

Children and Young People OSC – SACRE Annual Report 15/16

The East Riding of Yorkshire Standing Advisory Council of Religious Education

Report of the Director of Children, Family and Adult Services.

A. Executive Summary

-This report provides an overview of the activities of the East Riding of Yorkshire Council's Standing Advisory Council for Religious Education (SACRE) so that members of the Children and Young People Overview and Scrutiny Committee can consider the extent to which the SACRE has fulfilled its role and the extent to which it has adapted to the staffing changes and reduction in support introduced after 31 August 2011.

B. Corporate Priorities 2011-2016

Maximising our Potential
Valuing our Environment
Supporting Vulnerable People, Reducing Inequalities
Promoting Health, Wellbeing and Independence
Reducing Costs, Raising Performance

C. Portfolio

Directorate of Children, Families and Schools
Directorate of Corporate Resources
Directorate of Environment and Neighbourhood Services
Directorate of Planning and Economic Regeneration
Directorate of Corporate Strategy and Commissioning rate Strategy

D. Matters for Consideration

Funding for REaction Days
Effectiveness of locally agreed syllabus

1. Background Information

- 1.1 Every maintained school in England must provide a daily act of collective worship and Religious Education (RE) for all registered pupils at the school, including those in Reception classes and Sixth Forms, except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 of the School Standards and Framework Act 1998. Collective worship should, in the main, reflect the Christian traditions but may also take into account other religions. RE in voluntary aided schools must be provided in accordance with the trust deed of the school and the wishes of the governing body. In community and voluntary controlled schools it

must be provided in accordance with the locally agreed syllabus. All academies are required to teach RE; for academies without a religious character, this will be in accordance with the requirements for locally agreed syllabuses.

1.2 In this Local Authority (LA) guidance on collective worship is provided through its publication 'Worship Works' and the key document in determining the teaching of RE is the locally agreed syllabus. Each locally agreed syllabus for RE must be reviewed and revised at least once every five years.

1.3 Each LA must:

- establish a permanent body called a Standing Advisory Council on Religious Education (SACRE);
- secure appointments to all four committees of the SACRE and ensure adequate representation on each one as follows:
 - Group A: Christian denominations and such other religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area
 - Group B: the Church of England
 - Group C: Teacher Unions
 - Group D: the LA consisting of elected members

Provision may also be made for co-opted representatives. Co-opted members will provide educational expertise; and religious or non-religious views that reflect local diversity in a multi-cultural society.

- ensure that there is an agreed syllabus for RE which is reviewed and/or revised at least once every five years;
- fund and support its SACRE in line with its duty to enable the SACRE to effectively carry out its duties, and
- take note of, and respond to, any advice it receives from the SACRE.

1.4 A SACRE must:

- consider requests for determinations on collective worship when required;
- advise the LA upon such matters as collective worship and the religious education to be given, in accordance with the agreed syllabus;
- establish an occasional body called an Agreed Syllabus Conference (ASC) to review the agreed syllabus for RE adopted by the LA every five years. The ASC may have common membership with the SACRE but is a separate entity and must therefore be separately convened, and
- consider and respond to any complaints made by pupils or parents about the provision of collective worship and/or RE.

All meetings of SACREs should be held in public unless confidential information is to be disclosed; and minutes of its meetings must be made available for inspection.

In addition it is expected (Ofsted 2005) that SACREs will:

- monitor the provision and quality of collective worship and the RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus;
- in partnership with its LA, provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus, and
- make provision for the induction and ongoing training of SACRE members.

1.5 The Agreed Syllabus Conference (ASC)

- Once established, the ASC must consider whether any changes need to be made to the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality of teaching and learning of RE.
- If revisions and/or changes are needed it must secure the appropriate professional advice to enable it to make such changes. (It may recommend the adoption of the Agreed Syllabus from another LA if another syllabus that meets local needs is available).
- It should then make recommendations to the SACRE concerning the revision or replacement of the Agreed Syllabus.

1.6 At the national level RE is being seen as a key subject that contributes to pupils' academic and personal development., with SACREs playing a key role in contributing to the development of appropriate and demanding RE syllabuses, and their support of schools on the effective teaching of RE, including the continuing professional development of RE teachers.

2. Current Performance Information

2.1 "Religious education: realising the potential" (2013) reported on the impact on SACREs as a result of the change of government in 2010. Its key findings were as follows:

- Access to high-quality RE training for teachers was poor. Training had a positive impact on improving provision in only a third of the schools visited; its impact was poor in a further third. Many of the schools surveyed said that support from their local authority and SACRE had diminished.
- The effectiveness of the current statutory arrangements for RE varies considerably. Recent changes in education policy are having a negative impact on the provision for RE in some schools and on the capacity of local authorities and SACREs to carry out their statutory responsibilities to monitor and support it.

Its recommendations were that:

Local authorities, in partnership with SACREs and agreed syllabus conferences, should:

- ensure that sufficient resources are available for SACREs and agreed syllabus conferences to carry out their statutory functions with regard to RE and provide schools with high-quality guidance and support
- review their expectations about arrangements for RE, particularly at Key Stage 4, to ensure that schools have sufficient flexibility to match their provision more effectively to pupils' needs

- work in partnership with local schools and academies to build supportive networks to share best practice.

2.2 *Inter-alia*, the report also states that more effort is required from LAs and their SACREs to ensure that:

- SACREs have good access to subject expertise to enable them to support schools effectively in promoting high quality RE;
- high quality professional development in RE is available to schools and that schools are encouraged to take up opportunities to improve the quality of RE teaching;
- agreed syllabuses and related advice offer guidance about the systematic use of enquiry skills in RE to enable schools to plan the subject in a more coherent and rigorous way;
- greater clarity about the use of key concepts and the definition of progression in RE is offered to schools, and
- better guidance about ways of incorporating RE within more innovative and creative approaches to curriculum planning is offered to schools.

2.3

The new Ofsted schedule has been written in the light of the Ofsted enquiry into the apparent shortcomings that were highlighted in some Birmingham schools and academies during 2014. The so-called ‘Trojan Horse’ enquiry highlighted issues to do with protecting students from possible extremism and ensuring that the curriculum is sufficiently broad that pupils would be well equipped to live in modern Britain. Much of this new inspection guidance therefore seeks to ensure that schools are offering students a broad, balanced and rich curriculum that will ensure that they understand core British values and learn to live with difference well.

This new inspection framework also serves to recognise the key role that Spiritual, Moral, Social and Cultural development (SMSC), Religious Education (RE) and Collective Worship (CW) all play in ensuring a security and breadth of education that will offer children and young people a vision and understanding of Britain and the wider world as populated by diverse peoples.

2.4 **Inspection of religious education and collective worship**

2.4.1 **Schools with a religious character**

If a voluntary or foundation school (including an academy) is designated as having a denominational religious character (‘a school with a religious character’), then denominational religious education, school ethos and the content of collective worship are inspected under section 48 of the Education Act 2005. Academies designated as having a religious character by the Secretary of State are inspected in an equivalent way by virtue of a provision in the academy’s funding agreement. The inspectors who conduct **section 48 inspections** are appointed by the school’s governing body, or the foundation governors in a voluntary controlled school, having consulted with person(s) prescribed in regulations (normally the appropriate religious authority). The inspectors are normally drawn from the relevant faith group’s section 48 inspection service, although not all faiths have their own inspectors organised in this way. Section 48

inspections should be conducted within five school years from the end of the school year in which the last section 48 inspection took place¹.

In schools with a religious character, section 5 inspectors may not comment on the content of religious worship or on denominational religious education. However, inspectors may comment on the contribution of assemblies and teaching (in any subject with the exception of RE) to pupils' personal and spiritual, moral, social and cultural development, and their behaviour and safety. In the case of other maintained schools and academies, including free schools that are not designated by the Secretary of State as having a religious character, and where RE is being provided in line with the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005².

The relationship between section 5 and section 48 inspections is governed by a protocol between Ofsted and signatory faith group inspectorates.

The Ofsted lead inspector should check the section 48 arrangements and:

if a section 48 inspection is occurring at the same time, the section 5 report should simply mention that a section 48 inspection also took place under the 'information about this school' section; evidence from the section 48 inspection should not be used in a section 5 report

if a section 48 inspection has been carried out since the previous section 5 inspection, inspectors should inform themselves of any key issues raised but should not use its evidence in their own inspection

if no section 48 inspection by a suitable person has taken place, the lead inspector should check the arrangements; if governors have not arranged for a section 48 inspection, then inspectors should conclude that they have failed to meet a key expectation.

2.4.2 Schools without a religious character

Schools, including academies, that are not defined as having a religious character must conform to the legal requirements for non-faith schools:

RE in maintained schools (except voluntary aided, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus established by the local Standing Advisory Council for Religious Education (SACRE). RE should reflect the religious traditions in Britain, which are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.

Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above. Non-faith academies must provide collective worship that is wholly or mainly of a broadly Christian character. Inspectors should note any requirements of their funding agreements.

¹. Regulation 4 of The Education (School Inspection) (England) (Amendment) Regulations 2009.

² Inspectors must be mindful of certain circumstances when schools provide RE as part of the locally agreed syllabus irrespective of the schools religious designation.

A school can reflect the religious backgrounds represented in its community in its collective worship and RE, as long as the majority of provision is broadly Christian. Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local SACRE to have the broadly Christian requirement disapplied and replaced by collective worship distinctive of another faith. The headteacher should consult the governing body before doing so. Academies should apply to the Secretary of State via the Educational Funding Agency (EFA). It should be noted that the ERYC SACRE has no determinations in force (and we have never been asked to grant one!)

3. The work of the East Riding SACRE

3.1 Dates of meetings, attendance patterns

The East Riding SACRE met on the following dates :

12th February 15 (Attendance 73%)
 30th April 15(Attendance 73%)
 24th September 15(Attendance 50%)
 10th December 15(Attendance 68%)
 25th Febuary 16 (Attendance 73%)
 30th June 16 (Attendance 73%)
 29th Sept 16 (Attendance 68%)

3.2 Membership

SACRE MEMBERSHIP – EAST RIDING OF YORKSHIRE COUNCIL

Committee A: Christian and other Religions / Denominations		
Tina Grant	Beverley Community Church	
Mr Michael Westerman	Jewish Orthodox	
Dennis Young	Yorkshire Baptist Association	
Rev Steven Knapton (Vice-Chairman)	United Reformed Church	
Mrs Sholeh Misaghi	Baha'i Faith	
4 Vacancies		
Committee B: Church of England		
Diocese of York	Mrs S Steel	
Diocese of York	Revd Ruth Newton	
Diocese of York	Vacancy	
Sheffield Diocese	Vacancy	
3 Vacancies		
Committee C: Teacher Associations		
Mr Howard Nind	NASUWT (Headlands School)	
Mrs Wendy Butler	ATL (Beverley High School)	
Mrs Lucy Jordan	NAHT (St Marys CE Primary, Beverley)	
Mrs Caroline Swift	NUT (South Hunsley Academy)	
2 Vacancies		

Committee D: Local Authority Elected Members		
Councillor Josh Newlove	Labour Group	
Councillor Philip Davison (Chairman)	Liberal Democrat Group	
Councillor Chad Chadwick	Conservative Group	
Councillor David Rudd	Conservative Group	
Councillor G Mathieson	Independent group	
Co-options		
Mr Mike May	School Improvement	
Mr Tim Stephenson	Humanist Representative	
Mrs Sue Holmes	RE Consultant	
Others Present		

CLERK – Iain Edmiston, Senior Committee Manager, East Riding of Yorkshire Council, County Hall, Beverley, HU17 9BA. Telephone – 01482 393208 Email – iain.edmiston@eastriding.gov.uk

3.3 Initiatives, Activities, Action Plan, support for CPD

The SACRE Action Plan, which runs until 2014 -16, has driven our actions this year. SACRE has supported the development of network meetings for teachers of RE. These take place each term across the county and are facilitated by Sue Holmes, our consultant.

SACRE members have continued to visit schools to advise and support teachers of RE.

The ‘Living Faith’ event at Primary School had been good. Other ‘Living Faith’ events were (Attendance 68%) held at Bridlington Spa on 25 February 2015 with 5 schools taking part and at Tickton where 7 schools attended. Some SACRE members were also involved in this.

Mr Michael Westerman is involved with Living faith work at East Riding College on two campuses

A number of members attended the living faiths event in Bridlington; this had been a very good Keldmarsh event. There had been a request for further events in other areas.

Dennis Young had visited Burlington and Hilderthorpe schools, who were trying to set up links with Emmanuel Church.

Councillor Davison attended the Big RE Day at St Marys CE Primary, Beverley , which had been a good event and well organised.

Hornsea School was chosen as one of the 70 locations across the country where an 'official' candle will be lit and was the focus for the Holocaust event for 2015. Hornsea was fortunate to have one of the Sir Anish Kapoor designed candles - only 70 were made nationwide - and it made the event all the more poignant as the young people read poetry and prose written largely by them or their peers and the candle was lit by two Hornsea students with a direct link back to both Auschwitz and Belsen as descendants of both the liberated and the liberators.

Beverley High school hosted a successful Holocaust event for 2015. As part of their further studies later in the year over 100 Year 9 students took part in a visit to the Holocaust Centre in Nottingham. They were able to gain a fuller understanding of the horrific events that happened in the 1930s and 1940s and also got the opportunity to meet a survivor from the experience.

NASACRE Westhill award for eBook – grant funding applied for and won in 2015

Getting to good – first tranche of schools began training in Autumn 15 (Culham/Jerusalem Trust Funding)

Hub monies from Culham/Jerusalem trust funding for teachers to work with Hll/East Riding consultants to generate ideas to implement Agreed Syllabus

3.4 RE Network Meetings

There were a total of 16 meetings attended by 109 teachers/leaders. Topics included:

- Updates on the Government-stated position on RE and collective worship
- The implications of national curriculum changes on RE
- Working towards the RE Quality Mark
- Review of new resources, especially those by *RE Today*
- Consulting and looking at drafts for the 2016 syllabus

3.5 REaction Days

SACRE supported the 2015-16 programme of REaction events. REaction is fronted by Label of Love, a Christian charity working with young people in Hull and the surrounding area. The fundamental aim of a REaction day is *'Bringing RE to life'*.

Each year, REaction picks up topical themes linked directly to schemes of work for the East Riding Agreed Syllabus for RE, offering interactive workshops in music, dance, drama, creativity and reflection. Over the year there have been 15 REaction events through East Riding.

3.6 Information and Advice

SACRE revised its leaflet “What is SACRE?”, which was distributed to all schools. A more detailed reminder of the role and function of SACRE was issued via the weekly Headteachers’ Bulletin.

SACRE distributed a leaflet advising schools on approaches to collective worship. There was one request for advice. A parent had expressed concerns to a primary school on the content of RE lessons for very young children. SACRE advised school on how to respond.

3.7 Partnerships with other key organisations

The Hull and East Riding SACREs meet separately once a term and informally jointly in between times. There was a significant joint meeting for Prevent training undertaken by a local Police Constable. SACRE's individual consultants meet more frequently.

Members attend meetings of HERI (Hull and East Riding Interfaith). Hull and East Riding Interfaith exists to promote good relations between people of different faiths and beliefs in our region. The aims of the organization are to develop mutual respect, understanding and cooperation amongst people of all faiths (and of none) in the Hull and East Riding area of Yorkshire, by

- providing a forum for dialogue between the faith communities and for the exploration of issues relating to them;
- giving leadership with regard to raising common issues with the main public organisations and providing a collective response;
- supporting the work of the local Standing Advisory Councils for Religious Education (SACREs) in Hull and the East Riding of Yorkshire. Events this year were as follows :

24 February 2015 – “The Age of Responsibility”

16 June 2015 - Debate and dialogue on iconoclasm - puritanical destruction of idols, icons, and old or ancient works of art.

29 September 2015 - Hull and East Riding Interfaith (HERI) 2015 AGM

24 November 2015 4:30 PM

SACRE supports the work of 'Label of Love' by subsidising each event, an organisation which runs RE-focussed events for schools all over East Yorkshire. SACRE members attend and participate as appropriate.

3.8 Effectiveness of locally agreed syllabus

This was launched in 2011 and due for review in 2014/15. As part of this process a joint ASC with North Lincolnshire, Hull and North Lincolnshire was established in October 2014 in order to ascertain the extent of the syllabus review/rewrite in the light of the new national curriculum introduced in 2014, and the recommendations of the RE review and non-statutory framework for RE (2013). As a result of the consultation process it was agreed that a total rewrite was in order.

As a result of the work done through the ASC over 2014/16 a new RE syllabus has been produced to reflect the changes in the national curriculum. In conjunction with the production of the new RE Syllabus an online format of the syllabus has been commissioned by the four participating authorities through East Riding of Yorkshire Council IT services was launched on the 17 March 2016. ERYC contributed an addition £8,000 towards this venture.

3.9 Collective worship

SACRE members have attended schools to observe and take part in collective worship, but we are no longer able to conduct detailed audits to confirm that all East Riding schools are fulfilling their statutory requirement to hold a daily act of collective worship.

3.10 Consulting schools

RE teachers are invited to SACRE meetings, not only to inform members about their work in schools, but also to feedback how SACRE can support them better. Topics covered in network meetings are those requested by teachers.

When SACRE members visit schools to support assemblies, RE lessons and particular events, they use the opportunity to also gather and pass on the views of teachers and headteachers.

3.11 Consulting the wider community

Events such as REaction and Holocaust Memorial Day give SACRE members opportunities to come into contact with other groups and organisations. In addition, SACRE members bring to meetings the views and perspectives of the groups they represent.

4. Details of Benchmarking Including any External Assessment Information

4.1 Analysis of examination entries and GCSE/A level results

54.1 % of East riding pupils took a GCSE in Religious Studies compared to 42.7 % nationally

Full GCSE

	2016 1503 students from 13 schools (National results in brackets)	2015 1850 students from 13 schools (National results in brackets)	2014 2039 students from 13 schools (National results in brackets)	2013 1836 students from 13 schools (National results in brackets)	2012 1516 students from 13 schools (National results in brackets)
A* - A	23%(27%)	22% (28%)	23.6% (27.9%)	22.3% (28.8%)	23.8% (29.1%)
A* - C	69%(70%)	67.4(71%)	67.4% (70%)	69.7% (72.1%)	66.8%(72.1%)
A* - G	99%(98%)	99%(98%)	98.6% (97.9%)	98.6% (98.4%)	98.8%(98.4%)
Average points score	52(52)	41(41)	40.6(41.2)	40.9 (41.7)	40.8 (41.8)

Although percentages are reasonably static over the three years, RS results are slightly below national norms.

A level ALPS Data

A - Religious Studies

Provider	LA	2013/14 ⁺			2014/15 ⁺			2015/16 ⁺			3 year average		
		Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
Longcroft School and Sixth Form	East Riding o..	-	-	-	8	0.96	5	10	1.23	1	9	1.11	2
South Hunsley School	East Riding o..	5	0.96	5	7	1.00	5	-	-	-	6	0.99	5
Cottingham High School & SFC	East Riding o..	5	0.74	8	6	1.07	3	7	1.07	3	6	0.98	5
Bridlington School Sports Colle...	East Riding o..	-	-	-	2	1.07	3	1	0.77	8	2	0.97	5
Beverley Grammar & High Jo...	East Riding o..	12	0.98	5	10	0.96	5	15	0.95	6	12	0.96	5
South Holderness Technology ...	East Riding o..	-	-	-	20	0.95	6	21	0.98	5	21	0.96	5
Hessle High Sixth Form College	East Riding o..	10	0.92	6	6	0.95	6	3	0.96	5	6	0.94	6
Woldgate College	East Riding o..	4	0.85	7	5	1.01	4	4	0.84	8	4	0.91	7
Driffield School and Sixth Form	East Riding o..	10	0.87	7	7	0.85	7	9	0.95	6	9	0.89	7
Wolfeaton School	East Riding o..	1	0.88	7	-	-	-	-	-	-	1	0.88	7
Headlands School and Commu...	East Riding o..	-	-	-	4	0.83	8	2	0.82	8	3	0.83	8
Total entries		47			75			72					

Blue denotes relatively poor performance against national; levels
 Red denotes top class performance against national; levels

At A level 72 students studied Religious Studies, a considerable increase on previous years, with an Authority ALPS sustaining a score of 5 which was an improvement of 2 points on the 2014

4.2

The LA no longer has the capacity to directly monitor the quality of teaching of RE. Although Ofsted inspectors are required to evaluate how schools promote pupils Spiritual, Moral, Social, and Cultural development (SMSC), inspection reports rarely refer directly to the quality of teaching of RE.

4.3 RE Inspections 2015/16

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Barmby Moor Primary	Outstanding
Beeford Primary	Good
Beverley Minster Primary	Good
Bugthorpe Primary	Good
Burton Agnes Primary	Good
Driffield Infants	Good
Flamborough Primary	Good
Garton on the Wolds	Outstanding
Howden Infant	Outstanding
Leven Primary	Good
Lockington Primary	Outstanding

Market Weighton Mount Pleasant Junior	Outstanding
Middleton-on-the-Wolds Primary	Good
North Cave Primary	Good
Riston Primary	Outstanding
Skidby Primary	Good
Skirlaugh Primary	Outstanding
Sproatley Primary	Good
South Cave Primary	Good
St Martin's Primary	Outstanding
Wetwang Primary	Good
Woodmansey Primary	Satisfactory

As a result of the inspections many of the following areas were identified:

A clear Christian vision and values makes a direct impact on pupil's achievement and personal development.

The dedication and conviction of the headteacher is instrumental in shaping the Christian character of the school..

Opportunities for spirituality are highly developed throughout the curriculum, in the worship and religious character of the school.

Inspirational and engaging worship has an outstanding impact on the whole school community.

Partnerships with the church and community are strong and mutually beneficial.

4.4 Quality of leadership

Leaders of RE report are feeling increasingly isolated and beleaguered. At primary school the focus on improving outcomes in English and Maths limits the capacity available to support RE. At secondary, the failure to include RE in the EBacc suite of subjects has led to a fall in 'status' for the subject, reductions in curriculum time, budget and training.

However, attendance at network meetings is strong and growing - evidence of the commitment of subject leaders and their willingness to seek imaginative and innovative solutions to their problems.

4.5. Financial Implications

The SACRE receives £5,270 per annum from the Council to support its work. This budget supports the administrative costs of SACRE meetings, for example travelling expenses, training course attendance for members of SACRE (e.g. attendance at the annual National Association of SACREs Conference) and printing. In addition, this has

enabled us to commission work on appendices to the agreed syllabus and to support the establishment of RE networks across the county.

As part of the LA statutory duty it must ensure that there is an agreed syllabus for Religious Education (RE) which is reviewed and/or revised at least once every five years. The last revision and RE syllabus was launched in 2011 and was due for review 2014/15 for a revised syllabus to be introduced in March 2016. As part of this process a joint ASC with North Lincolnshire, Hull and North East Lincolnshire was established in October 2014 in order to ascertain the extent of the syllabus review/rewrite in the light of the new national curriculum introduced in 2014, and the recommendations of the RE review and non-statutory framework for RE (2013). As a result the ASC commissioned a working party of practitioners and consultants to rewrite the joint syllabus, the 4th collaboration in 20 years and a unique working partnership. As a result of the work done through the ASC over 2014/15 we now have a new RE syllabus. In conjunction with the production of the new RE Syllabus an online format of the syllabus was commissioned by the four participating authorities through East Riding of Yorkshire Council IT services to be launched on the 17 March 2016. As a result of commissioning this rewrite, with the resultant need for training, the Local Authority has placed additional finance at SACRE's disposal. The cost of the commissioned IT services hosted by East Riding of Yorkshire Council was shared across the participating Local Authorities.

6. Legislation and Background Papers

There have been a number of informative documents, with some significant recommendations, written over the year that includes:

REforREal Dec15

Recommendation:

A statutory National Framework of Religion and Belief Learning should be developed, and be applicable to all schools, balancing shared national approaches with school level determination.

Since SACRE's currently play a leading part in religion and belief learning, there is an urgent need for a review of their role, and the role of others, such as professional bodies, local educational authorities, school themselves, and other experts, in the form of learning. This should inform and result in the appointment of a national panel to develop a framework.

Living with Difference Dec15

RE in schools (England) – House of Commons Briefing paper Nov15

A-New-Settlement-for-Religion-and-Belief-in-schools Jun15

Recommendations:

The current requirements in the statute for an Act of Collective Worship should be abolished, and the decision about the form and character of the school assemblies should be left to the governors of individual schools. Schools should be required to set out their statement and strategy for promoting Spiritual, Moral, Social and Cultural Education, with community assemblies as an important part of that strategy, upon which they would be inspected by OFSTED. The government should provide non-statutory guidance to help achieve this.

7. Conclusion

7.1 The excellent working relationship between the four local authorities in the region has resulted in establishing a new RE Syllabus that has been produced for on-line use. This will allow local schools and teachers to interface the material on a range of platforms.

7.2 Attendance at meetings remains very high and we have welcomed a number of new members who have brought a fresh perspective and new ideas. Indeed it can be argued that curricular and budgetary pressures have actually strengthened the resolve and commitment of SACRE members to work together in new ways to support the teaching of RE in any way they can.

7.3 In the light of a series of informative and influential discussion documents over the year, it is likely that the role of SACRE's may change in subsequent years alongside that of collective worship in schools.

7.4 The SIAMS inspection reports reveal the good and outstanding impact that RE education is having on the pupil's achievement and personal development within the East Riding.

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