



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

Annual Report 2021-22

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Section One: Introduction and the Work of SACRE

Words from the Chair

In this academic year the pandemic continued still caused some disruption to school life and the education of our children and young people. This, along with significant world-wide events and issues, such as conflict, climate change and economic stability, have also affected many as we, and our schools, navigate a way out of the pandemic. On behalf of SACRE, I would like to thank all the staff and governors in our schools for their perseverance, dedication and hard work to make sure our children and young people still had meaningful access to RE within the curriculum. The staff in particular do such important work, and they are often incredibly skilled and dedicated to their subject. Due to their creativity and commitment, RE becomes a subject that can transform young people and our wider communities by contributing to a wider understanding of the world and why it is the way it is.

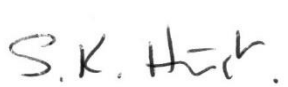
Calderdale SACRE remains committed to promoting quality RE and Collective Worship in Calderdale schools, and encouraged all Calderdale schools to take up the offer of professional support and training to enhance their current provision. We were pleased to learn that a number of Professional Development courses for new and experienced RE Co-ordinators , RE Co-ordinator termly Networking events and a Calderdale/Kirklees SACRE jointly funded RE Conference took place. These events, alongside the requests for, and provision of, support to individual schools, enables the RE Coordinator to gain an insight into many aspects of the provision of RE and collective worship in Calderdale as outlined in this report.

This year Calderdale SACRE undertook a Self-Evaluation Review based on the NASACRE template which proved invaluable to identifying the priorities for our development and work in 2022-23 and 2023-24. We continued to welcome and value the opportunities to work with other partners and organisations, as detailed in the report, to access support, advice and guidance which informed and supported our work in 2021-22. Our continued involvement within the collaboration of West Yorkshire SACREs has also proved to be very beneficial to our work as it enabled the wider sharing of common interests, concerns, issues, good practice and experience.

This year we were not able to present the Annual SACRE Report to the Children & Young People's Scrutiny Panel but work has been undertaken to ensure in future this is embedded in the Panel's calendar of meetings. On behalf of SACRE, I would like to thank Calderdale Council and our RE Consultant, Ian Ross, for their continued support and in our work as well as Pennine Learning and Calderdale's School Effectiveness Service for the provision of training and support to our schools.

Calderdale SACRE is predominantly made up of volunteers members, as outlined in this report, and I would also like to thank them for their continued commitment to the children and young people of Calderdale through their significant support, expertise and contribution to the work we undertake.

I commend this report to you which contains more detailed descriptions of the work of this SACRE.



Shelagh K Hirst, Chair of SACRE

Overview

This annual report is prepared by Calderdale SACRE. SACRE as a body is required to advise the Local Authority on matters relating to Religious Education and Collective Worship. This report provides a picture of the support given for Religious Education and Collective Worship during 2021-22. The report is a public document which is also sent to the National Association of SACREs (NASACRE) and the Department for Education.

For further information on the report or on RE and Collective Worship in Calderdale, contact Ian Ross at ian@penninelearning.com

For information on SACRE please contact the clerk, Debby Simpson debby.simpson@calderdale.gov.uk

Dates and content of meetings

There were four meetings of Calderdale SACRE during the year 2021-22, all held via Zoom Meetings are open to the public and minutes are also available on-line. These meetings were held on 21st October 2021, 29th November 2021, 14th March 2022 and the AGM on 23rd June 2022.

Shelagh Hirst was appointed chair of SACRE in June 2021 and was ably supported by Mark Sharp as Vice Chair. SACRE membership has increased this last year, but SACRE is conscious that diversity in representation is needed including the range of faiths and beliefs in the area as well as working with Multi Academy Trusts.

As well as considering the general position of RE and collective worship in the borough, SACRE discussed the following issues at its meetings during the year:

- The Local Agreed syllabus – due to be reviewed and revised by 2024;
- Revision of guidance on sensitivity to faith in schools;
- Clarification of funding for Calderdale SACRE responsibilities and activities;
- Review of secondary provision for RE, including time allocation;
- Progress on the two films funded by Westhill endowment trust;
- Faith and education project to encourage engagement between faith communities and schools;
- Improving representation on SACRE from those groups currently under-represented;

- Discrimination and prejudice, including discussions about Judaism and antisemitism, understanding Humanism and the promotion of best practice in schools;
- Completion of SACRE self-evaluation
- National Association of SACREs (NASACRE) – items of interest or action, including information from NASACRE conference on Ofsted developments.
- Future joint meetings of chairs and vice chairs across West Yorkshire (WYSACRE);

SACRE Priorities for 2021-22

In the development plan for 2021-22, the priorities for SACRE are outlined below:

1. Communication, information and guidance.
 - Produce regular information for schools, including regular updating of intranet for schools and half termly newsletter;
 - Provide updated guidance on key areas: RE, Collective Worship, Celebrating diversity, and nurturing tolerance of different faiths and beliefs.
2. Professional development and support
 - Provision of CPD, regional networks and consultancy for primary and secondary schools;
 - Begin the process of reviewing and updating local agreed syllabus for RE;
 - Monitor compliance and provision of RE in secondary schools.
3. Strategy and priorities
 - Widening participation and involvement in SACRE;
 - Further develop the West Yorkshire SACRE Hub;
 - Implement new format for annual report; report to be presented to scrutiny panel.
4. Promoting understanding and tolerance
 - Continuing to develop ‘Schools Welcome!’ project to encourage visits and visitors to and from faith communities; update and maintain visits directory;
 - Offering free training to faith communities;
 - Offering pupil diversity days on Interfaith and Spring Celebrations.
 - Produce guidance on faith sensitivities.

Self-evaluation

During the year, Calderdale SACRE completed a process of self-evaluation based on the NASACRE template. Arising from this the following areas future development were identified and will be built into the development plan for the next two years.

SACRE

1. Membership and attendance: SACRE needs to ensure there continues to be consistent attendance and needs more teacher representatives. Contacts with partners, such as HE providers, should be developed. It is worth exploring whether a more structured link with MATs is feasible and beneficial
2. Communication: An annual discussion of the report should take place at CYP Scrutiny or similar. Procedures should be put in place so that meaningful contact can be made with and between members outside of SACRE meetings. More opportunities should be found to hear from pupils and teachers.
3. Planning and Strategy: The development plan should be reviewed regularly and be the focus of every SACRE meeting. An annual questionnaire should also be sent to all schools to elicit relevant information and to enquire about what support might be needed.

Religious Education

1. Information: An annual questionnaire should be used to enquire about RE and other matters. Arrangements should be made to receive and analyse data from public examinations. Together with reviewing Ofsted reports this information should be used to focus on appropriate support and intervention.
2. Providing more subject knowledge and teaching and learning activities training.

Local Agreed Syllabus

1. Planning for the review and revision of the agreed syllabus, due by 2024, should start in September 2022. This should fully involve teachers, the maintained and academy sector, and faith representatives. It should recognise and include latest guidance, research and developments and should be in partnership with other authorities in West Yorkshire.

Collective Worship

1. The pandemic has narrowed the scope of CoWo and SACRE now needs to raise its profile and offer some review or professional development to schools.

2. Continue to monitor and support the school in Calderdale with a determination.

Community Cohesion

1. Review and reflect on census information on faith, due in autumn 2022, and discuss how this might affect SACRE's work.
2. Develop further links with the Communities team and Calderdale Interfaith Council to ensure SACRE is fully engaged with wider borough issues.

Further details of the self-evaluation or the development plan can be obtained via the clerk to SACRE.

Meetings for 2022-23

SACRE meetings for 2022-2023 have been provisionally arranged for these dates: 4th October 2022, 1st December 2022, 28th February 2023 and 28th June 2023. For more information contact the clerk, debby.simpson@calderdale.gov.uk

Priorities for 2022 - 23

Provide updated guidance and audit toolkits on key areas

- *RE*
- *Celebrating diversity*
- *SMSC and Fundamental Values*

Widen the membership of SACRE to ensure it fulfils its statutory duties

Produce updated collective worship guidance for schools and provide training for Schools and SACRE members and monitor and support Collective Worship in up to 8 schools

Offer professional conversations/ practice deep dives or assessment towards the SACRE RE Award to one cluster of schools within the borough e.g. Elland.

Begin the review process of the local agreed syllabus so that it is ready by 2024.

Section Two: Statutory Responsibilities: Religious Education

The Local Agreed Syllabus

The Local Agreed syllabus, 'Believing and Belonging', is the statutory curriculum for all maintained schools in the borough. This syllabus is now shared with Bradford, as well as Kirklees and Leeds. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools. Results from the recent SACRE survey of secondary RE provision in Calderdale demonstrated that the great majority of secondary academies have adopted the local agreed syllabus.

The agreed syllabus is due to be reviewed and updated by 2024. The process for this review will be introduced at the SACRE meeting in Autumn 2022 and a timeline for completion will be put in place. Following the recent completion of the SACRE self-evaluation (SEF), it was agreed that 'Section 3: The effectiveness of the locally agreed syllabus' will be used as a framework for the syllabus review.

Standards and Monitoring

SACRE enquiry

In November 2021, Calderdale SACRE asked secondary schools to complete a brief survey about the provision of RE. Thirteen schools replied and those who did not respond have been followed up.

The main general findings and issues from the survey were:

- Most schools use the local agreed syllabus
- Most schools make adequate time and curriculum provision at KS3.
- Only about 1/3 of responding schools had adequate provision for RE at Key Stage 4.
- A few schools seemed to be unaware of the requirements to follow a syllabus, citing the 'national curriculum' or 'we are an academy'

The survey has informed SACRE of the needs of secondary schools and enabled targeted support and action. All schools received an individual and specific response to their entry. In

some cases, schools have been offered some tailored support which has made a real difference to their RE provision. At least two secondary schools have increased their provision for RE at key stages 3 and 4.

A similar survey for primary schools was sent out towards the end of the summer term 2022. Twenty five schools responded. All schools had adopted an appropriate syllabus for their school. Some schools do not appear to offer sufficient time for RE in the timetable and this doesn't comply with the recommended 5% of curriculum time in order to teach the subject with depth and integrity. The SACRE consultant will be writing to each school individually to offer advice and support. SACRE has identified from the Primary provision survey areas of need in schools including support for assessment, planning for faith visits and visitors, differentiation and subject knowledge. These will be included in the CPD plan offered to all schools through coordinator networks and specific courses to be run.

Examination results

GCSE and A Level results for 2022 were not available at a local level when this report was published. SACRE has analysed the SWF Census return to generate questions for secondary schools as it appears that some schools enter for GCSE in Y10. Our individual professional discussions with secondary schools will point out the findings from the Ofsted Research Review that this is not a helpful option especially for students from a disadvantaged background. This also brings into question what provision is in place for Y11 students in RE and also the provision of RE to students in KS4 that do not take the RS GCSE option.

*“Research from the DfE found that religious studies was one of the most popular subjects (alongside statistics and English literature) for early entry, such as in the summer of Year 10. However, the analysis revealed that those pupils taking religious studies early performed worse than their non-early-entrant peers. In 2019, 17,309 pupils were entered early for religious studies (the second-highest subject after English literature). This accounted for over 7.5% of the 2019 entries for GCSE religious studies. Those pupils with lower prior attainment who were early entrants, which may include many disadvantaged pupils and pupils with SEND, performed considerably worse than their peers with low prior attainment who were not early entrants. Early entry to GCSE religious studies therefore appears to be bad for pupils’ attainment, especially for those who can least afford it (pupils with low prior attainment).”*Source: <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

SACRE would urge all schools to review their results in line with the national data below.

subject		grade	Numbers achieving	Percentage achieving
Religious Studies	GCSE	9 to 1	185522	89
Religious Studies	GCSE	9 to 4	142558	69
Religious Studies	GCSE	9 to 5	121647	59

Source: Provisional GCSE (Full Course) Results (9-1 Only) - June 2022 (England Only) (DFE)

RE Quality Mark

We are delighted to report the St John's, Rishworth have achieved the Gold Award in REQM. The Gold Award in REQM recognises the sustained and substantial support for RE locally through the subject leader providing highly effective assistance in other schools locally and a commitment to support local and regional groups.

Additionally, Calderdale schools are offered the opportunity for a review of their religious education with criteria based on the bronze REQM. It is hoped this can be a gateway to entry to the national quality mark.

Professional development and support for schools

General support

During the year this professional support continued through Pennine Learning, a small local company specialising in RE and community cohesion. The team at Pennine Learning provide twenty days support per year in total, though this is arranged as flexibly as possible to facilitate effective working with schools and others. They also support SACREs and RE in Leeds and Kirklees, enabling appropriate collaboration and partnership. Jake Womack has recently joined the team and will be helping to facilitate the secondary RE network for Leeds, Kirklees and Calderdale.

Through the School Effectiveness Service and the RE consultants, support has been available to schools, and used by teachers, in a number of ways, including:

- Maintenance of the syllabus and its schemes of work, including prompt response to queries or difficulties;

- Consultancy over specific or general RE issues, including advice about withdrawal from RE;
- Availability by phone, email or virtual meetings;
- Support for schools wishing to develop and improve RE following Ofsted inspections.

Training

This year courses have included a termly primary RE network meeting, a day course for new RE coordinators and two half-day courses for experienced RE subject leaders.

The secondary RE network is organised in partnership with Kirklees and Leeds RE networks and open to teachers from all three local authorities.

SACRE in collaboration with Kirklees SACRE funded a conference for primary teachers in October 2021 which a hundred attended. This was lead by RE Today and Lat Blaylock on Creative RE. SACRE will be looking to provide further training for teachers working in collaboration with other SACREs on EYFS and RE.

A successful series of five twilight webinars on subject knowledge of world faiths took place over the academic year and included guests from faith communities. These were held in cooperation with partner local authorities. In the coming year a full range of CPD and consultancy will be available through the Calderdale Strategic Improvement Plan.



RE Reviews and SACRE RE Award

The review and award continue to be available on line and face to face. A small number of schools have worked with a consultant to review their RE provision using the award framework. A 'Deep Dive' in Religious Education is also offered to schools. This half-day session focuses on a review of curriculum provision, looking at its scope, rigour and sequencing. These opportunities are promoted via RE networks and our half termly newsletter.

Other information

A range of guidance continues to be available to Calderdale schools on a wide range of related areas, including:

- RE Policy
- Withdrawal from RE
- Collective Worship
- Celebrating Diversity

- Engaging with faith communities

During the year Calderdale SACRE has worked with partners in Leeds, Kirklees, Oldham and Tameside to produce advice on sensitivity to issues relating to faith in schools. This will be signed off in the autumn of 2022 and be available to schools as practical information and support to school leaders.

In addition, a half termly newsletter and index of resources is available to all schools, together with a directory of possible visits and visitors.



Section Three: Statutory Responsibilities: Collective Worship

Standards and Monitoring of Collective Worship

Guidance is offered to schools and Ofsted reports are scrutinised in order to keep up to date with current issues and concerns. It has been difficult for schools to maintain an effective programme of collective worship during the pandemic and one of SACRE's key priorities in the coming year will be to remind, facilitate and support schools. This will include offering light-touch review conversations with practical suggestions.

Complaints and determinations

There were no complaints made during the year to SACRE about Collective Worship. There is one determination to vary statutory requirements in a maintained school in Calderdale and this has been reviewed and agreed this year. Responsibility for determinations in English academies and free schools rest with the Schools Funding Agency.

Professional development and support for schools

Through the consultant, SACRE is always ready to advise or support schools on request. It has been noted that some SACRE members are well-placed to support collective worship in schools and opportunities for discussion about this will be included on the agenda in 2022-23. A half-day course on planning for collective worship/ inclusive assemblies will be offered in summer 2023 to aid schools in developing an effective and inspiring programme. It is hoped that SACRE members will become more involved in practical support and monitoring. These questions may be helpful to SACRE members in reflecting on the value and effectiveness of collective worship in school:

1. Collective: How does the assembly celebrate and promote a sense of community within the whole school (or group)?
2. Educational: Is there a clear aim and focus, with appropriate learning? Does it engage and interest pupils and staff?
3. Spiritual: How does the assembly nurture pupils' awareness of their beliefs and values - and those of others (including non-religious beliefs)? How does it develop a sense of the meaning, purpose and value in their lives?

4. Reflective: Is there space and opportunity for thoughtful reflection, in the assembly or as a follow up? If prayers are used do these allow for different approaches and responses?
5. Inclusive: How does the assembly programme develop understanding of different perspectives and cultures? How does it promote values of tolerance, diversity and equality?
6. Responsive: How did pupils respond and participate?

Other information

Parents have a statutory right to withdraw their children from collective worship. Guidance on good practice and protocols for withdrawal is available to schools; consultants are available if further support is needed. SACRE recognises parents' legal rights but hopes all children will be enabled to receive stimulating and balanced RE as part of their entitlement to a broad curriculum. Guidance is also provided to schools in fulfilling statutory obligations over collective worship and promoting good SMSC development.

Section Four: Links with other organisations

SACRE has active links with the following organisations:

- National Association of SACREs (NASACRE)
- West Yorkshire SACREs (WYSACRE)
- The Association of RE Inspectors, Advisers and Consultants (AREIAC)
- Local faith organisations and interfaith groups
- Calderdale School Effectiveness Service
- RE Today Services
- And other local organisations and charities such as Equilibria

Section Five: Other areas of involvement

Welcoming Schools

Visits to local places of worship and links with faith communities continue to be promoted to fulfil our obligation to promote fundamental values of respect and tolerance. As in-person visits resume following the pandemic, we want to broaden pupils' experience and perspectives of the faith communities in Calderdale. A directory of faith visits and visitors is regularly updated. It includes individuals from faith communities who are willing to come into school and bring some direct engagement and an opportunity for dialogue. It also includes some general information about places and organisations.

In the Spring term 2022, Calderdale primary schools were invited to participate in an online diversity conference about 'Spring Celebrations'. Following some subject content and creative activities, pupils were given the opportunity to meet representatives from local faith communities and to ask questions in an online session. It is anticipated that 'virtual' sessions will continue to be offered and promoted alongside in-person visits and events.



Free training is offered to faith communities in order to inform them of the requirements of the Calderdale RE Syllabus, and to support them in hosting visits from schools. Training was offered online for most of the year, but has now resumed in-person at venues in Leeds and Kirklees. Some SACRE members have participated in training and this project continues to build up worthwhile links between schools and faith communities. Calderdale SACRE have prioritised working more closely with Calderdale Interfaith Council to support publicity and participation in training events.

An audit tool and consultancy support is available for promoting tolerance and understanding of different faiths in schools. This has been promoted via the Pennine Learning website and in RE networks.

Westhill Project

Leeds SACRE has been awarded a Westhill grant to support Religious Education in the local area. Alongside some additional funding from Kirklees and Calderdale SACREs, this grant is funding the production of two professionally-produced films to introduce young people to a

synagogue and a gurdwara in Leeds. Interviews with representatives from the two faith communities have been filmed and edited along with footage of worship and activity in the places of worship themselves. The films will be offered to schools, alongside supporting materials and the option of a live session online or in person with representatives of the faith community.

Faith sensitivities

During the year Calderdale SACRE has worked with partners in Leeds, Kirklees, Oldham and Tameside to produce advice on sensitivity to issues relating to faith in schools. This will be signed off in the autumn of 2022 and be available to schools as practical information and support to school leaders.

Relationships, Sex and Health Education

Last year SACRE members and local authority advisers felt it would be helpful to offer support to teachers and schools as they began to follow statutory guidance on teaching Relationships, Sex and Health Education (RSHE). Although SACRE is not responsible for RSHE, they recognise that this is a sensitive area, especially at the interface between beliefs, sex and relationships. 'Voices and Viewpoints' aims to offer a range of viewpoints from people of faith about the specific areas covered in the RSHE curriculum and to support teachers. It also aims to reassure parents that faith perspectives are recognised and to signpost appropriate sources of guidance.

Section Six: Calderdale SACRE arrangements

Calderdale MBC funds the operation of SACRE by contracting its consultants, providing a clerk and supporting its work through links with senior education officers.

SACRE membership includes representatives from all four constituent committees.

Group A	Faith communities except for the Church of England
Group B	Anglican representatives
Group C	Teachers and schools
Group D	Calderdale MBC

Membership and attendance for 2021-2 was as follows:

Committee	Name	Category	Attendance
Faith & Denominations Except Anglicans	Rob Billson	Humanism	1/4
Faith & Denominations Except Anglicans	Jake Womack	Pentecostal Churches	2/4
Faith & Denominations Except Anglicans	Vacant	Islam	
Faith & Denominations Except Anglicans	Peter Baron	Baptist Churches	2/4
Faith & Denominations Except Anglicans	Val Heward	Methodist Churches	1/4
Faith & Denominations Except Anglicans	Helena Angstmann	Catholic Church	2/4
Faith & Denominations Except Anglicans	Frederick Naftel	Judaism	2/2
Faith & Denominations Except Anglicans	Dipan Mistry	Hinduism	2/3
Church of England	James Allison	C of E	0/4
Church of England	Trish Boyd	C of E	1/4
Church of England	Rupert Madeley	C of E	0/4
Church of England	Vacant	C of E	
Church of England	Vacant	C of E	
Teachers and Schools	Matt Perry	Secondary School Representation	2/3
Teachers and Schools	Mark Sharp (Vice Chair)	Primary Headteacher	4/4

Teachers and Schools	Vacant	Calderdale Federation of Education Unions	
Teachers and Schools	Emily Lawton	Primary Teacher	0/4
Teachers and Schools	Jo Buckley	Primary Teacher	0/4
Teachers and Schools	Shelagh Hirst (Chair)	Unions	2/4
Teachers and Schools	Vacant	Secondary School Representation	
Elected Members	Cllr Dot Foster	Elected Member	4/4
Elected Members	Cllr Brenda Monteith	Elected Member	3/4
Elected Members	Cllr Ann Kingstone	Elected Member	0/4

SACRE needs to ensure there continues to be consistent attendance and needs more teacher representatives. Contacts with partners, such as HE providers, should be developed. It is worth exploring whether a more structured link with MATs is feasible and beneficial

Training is provided by NASACRE and offered to SACRE members, though better induction is needed locally.

Section Seven: Advice to the Local authority

The following advice is given by SACRE to the local authority:

1. To review the funding of SACRE to ensure it is in line with national recommendations and good practice;
2. To review the membership of SACRE to ensure it reflects the breadth and diversity of the borough in terms of faiths and beliefs.
3. To ensure SACRE's annual report is considered carefully by the Scrutiny Panel of the Council and any of its content noted.

No appendices are attached to this report; all the relevant information is contained within the main body. However, any further information can be requested via the clerk, Debby Simpson debby.simpson@calderdale.gov.uk