors to attend a lecture being held on 4 November 2015 at 6.15 pm at the Town Hall on J H Whitley 1866 – 1935: A speaker shaped by his Halifax roots. The first non-conformist speaker in the House of Commons.

## 5. **Work Plan/Budget and Evaluation**

DAS explained that David Whalley was now aware of the work plan. He had reiterated that there was no budget for SACRE, however, once something came up and SACRE can show the amount needed and why it is statutory or needed to carry out the statutory duties, the LA will attempt to find the funding for SACRE. It was agreed that this would be discussed at the next Core Group meeting as there were some items that needed adjusting so exact figures could be produced.

It was felt that the University of Bradford, Calderdale College or some similar establishment be approached for videos and media production being produced.

## 6. **Report – A New Settlement**

IR did a presentation on A New Settlement – Religion and Beliefs in Schools. NATRE had asked that members could respond to the report either individually or as a SACRE. The more people/SACRE's responding to this the better. IR pointed out that it was only a discussion item at the moment and had not been passed through parliamentary discussions. The item was also down to be discussed at the RE networks – IR would report back on this as it would give members a better feeling on what schools felt about the document. Responses were needed this half term. DB informed members that Bradford SACRE were doing a conference on 16 November 2015 which was a Collective Worship conference that would discuss this.

After discussion it was agreed that a joint meeting with Kirklees be arranged for 12 October 2015 to go through the responses. DAS agreed to email members the summary and full document.

## 7. **Draft Annual Report**

This is on the work programme for the CYPS Meeting to be held in March.

The data group will be meeting on 2 November 2015 (IR, JH, DF, MS) to discuss.

IR explained that the format of the report will be simple and has passed a copy to JH to consider.

## 8. **Support for RE Teaching**

*Quality Mark for RE:* This was discussed briefly, looking at whether this is something SACRE would want to push onto schools. It was felt that it could cost around £475 to obtain REQM which would be much more than a lot of our

school's annual budget for RE. Various options were discussed as to how it would be possible to get schools interested into this:

- Possibly be subbed from the £4,000 from Kirklees.
- Attract funding from Diocese or people of faith.
- Support rather than fund by buying in someone to do this.

It was felt that £1,700 be made available for 5 schools to gain REQM. Schools should be asked to apply and to give a reason why they think they should obtain REQM.

*British Values:* Already discussed.

## 9. **Publicity Group Report**

The Group had met last term and looked at involving schools and colleges in producing videos etc. JH agreed to do a letter to schools to see who could be involved in such a project. The Publicity Group was due to meet on 2 November 2015 at 1.00 pm (AL, JB, JH and possibly RA).

## 10. **Visitors Group**

This group had not yet met.

## 11. **Date of Next Meetings**

Monday 23 November 2015 – 6.00 pm – St Michaels, Mytholmroyd – IR to book  
 Tuesday 15 March 2016 – 6.00 pm – St Augustine's School – JH to book  
 Wednesday 22 June 2015 – 6.00 pm – Gathering Place – JH to book

## **AOB**

In the RE Newsletter IR had written to schools to see who were interested in Accord Inclusive Schools Award. He will inform members of any progress.

Presentations for future meetings are:-

AL will do a presentation on Buddhism if FF cannot do his at the next meeting.  
 DB will do Humanism  
 JB will do Bahai

## **CALDERDALE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**Minutes of SACRE Meeting  
Monday 23 November 2015  
6.00 pm – 8.00 pm  
Savile Park Primary School**

### **Members in attendance:**

#### **Committee A**

Representing Other Denominations & Faiths	Dr John Hargreaves (JAH) Mr John Butterfield (JB) Mr Dermot Bolton (DB)
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#### **Committee B**

Representing the Church of England	Rev John Hellewell (JH)
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#### **Committee C**

Secondary Teachers	Mark Stephenson (MS)
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#### **Committee D**

Representing Calderdale Council	Cllr Dot Foster (DF)
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#### **In attendance**

Mrs Debby Simpson – Clerk (DS)  
Mr Ian Ross (IR)  
Mr Alastair Ross (AR)

Quorum for the meeting is 1 representative from each of the 4 Committees

# 1. **Apologies and Welcome**

Apologies were received from Fiaz Farooq, Rachel Amdurer, Peter Caffrey, Shelagh Hirst, Anne Linehan, Richard Constantine. No introductions were needed.

# 2. **Presentation from Dr Fiaz Farooq**

This was postponed due to FF being absent.

# 3. **Minutes of Meeting Held 14 September 2015**

Subject to a minor amendment the minutes were approved as a true and accurate record by members present.

# 4. **Matters Arising**

*JH Whitley Lecture:* The Lecture was well received.

*Cathy Gunningham:* JH had sent a letter on behalf of SACRE to CG thanking her for her services to SACRE.

*Cost of Website:* JH had not pursued this as yet.

*Attendance:* DF had not got any further with Cllr Shoukat attending SACRE meetings.

*New Settlement Conference – Bradford:* Unfortunately due to lack of numbers this conference did not go ahead.

*Data Group:* Due to no data being available as yet, the Data Group meeting had to be postponed. This was for all LA's and not just Calderdale. A new meeting will be arranged once the data becomes available.

# 5. **SACRE Membership Review**

JH was in the process of contacting a representative for the Mormons in Calderdale.

Unfortunately, there was still very low representation from the Muslim community on SACRE which was not proportionate to the number of Muslims in Calderdale. AL was not present and members were unsure whether she had spoken to Iman Rivsi at the Interfaith Council. JB agreed to contact Surraya Bibi to see if she could help.

DAS agreed to keep a record of members who weren't attending and would write to those who had missed 3 meetings in a row.

DB informed members of his intention to resign from Calderdale SACRE, however, before leaving he would find a replacement and possibly come to a few of the meetings with the new representative before handing in his resignation.

## 6. SACRE Membership and Safeguarding

A detailed discussion took place with members looking at membership and safeguarding issues. Although there was no direct contact with children from members it was agreed that when members were appointed to SACRE, references be obtained from the nominating body. It was also agreed that a simple safeguarding policy be put in place. JB agreed to send any relevant information to AR after the safeguarding meeting had taken place that he was attending.

## 7. Work Plan and Evaluation

AR/IR went through the work plan that they had for Calderdale for the following year.

- They were now looking at joint meetings between Calderdale, Kirklees and Leeds to see how this would work.
- With regard to Units of Work, funding had now become available for special schools.
- The programme for fundamental values was still continuing.
- AR was meeting with secondary teachers on Wednesday to discuss the new GCSE specification.
- A lot of the schools visited were asking for lists of visitors or organisations to go into schools. Training would be available from Pennine Learning, however, it would be the responsibility of the school to vet using their own safeguarding procedures. At the moment AR/IR were working with 2 teachers who were piloting this. AR asked if anyone was interested or knew anyone or an organisation who would be interested in this to contact him. DB recommended that the code of conduct be part of this and that it needed to go further than Calderdale. This would be assisted by the Hub. It was agreed that AR would email all members re this. DB suggested the form on the British Humanist website might be helpful in making it clear why the visit is taking place.

## 8. Draft Annual Report

IR explained that the report could not be completed due to the GCSE results not being available as yet. Members asked that a few amendments be made to the current document:-

- The type of determination needed to be added to Beech Hill and Parkinson Lane. This led to a discussion on determinations and it was agreed that AR would contact Parkinson Lane to let them know that their determination would run out in 2016. Even though academies are not the responsibility of SACRE it was agreed that he would contact Beech Hill to remind them that they needed to write to EFA in order to renew their determination.

- JH will do a forward for the report.
- The main priorities in Calderdale needed to be expanded on or at least show cross references.
- Committee A, C and D need definitions adding.
- Contact should be through the clerk.

AR agreed to send report out for comments. If there were no comments then the report could be sent to NASACRE without the data.

The report was due to go to Scrutiny on 9 March 2015 when the data should be available to add.

#### **10. Update on Submissions from Meeting on 12 November 2015**

The responses from the meeting had been typed up and sent to members. No more comments had been received so IR agreed to send to NASACRE with a covering letter.

#### **11. Reports of Working Parties**

No meetings had taken place since the last meeting.

#### **12. Bradford Joint Conference**

The Bradford Joint Conference had been postponed. Members discussed the possibility of SACRE's working together. It was agreed that Kirklees and Calderdale would have another joint meeting on either 14 March 2016 or 16 March 2016. This was dependent on which day the Bishop of Huddersfield, Jonathan Gibbs could attend. JH to contact. Once a date has been agreed MS will book Rastrick High for the meeting rather than St Augustines as originally planned. The meeting arranged for 15 March 2015 was now cancelled. The next joint meeting would include PREVENT training.

#### **AOB**

DB had attended Sowerby Bridge to discuss Humanism. This was through the Clerk at Bradford SACRE.

#### **Date of Next Meeting**

14 or 16 March 2016, 6.00 pm at Rastrick High - date tbc

**CALDERDALE METROPOLITAN BOROUGH COUNCIL AND KIRKLEES COUNCIL  
CALDERDALE & KIRKLEES STANDING ADVISORY COUNCILS  
ON RELIGIOUS EDUCATION**

**Minutes of SACRE Meeting  
Tuesday 16 March 2016, 6.00 pm – 8.00 pm at Rastrick High School**

**Calderdale Members in attendance:**

**Committee A**

Representing Other Denominations & Faiths	Dr John Hargreaves (JAH) Dr Fiaz Farooq (FF) Mr Richard Constantine (RC)
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**Committee B**

Representing the Church of England	Rev John Hellewell (JH) Rev Gill Johnson (GJ)
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**Committee C**

Secondary Teachers/Unions	Mr Mark Stephenson (MS) Ms Shelagh Hirst (SH)
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**Committee D**

Representing Calderdale Council	Cllr Peter Caffrey (PC) (Late)
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**In attendance  
Calderdale(DS)**

Mrs Debby Simpson – Clerk for  
  
Mr Ian Ross – Clerk for Calderdale (IR)  
Mr Alastair Ross (AR)  
Bishop Jonathan Gibbs (JG)

Quorum for the meeting is 1 representative from each of the 4 Committees

**Kirklees Members in attendance:**

**Committee A**

Representing Other Denominations & Faiths	Christine Deihim (Baha'is) (CD) Ayub Bismillah (Muslim) (AB)
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**Committee B**

Representing the Church of England	Rev Gill Johnson (GJ)
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## Committee C

Teachers

Janice Leam (JL)  
 Mehrun Mohamed (MM)  
 Helen Boutle (HB)  
 Carol Waters (CW)

## Committee D

Representing Calderdale Council

## In attendance

Dr Emma Salter  
 Mr Ian Ross –  
 Mr Alastair Ross (AR)

### 1. Apologies and Welcome

It was agreed that JH would Chair the joint meeting. Members and guests introduced themselves.

**Calderdale Apologies:** Rachel Amdurer, John Butterfield,, Anne Linehan, Dot Foster, Dermot Bolton

**KirkleesApologies:** Simon Alvy, Wayne Clarke, Suzanne Bridges, Anita Raggett, Fatima Mamaniyat,

### 2. Minutes of Calderdale Meeting (23/11/15) and Matters Arising and Minutes of Kirklees Meeting (18/11/15) and Matters Arising

**Calderdale:** Due to no Council representation the meeting wasn't quorate at this point and it was agreed that the minutes be taken to the next meeting being held in June 2016.

**Kirklees:** Agreed as a true record by C Deihim and J Leam. Matters arising will be discussed under the agreed agenda.

### 3 Discussion and agreement of a determination for Kirklees SACRE

Pentland Infant and Nursery School would like to renew their determination for collective worship. MM asked why a school would need a determination nowadays in light of most schools having inclusive assemblies for all. AR explained the background to the application. A discussion was held.

CW proposed that the determination be agreed. JL seconded. All agreed. IR/ AR will write to the school to explain next steps including regular monitoring.

#### 4. **Update on Syllabus and Units of Work**

The syllabus was now 2 years old and was now in need of revision, especially in light of the new KS3 curriculum work that needed to dovetail with the new syllabus. Calderdale and Kirklees had done the syllabus together, however, Leeds City Council's syllabus was also in line with the Calderdale and Kirklees Syllabus and it was thought that they would be able to input into any updates.

The Special Needs Units for special schools were due to go on-line onto the hub in September 2016.

Although there were slight amendments to the assessment part of the units in order to fit into the life without levels descriptors, these were minimal due to this already being considered when the Units were first produced. The Units now needed to broaden, deepen and widen the curriculum for age related expectation before a pupil can move onto the next year group.

IR gave members a sample of the work and said that there was currently a working party looking at this consisting of teachers from 3 Kirklees schools and 1 from Calderdale. They were hoping to finish by September.

Councillor Caffrey from Calderdale arrived for the meeting at this point.

#### 5. **Enhancing RE through Faith Visits and Visitors – A Discussion with Bishop Jonathan**

Bishop Jonathan (JG) introduced himself and gave a brief description of his role and position within Education.

He informed members that the Faith Forum in Kirklees was already looking at visits to places of worship, however, this needed enhancing throughout Calderdale and Kirklees. He felt that the work SACRE does at the moment was more important than it had ever been.

JH said that links with other bodies and the LA's was very important and both SACRE's were now looking at ways to encourage fruitful relationships with all parties concerned.

Members discussed their various experiences of visits that had already taken place. Some of the main points that arose were:-

- There was a lot of power in visiting different establishments.
- Engaging with people and place focus was always good.
- In order to progress community cohesion and religious literacy was needed.

- It was felt that in a place of worship there were trained people on hand who could speak about what they were doing.
- Links needed to be made with places of worship that wasn't just a tourist thing but an engagement.
- The Interfaith Council in Calderdale was not the same as the Faith Forum in Kirklees and members had a good working relationship with the Interfaith Council but did not have the crossover as there was an issue of personnel.
- Members of Kirklees SACRE were meeting with their LA next week to discuss some of these issues.
- The barriers to the success of this were money, transport, trained personnel, schools' not knowing where to go.
- School staff needed confidence in anyone they were inviting into their school.
- Could possibly look at being more creative with visits, looking at cross curricular activities in a place of worship. For example a visit to a place of worship could look at history (within the building), geography (the geographical area of the building), Art etc.
- There is potential educational richness in educational visits.
- Possibly looking at the working party that was looking at Unit of Works input into developing something for one day.
- It was a big ask for places of worship to be asked to open their buildings for a day and could incur cost, however, the Halifax Minster and Cathedrals do have broader roles to play in this.
- Can a platform be created to adapt and share resources.
- The issue of whole class/school involvement needs to be looked at, as not all pupils are always allowed to go. Suggestions to overcome this issue were, presentations of successful journeys where schools had overcome this, inviting parents in to look at what you are doing regarding this.
- AR will be attending a meeting next week to look at the current list of people who can go into schools in order to look at the protocol for this.

The following actions were agreed:

Lists of visitors be created – cross border.

JG to give a brief across all schools.

Better links to be created within Calderdale and Calderdale Council as well as the Interfaith Council in Calderdale and Faith Forum in Kirklees. JH to contact Rev Hilary Barber from the Halifax Minster.

Question and Answers be created both locally and Nationally – AR to speak to Mark Chater with regard to the videos from Culham St Gabriels and West Hill.

## 6. Joint RE Conference and Training for SACRE Members

This was explained as a joint conference and training opportunity for SACRE members.

It was hoped that this would be held on 26 September 2016 from 6.00 pm – 9.00 and include members from Calderdale, Kirklees and Leeds SACRE.

Discussion took place on what the outcome of this would be. It was agreed that this would be enriching RE in our schools and would be aimed at SACRE members. A development plan would need to be produced in order to provide quality RE. It would be a mix with both local and regional expertise.

It was noted that boundary changes need to be taken into consideration for any plans made.

The next steps were for AR to contact a Key Note speaker – possible the Regional Commissioner or Professor Linda Woodhead and Charles Clarke the authors of A New Development.

Look at inviting Bradford SACRE to join in with the conference.

DAS will contact a suitable venue to look at cost etc.

### **Date of Next Meeting**

**Calderdale:** 22 June 2016 –

**Kirklees:** 23<sup>rd</sup> June 2016 – Quaker Meeting House, Paddock

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**CALDERDALE METROPOLITAN BOROUGH COUNCIL  
CALDERDALE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**Minutes of SACRE Annual General Meeting  
Wednesday 22 June 2016  
6.00 pm – 8.00 pm  
The Gathering Place – Halifax**

**Members in attendance:**

**Committee A**

Representing Other Denominations & Faiths	Dr John Hargreaves (JAH) Mr John Butterfield (JB) Mr Dermot Bolton (DB) Mr Rob Billson (RB) Ms Anne Linehan (AL) Mr Richard Constantine (RC)
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**Committee B**

Representing the Church of England	Rev John Hellewell (JH)
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**Committee C**

Secondary Teachers/Unions	Mrs Shelagh Hirst (SH)
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**Committee D**

Representing Calderdale Council	Cllr Dot Foster (DF)
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**In attendance**

Mrs Debby Simpson – Clerk (DS)  
Mr Ian Ross (IR)  
Mr Alastair Ross (AR)

Quorum for the meeting is 1 representative from each of the 4 Committees

#### **A. Apologies and Welcome**

Introductions were made and Mr Rob Billson (British Humanist Society) was welcomed to the meeting. Apologies were received from Fiaz Farooq, Rachel Amdurer, Susan Press and Gill Johnson. DB informed members that this would be his last meeting at SACRE. Members thanked him for his contribution.

#### **B. Election of Chair**

Nominations were requested for Chair to the Committee. AL proposed JH to continue as Chair and DF seconded. All agreed unanimously.

#### **C. Election of Vice Chair**

RB offered to nominate himself as Vice Chair. All agreed unanimously.

#### **D. Election of Group Chairs**

JH explained that this had in the past only been done if a Chair for each Committee. It was agreed unanimously that this should continue.

#### **E. SACRE Membership Review**

DAS had looked at membership and contacted some people who haven't attended. It was agreed that DAS would speak to Surraya Bibi to see if she was interested in becoming a representative or knew of anyone else from the Interfaith Council. DAS would also contact JA to see if he intended continuing on SACRE.

#### **F. Minutes of the Meeting 23/11/15 and 16/3/16**

##### **23/11/15**

*Presentations:* Members asked how the presentations were working. DAS explained that she did have an order, of which FF is at the top of the list, unfortunately he was absent at this meeting and the Bishop did a presentation at the meeting in March. DAS said for the next meeting she would ask FF in the first instance and then go to the next on the list which were:

DB – Humanism

JB – Bahai

DB said that even though he was no longer a member he was quite happy to come to the meeting to present on Humanism with RB.

*Data:* Data had been received from Calderdale in December. The lateness was generic throughout all LA's due to a new system. This was put into the Annual Report which was then sent to the DfE and was taken to Scrutiny in February.

*Safeguarding:* JB has now emailed the Safeguarding Policies from the Interfaith Council to DAS who agreed to email the documents to members after the meeting. The Interfaith Council was providing training on 13 October 2016, 10.00 am – 3.00 pm which they were opening up to other people and members of SACRE were therefore invited. Details of training requirements were circulated. JB will send more details once the venue is confirmed.

Members felt that because SACRE was connected with the LA some training could possibly be given by the LA on what measures SACRE members should be taking with regard to Safeguarding. DAS agreed to get in touch with Rezina Kelly from the LA to discuss this with the possibility of inviting her to do a short presentation at one of the meetings.

Some of the suggestions put forward by members were our own policy, code of conduct, signing a declaration. These would be looked at after the training.

*Determinations:* AR informed members that he had written to Parkinson Lane informing them that their determination was due to end and the school were now in the process of considering the renewal of their determination.

The minutes were agreed as a true and accurate record.

### **16/3/16**

*Conference:* AR had written to the Chair of Calderdale, Leeds and Kirklees and the date had previously been agreed as 26 September 2016 at 6pm. Discussion took place and it was agreed that once this had been brought up at the Kirklees meeting the following day, JH would contact the other 2 Chairs of SACRE to discuss the best way forward so that AR had a guide on what was required. Suggested venue in central Leeds as it was the easiest place to access from all 3 local authorities. (Subsequently Kirklees has also agreed to this and venue is likely to be Holy Trinity church, a few metres from the station).

*Better Links:* JH still needed to contact Rev Hilary Barber re developing better links between the Interfaith Council and Calderdale and Kirklees.

The minutes were agreed as a true and accurate record.

## 1. **Work Plan and Budget 2016/17**

JH explained that last year a group had been put together to look at this and felt that this should be the way forward for this year. It was agreed that JB, RB, DF, JH and IR form this year's working party with the remit being to provide a plan in order to see how much budget would be required.

IR explained what Pennine Learning would provide as part of their Contract with Calderdale:

- A visit be made to 10 primary schools
- Monitoring of Collective Worship
- 3 Training sessions for Teachers plus networks are also provided directly by PL.

## 2. **A Briefing on Buddhism**

AL did a presentation on Buddhism for members.

## 3. **Visits and Visitors to enhance RE in schools**

Discussion took place on pupils engaging with people in faith. IR had now produced a list of people who could go into school. AR asked if anyone wanted to be on the list or knew of anyone else who they felt needed to go on the list to let him know. Once complete this will be emailed to schools. Members asked if schools could be asked if they wanted to add anyone to the list when the email went out.

There was still more work to do on the list. JAH asked for the Mount Sion Project to be added. It was agreed that DB would take the list to Bradford SACRE in order to share good practice.

## 4. **Editing of the Local Agreed Syllabus**

### A. *High Court Ruling*

After the High Court Ruling AR had written to all secondary schools to remind them that the hub resources require them to look at none religious world views. A chart had been produced to make this easier. AR explained what had happened with regard to the ruling to members. He informed members that a slight amendment needed to be made to the syllabus and the assessment guidance needed to be edited.

Six new units of works had been produced at KS3.



## B. *Assessment Guidance*

Tweaks are now needed to the non statutory guidance. The team that had been working on the primary guidance are now ready to start on the secondary guidance. The need to widen and deepen needed to be emphasised.

## 5. **Dates of Next Meeting**

Monday 10 October 2016 – 6.00 pm provisionally at St Paul's, Sowerby Bridge. DF to send details of who to contact and DAS will book the room. If none available DAS will look at St Paul's at Kings Cross through the Interfaith Council.

Tuesday 6 December 2016 – 6.00 pm at a Venue in Todmorden – DAS to arrange

Wednesday 15 March 2017 – Madni Mosque – DAS to arrange

Thursday 22 June 2017 (AGM) – Southgate Methodist Church – Elland

## 6. **Any Other Business**

None.

## Appendix 2

### Calderdale SACRE Membership and attendance

Name	Representing	14/09/2015	23/11/2015	16/03/2016	22/06/2016
John Butterfield	Bahai	P	P	A	P
John Hargreaves	Methodist	P	P	P	P
Richard Constantine	Catholic - Leeds Diocese	A	A	P	P
Anne Linehan	Buddhists	P	A	A	P
Rob Billson	British Humanist Association				P
Dermot Bolton	British Humanist Association	P	P	A	P
Rachel Amdurer	Jewish	A	A	A	A
Danny Murphy	Mormon				
John Irvine	Salvation Army				
Fiaz Farooq	Muslim	A	A	P	A
James Allinson	C of E	A	A	A	A
Gill Johnson	C of E	A	A	P	A
John Hellewell	C of E	P	P	P	P
Mark Stephenson	Secondary Teacher	P	P	P	A
Simon Scott	Primary Headteacher	A	A		
Shelagh Hirst	ATL	A	A	P	P
James Franklin-Smith	Secondary Deputy	A	A	A	A
Cllr Dot Foster	LA	P	P	A	P
Cllr Peter Caffrey	LA	A	A	L	A
Cllr Susan Press	LA				A
Cllr Faisal Shoukat	LA	A	A	P	

P = Attended

L = Late

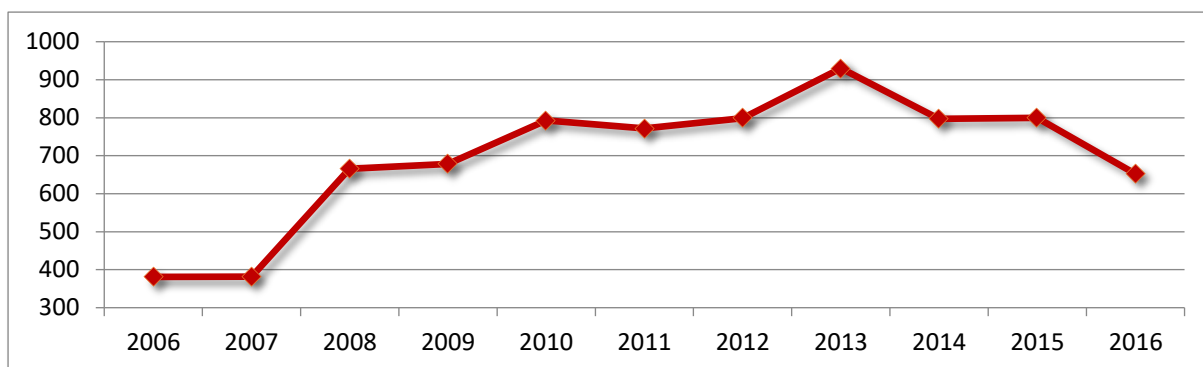
A = Absent

 Not Relevant/Resigned

### Appendix 3 – Examination results

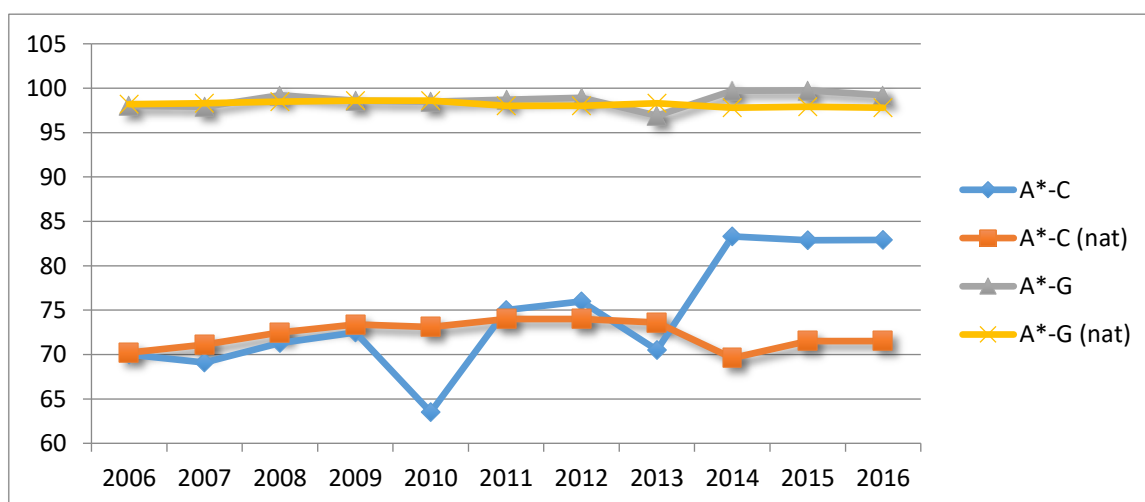
#### GCSE Results – Full Course (number of entries)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Total entries</b>	381	382	666	678	793	772	799	930	797	800	652



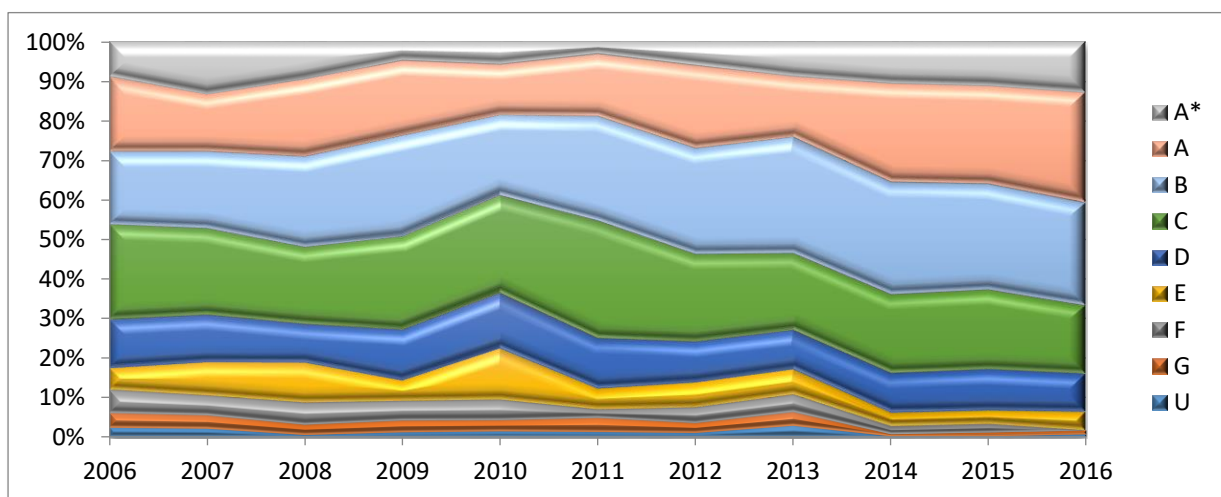
#### GCSE Results – Grouped comparison

%age	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>A*-C</b>	70.0	69.1	71.3	72.5	63.5	75.0	76.0	70.5	83.3	82.88	82.9
<b>A*-C (national)</b>	70.2	71.1	72.5	73.4	73.1	74.0	74.0	73.6	69.6	71.8	71.5
<b>A*-G</b>	98.0	97.9	99.2	98.6	98.5	98.7	98.9	96.9	99.7	99.75	99.2
<b>A*-G (national)</b>	98.2	98.3	98.5	98.6	98.6	98.0	98.0	98.3	97.8	97.9	97.8



### GCSE Results – Full Course – Grade breakdown (%)

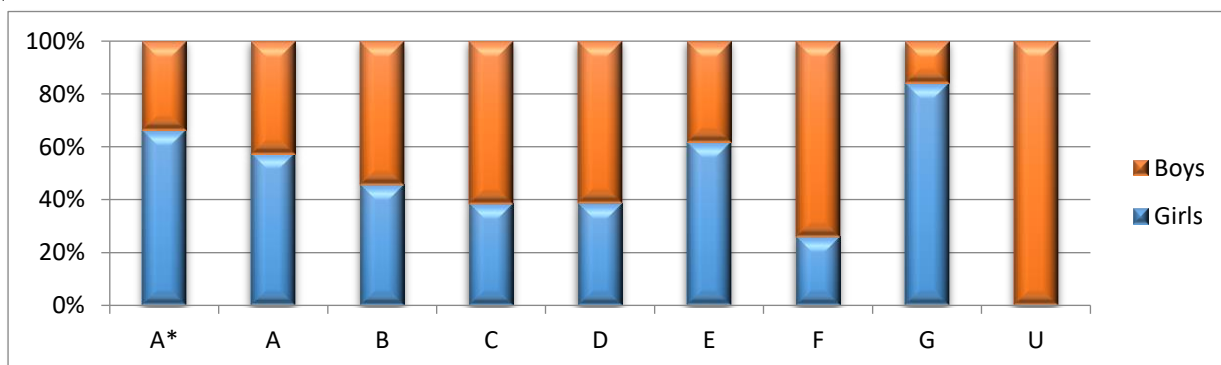
Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
A*	8.6	13.1	9.3	4.6	5.6	3.0	5.9	9.4	10.4	11.0	12.5
A	19.1	14.6	19.6	19.1	12.9	15.8	21.0	16.8	25.0	24.88	27.6
B	18.4	19.4	22.9	25.4	20.2	26.3	26.8	23.1	28.5	26.75	25.7
C	24.1	22.0	19.5	23.7	24.8	29.9	22.3	21.3	19.9	20.25	17.0
D	12.3	12.0	9.7	12.8	14.0	12.7	10.36	10.8	10.0	10.38	9.5
E	5.5	8.4	10.1	5.2	13.0	5.3	6.3	7.0	3.4	3.38	4.6
F	5.8	5.0	5.5	4.9	5.1	2.1	3.9	4.8	2.0	2.13	1.0
G	3.7	3.4	2.6	3.0	2.8	3.6	2.5	3.8	0.5	1.00	1.0
U	2.4	2.1	0.6	1.2	1.5	1.3	1.1	3.1	0.3	0.25	0.7



### GCSE Results – Full Course Gender breakdown 2016 (%)

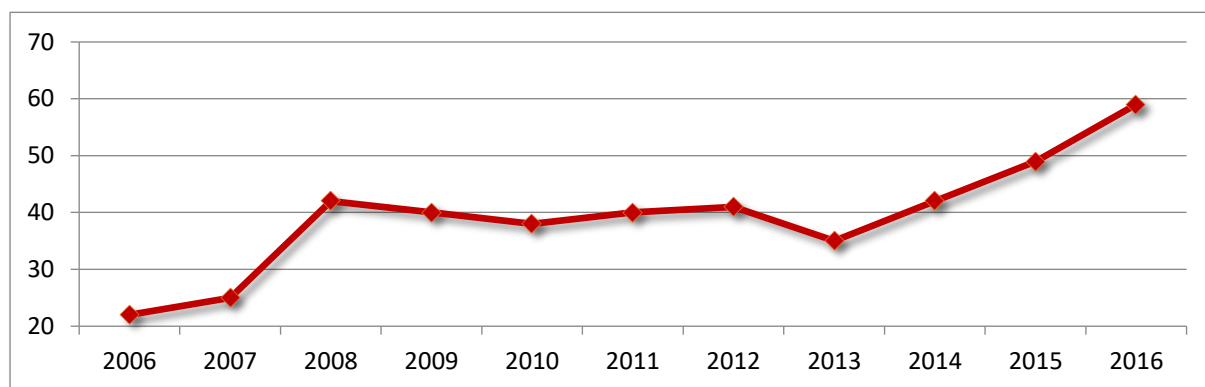
NOE Girls = 358 NOE Boys = 294

	A*	A	B	C	D	E	F	G	U
Girls	16.2	31.2	23.7	13.4	7.5	5.5	0.6	1.6	0
Boys	8.2	23.1	28.2	21.4	11.9	3.4	1.7	0.3	1.7



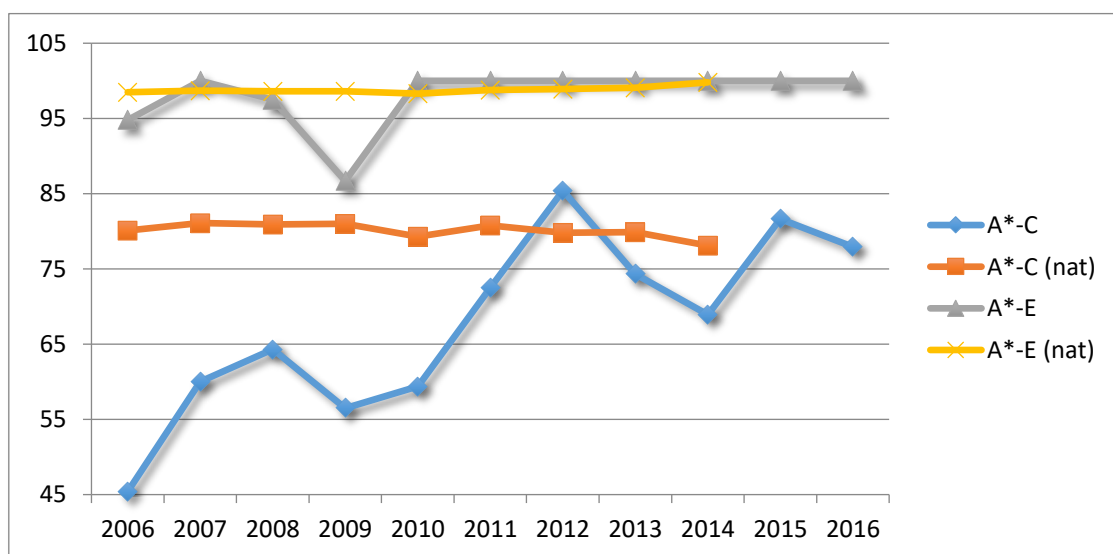
## A Level Results: Number of entries

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Total entries</b>	22	25	42	40	38	40	41	35	42	49	59



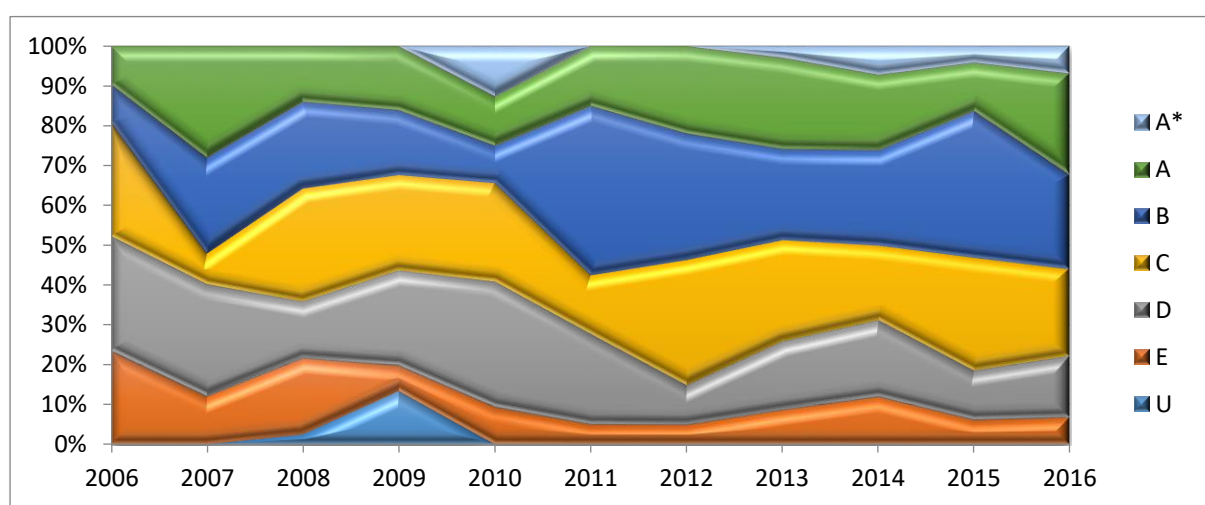
## A Level: Grade Comparisons

%age	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>A*-C</b>	45.4	60	64.3	56.5	59.4	72.5	85.4	74.3	68.9	81.62	77.94
<b>A*-C (national)</b>	80.1	81.1	80.9	81.0	79.3	80.8	79.8	79.9	78.1	Not Avail	Not Avail
<b>A*-E</b>	94.8	100	97.5	86.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>A*-E (national)</b>	98.5	98.7	98.6	98.6	98.3	98.8	98.9	99.1	99.8	Not Avail	Not Avail



## A Level: Grade Breakdown %

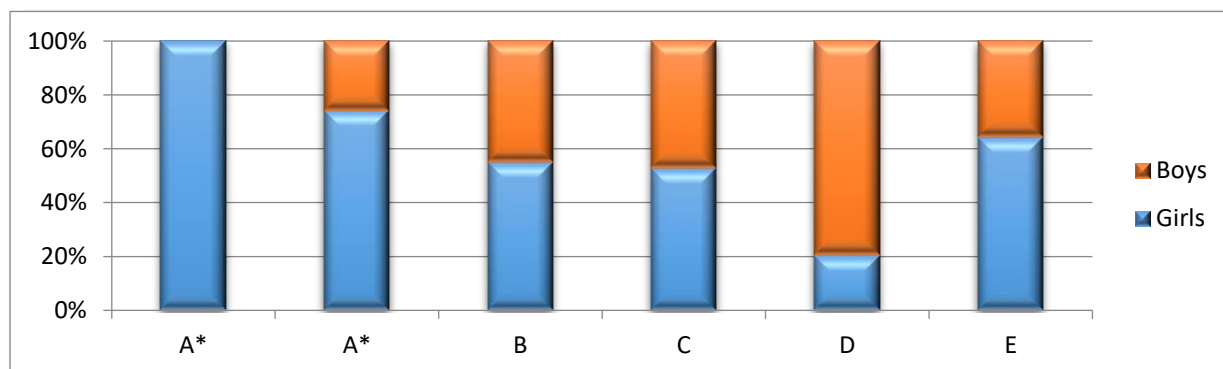
Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
A*					12.5	0.0	0.0	2.9	7.1	4.08	6.77
A	9.1	28	14	16.1	12.5	15.0	22.0	22.9	19.0	12.24	25.42
B	9.1	24	21.7	16.2	9.4	42.5	31.7	22.9	23.8	36.73	23.72
C	27.2	8	28.6	24.2	25.0	15.0	31.7	25.7	19.0	28.57	22.03
D	27.2	28	14.1	23.8	31.3	22.5	9.8	17.1	19.0	12.24	15.25
E	22.2	12	19.1	6.4	9.4	5.0	4.9	8.6	11.9	6.12	6.77
U	0	0	2.5	13.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0



## A Level: Grade Breakdown by gender % (2016 only)

NOE Girls = 49 NOE Boys = 10

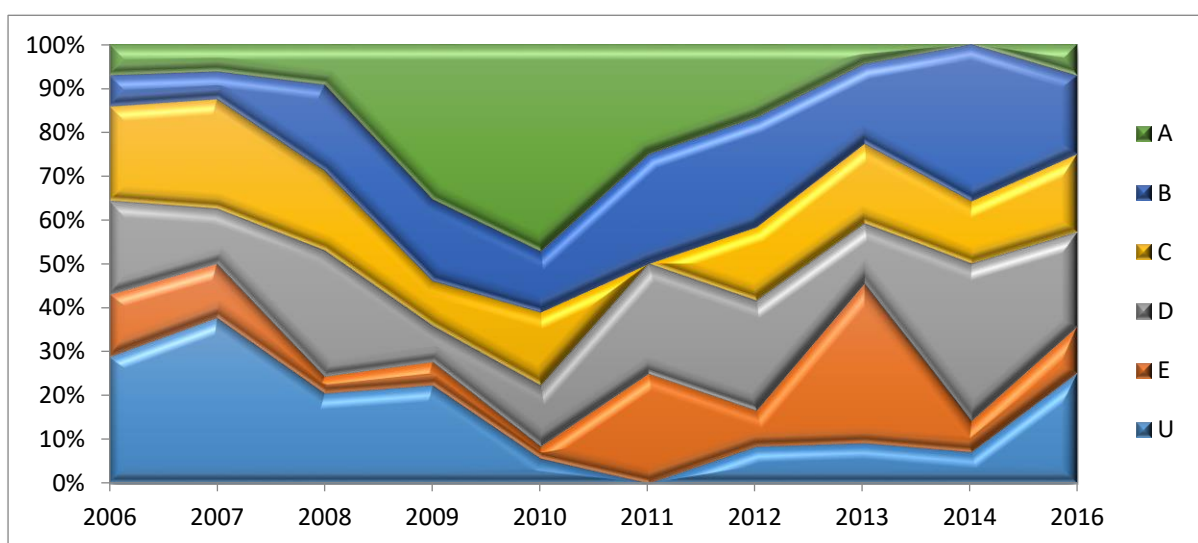
	A*	A	B	C	D	E
Girls	8.16	28.57	24.48	22.44	10.20	6.12
Boys	0.0	10.0	20.0	20.0	40.0	10.0



## AS Results

NOE in 2016 = 28

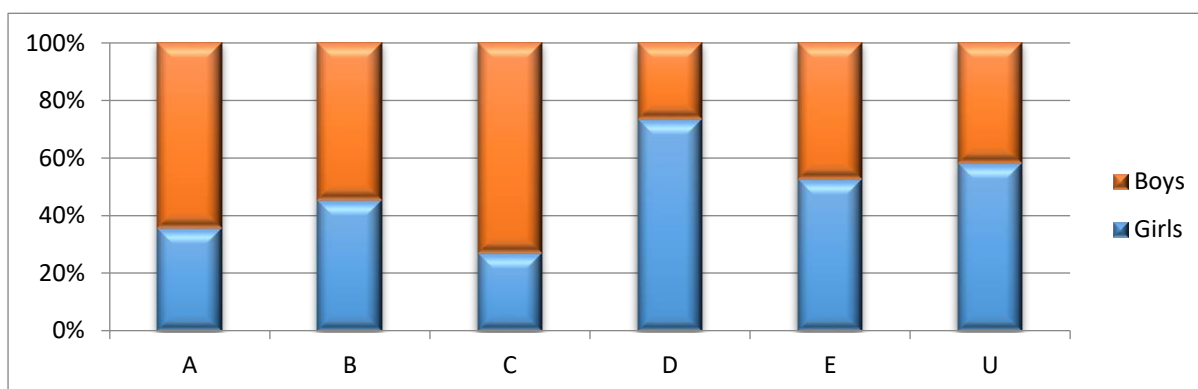
Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
A	7.1	6.25	9.2	35.3	47.2	25.0	16.7	4.5	0	Data not available for 2015	7.14
B	7.1	6.25	19.6	18.6	13.9	25.0	25.0	18.2	35.7		17.85
C	21.4	25	18.2	10.2	16.7	0.0	16.7	18.2	14.3		17.85
D	21.4	12.5	28.7	8.2	13.9	25.0	25.0	13.6	35.7		21.42
E	14.3	12.5	3.9	5.5	2.8	25.0	8.3	36.4	7.1		10.71
U	28.5	37.5	20.4	22.2	5.6	0.0	8.3	9.1	7.1		25



## AS Results – Gender

NOE Girls 2016 = 18 NOE Boys 2016 =10

	A	B	C	D	E	U
<b>Girls</b>	5.55	16.66	11.11	27.77	11.11	27.77
<b>Boys</b>	10	20	30	10	10	20



## Appendix 4

### Professional development and consultancy provided by Pennine Learning Associates Ltd

#### Courses during 2015 -16

Date	Title	Approx numbers
13 <sup>th</sup> October 2015	Primary RE network	35
2 <sup>nd</sup> October 2015	Being an Effective RE Coordinator	10
29 <sup>th</sup> January 2016	Assessment beyond Levels in RE	10
9 <sup>th</sup> February 2016	Primary RE network	35
14 <sup>th</sup> June 2016	Primary RE network	35
Three meetings a year	Secondary RE Leaders Network	10

Schools were visited by Pennine Learning Associates for a range of purposes including SMSC training, RE syllabus training. Further training on RE was also provided for ITE trainees on both the primary and secondary SCITT programme.