

MILTON KEYNES SACRE ANNUAL REPORT 2021-22



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INTRODUCTION

FROM THE CHAIR OF SACRE

Welcome to the Milton Keynes SACRE annual report for 2021-22! This past year has been marked by two things: settling down to life that seems a little more normal after the disruption of the pandemic and changes in personnel in some key SACRE posts. I am grateful that Lou Tribus has now taken over the helm as Chair, and Shaneen Digby as Vice-Chair. Lou has done a great deal of work on our website presence and in reviewing our effectiveness with schools. She has also spent some time on the KS2-KS3 transition project. So she is well-placed and well-qualified (being a former RE teacher) to fulfil her new role. It is good to have Shaneen as a current teacher in the secondary sector as vice-chair. This marks a milestone in the long-running aim I've had during my tenure, to improve and increase the teacher representation in SACRE. Michael Manley's role as LA Advisor has been taken over by Graham Beech. All three assumed their new roles as from the June meeting. I'm grateful to my vice-chair, Tina Virdee Basra and to Michael Manley, LA Officer, for their practical and loyal support over the last few years.

Whilst there has been much change, one person who has continued, and continues to serve us is the indefatigable Janet Gleghorn, our clerk. Janet is unfailingly good-natured and efficient, and SACRE

wouldn't function much if it weren't for Janet's faithful, friendly and thorough fulfilment of her vital role. Also continuing in her role is Anne Andrews who has continued to put on excellent RE Link and training sessions each term, as well as committed herself to be present at SACRE meetings and offer invaluable advice in her cheery and inimitable manner!

The three SACRE meetings held this year have all been online. SACRE met on 24 September, 16 March and 27 June. None of the meetings have been quorate, as councillors have not attended. Attendance at meetings has been consistent, but poor and there are vacancies in all groups.

- 24 September - the meeting agreed to propose the postponement of the Agreed Syllabus Review to the LA. It also reviewed, at the behest of NASACRE, the LA's funding of SACRE and found it to be below national average.
Paul Smith and Tina Virdee Basra announced their intention to stand down from their roles, though remaining on SACRE. At the time no replacements were forthcoming. Shammi Rahman and Katie Wilkins reported continuing to work with Youth SACRE although Shammi was unable to attend this SACRE meeting.
Proposed school visits to the MK & District Reformed synagogue and the Zainabiya Islamic Centre were reported, as well as some Christian Church visits, including Coventry Cathedral. It was noted that schools should carry out their own risk assessments when visiting places of worship.
Technical difficulties with putting our newly revised website content onto the MK Council site were reported. Lou Tribus has been working hard on this, developing greater detail and user-friendly design. A places of worship directory is part of the online information now available. Some time was given to the issue of public accessibility to SACRE meetings, though the difficulties of arranging this whilst meetings are online were acknowledged.
- 16 March – Lou Tribus was elected as chair, and Shaneen Digby as vice-chair. The meeting received reports from Youth SACRE, especially aspirations of what they would like to have, including the teaching of RE in schools where this is not done! They are also not afraid of being presented with controversial issues such as Israel-Palestine.
Some time was given to communications in various forms, including public accessibility of SACRE meetings, promoting the website, newsletter and website. No response to the approach to the LA to postpone the syllabus review had been received and it was assumed that silence meant consent! Absence of Group D members (Local Councillors) continued to give concern.
Some time was given to the forthcoming NASACRE conference and two members expressed interest in attending.
Anne Andrews encouraged us to look at the NASACRE Still Standing Report about the future shape of SACRE existence.
Lou Tribus reported involvement of the Jewish Board of Deputies' in supporting RE in a nationally co-ordinated manner.
- 27 June – Lou Tribus chaired SACRE for the first time. We noted that Shammi Rahman was leaving teaching and moving to a new career as Race Equality Advisor for Hertfordshire. She will be greatly missed from the teaching sphere, but she will be able to impact social cohesion, and equality and diversity awareness on a wider scale drawing on her considerable experience and achievements in education.
Anne Andrews reported on assessment and progress in the RE Network that she runs on behalf of SACRE, with small but regular teacher attendance at the termly meetings.

Further progress reports on website development was given by Lou, and feedback from the NASACRE conference provided by Elaine Lever.

The syllabus review was discussed, noting the need to find individuals it might be good to have on the committee. There is currently no Agreed Syllabus Conference sitting due to it being postponed.

I would like to thank SACRE and its officers for their support as I lay this role aside. I cannot find an original set of minutes that might have marked my taking over as chair – but I think it may be at least 15 years ago! I will remain a member of the Church of England group for the time being and retain an ongoing interest and involvement in RE.

Rev Dr Paul Smith

RE (STATUTORY RESPONSIBILITIES):

LOCAL AGREED SYLLABUS AND SCHOOLS

- SACRE still has little information about how the Agreed Syllabus, in place since 2017, is being implemented. A couple more schools have purchased the Scheme of Work for RE, written by the Diocese of Oxford, which meets the requirements of the syllabus.
- While the plan has been to carry out website monitoring of schools to gather initial information about which schools reference the Locally Agreed Syllabus, this work has still not yet begun.
- The work of youth SACRE has continued, though in reduced measure. In March SACRE received a report from the group sharing some of the pupils opinions, which were as follows:
 - We need more primary/secondary workshops as they have been really fun and interactive.
 - Schools need to teach RE properly (they hear from friends that some schools still not teaching RE).
 - More trips! They want to go abroad
 - More learning about Chinese traditions.
 - Go to house of parliament or meet with MK council to share their views so they can tell the decision makers what they think.
 - There should be more assemblies on ‘controversial’ matters, and they really liked the assembly on Israel and Palestine situation.

STANDARDS AND MONITORING OF RE

- The absence of examination results in 2021 has meant that SACRE has little external measure of standards of RE. the LA has not reported on any schools having a deep dive in RE, or any reports commenting on RE. Two VA schools had SIAMS inspections, and both received the grade of Good across the board.
- The planned website trawl has not taken place, but the teachers attending network meetings are keen to ensure that RE is of a good standard in their schools.
- No complaints about RE have been passed to SACRE and we have received no information about withdrawals from RE.

TEACHER TRAINING AND MATERIALS AND ADVICE FOR SCHOOLS

- RE Network meetings have continued online and received positive feedback. Attendance has not been high, but regular with the same schools engaging each time. Sign-up is always higher than actual attendance as Covid and other school meetings are still having an impact.

- The autumn term meeting looked at the issues of decolonising the RE curriculum, using some of the NATRE Anti-racist materials.
- The spring term meeting explored what makes for Good RE, using a range of techniques
- In the summer term the focus was on assessment and progress.
- In addition SACRE has run an online session for teachers new to RE in Milton Keynes and a follow up session for those new to subject leadership. Both meetings attracted a small but committed group, eager to learn.
- Regular newsletters have been sent to schools this year containing links to a wide range of RE resources as well as articles from SACRE members about their faith traditions. This is the main way that information and support is being offered to schools and is a new venture for SACRE. Each newsletter contains a report from the previous term's RE network meeting, hopefully encouraging teachers to attend as they can see how useful they may be.
- SACRE has received no information from the LA on withdrawals from RE, and no requests for help from schools or the LA on any matters related to RE.
- A new venue has been found for the resources previously stored at the Rivers Centre. It will be located in a school. Discussions are still underway about how to make these resources easily accessible to schools.

ADVICE TO THE LA

- The LA has been advised that unless sufficient funding is made available to SACRE for the syllabus review, the task cannot be undertaken with any confidence of a good outcome for teachers.

COLLECTIVE WORSHIP (STATUTORY RESPONSIBILITIES):

STANDARDS AND MONITORING OF CW

- No information has been gathered this year on standards in collective worship, though as stated above the two schools that received SIAMS inspections were awarded the grade of good for collective worship. These schools, however, fall outside SACREs remit for worship as they are Church VA schools.

DETERMINATIONS

- There are currently no determinations in force, and none have been applied for during the academic year 2021-22.

TEACHER TRAINING PROVIDED

- No teacher training on collective worship has been provided, but the new SACRE newsletter will contain information about worship, links to resources and training events available.

OTHER INFORMATION

- No information on withdrawals or complaints has been sent to SACRE.

ADVICE TO THE LA

- The only advice given to the LA is that SACRE thinks some training on collective worship should be provided, as it has been in the past by Bridgebuilders.

LINKS WITH OTHER BODIES

NATIONAL BODIES

- Members of Milton Keynes SACRE have attended NASACRE conferences and the AGM and the adviser to SACRE is a member of the NASACRE executive committee.
- The MK RE network is NATRE linked.
- The Jewish rep is linked to the Board of Deputies

LOCAL BODIES

- The Diocese of Oxford provides the advisory support to Milton Keynes SACRE.
- SACRE work with Youth SACRE
- SACRE works with the Milton Keynes Bridgebuilder Trust

SACRE INVOLVEMENT LOCALLY

- SACRE has not provided any governor training this year and has not provided any advice on community matters.

SACRE'S OWN ARRANGEMENTS (STATUTORY RESPONSIBILITIES):

The three SACRE meetings held this year have all been online yet again. SACRE met on 23 September 2021, 16 March 2022 and 27 June 2022. Only the first meeting of the year was quorate with one councillor in attendance. Attendance at meetings has been consistent, but poor and there are vacancies in all groups, including now in group C, as the academies post is probably now vacant (I need to check if Sara Smith is really joining us or not)

- 23 September – For the first time in about two years SACRE was quorate and the decision was taken therefore to request a postponement of the syllabus review as schools are still under so much pressure from Covid, and the LA had not yet agreed to release extra funds. The chair and vice-chair both indicated their desire to stand down from the roles, but no nominations for the posts had been received, so both agreed to continue in role for this meeting. Work on the website is progressing slowly as there has been a change of personnel and the Rivers Centre where much of the work was being carried out has closed permanently. A decision was taken to begin a website trawl and the list of schools was to be sent to the adviser to allocate to members.
- 16 March – This meeting was not quorate. The adviser had not received the list of schools, so the website trawl was put on hold. However, a chair and vice-chair were nominated and appointed to take over from the summer meeting. A new LA officer was also welcomed to the meeting and will be taking over also from the summer meeting. Another piece of good news was that the LA had agreed to underspent funds (due to Covid) being carried forward and can therefore be put into the budget for the syllabus review.
- 27 June – although again not a quorate meeting, the new chair and vice-chair were welcomed. At this meeting the training schedule for the following academic year was set, with RE networks continuing online, and two half-day sessions for new teachers and subject leaders. If venues can be found, these last two will be face-to-face. Youth SACRE has lost the person who led it, and enquiries will be made as to the way forward. A report was received

from delegates who had attended the NASACRE AGM and conference. Work has been continuing quietly on KS2 – 3 transition and a document will be received soon.

- Each of the three meetings also received a report on the RE Networks. See [teacher training and advice](#).
- There is currently no Agreed Syllabus Conference sitting, the decision having been made that SACRE is not in a good position to do this task as meetings are rarely quorate, and no additional funding will be available from the LA, despite the carry forward of £995.
- Advisory support is paid for on an annual contract offering a minimum of time to cover the meetings, preparation and RE networks, with additional works being funded on an ad hoc basis. This amounts to between 4 and 5 days per year. SACRE has been advised that the adviser should be involved in the preparation of the agendas for meetings. This has not happened this academic year.
- As a result of the discussions about funding work on the forward plan has not continued.
- Membership has not improved over the last academic year and attendance is inconsistent, with not all members giving apologies when they are unable to attend. SACRE has been advised that the timings of meetings should be reviewed, but this has not yet been agreed.
- SACRE is undergoing a review and revision of the website and one member has been working with the LA to make the website more useable. This work is being funded by SACRE, and is still in progress, despite having hit some setbacks.
- SACRE members have been able to attend the training run by NASACRE, but no reports on session outside of the conference have been received.
- There is no Agreed Syllabus Conference (ASC) currently sitting, as the decision has been made to postpone the syllabus review.
- The SACRE budget is listed on the Schools' Forum as £12,000 with £4535 being actually delegated to SACRE. The balance pays for admin time, recharges by the LA and LA advisor time. More clarity around this has not been forthcoming.

APPENDICES

- Table of GCSE – short and full, A/S & A Level RS results – not available this year
- Membership and attendance
- Sample CPD flier
- Sample SACRE newsletter
- Circulation details for this AR –
 - SACRE members & co-optees
 - LA Education officers
 - Parish Councils
 - Press
 - Public inspection copy available at Time Square (though not during COVID)
 - Libraries
 - County Archivist

ANNUAL ATTENDANCE AT MK SACRE

Representing	Member	23 September	16 March	27 June	Totals
Group A					
Free Church	Carol Wheatle	A	P	P	2/3
Roman Catholic	Vacancy				
Baha'i	Vacancy				
Buddhist	Dr Ajit Da Silva	?	P	?	1/3
Hindu	Vacancy				
Muslim	Zainab Manji	P	P	P	3/3
Jewish	Lou Tribus	P	A	P	2/3
Sikh	Talvinder Kaur Virdee-Basra	P	?	P	2/3
Humanist	Elaine Lever	A	P	P	2/3
Group B					
C of E	Rev Paul Smith	P	P	P	3/3
	Toby Long	A	P	A	1/3
	Gill Wood	A	P	P	2/3
	Vacancy				
Group C					
Primary HT	Amanda Dicks	P	A	A	1/3
Primary	Emma Wallace	A	?	?	0/3
Secondary	Katie Wilkins	P	P	A	2/3
	Shaneen Digby	P	P	P	3/3
Academies	Shammi Rahman/Sara Smith	A	A	?	0/3
Group D					
CLr	Anthony Brown	P	?	?	1/3
CLr	Nabeel Nazir	?	?	?	0/3
Officers					
Adviser	Anne Andrews	P	P	P	3/3
LA Officer	Michael Manley Sep-Mar Graham Beech Mar - Jun	P	P	P	3/3
Clerk	Janet Gleghorn	P	P	P	3/3
Totals		10/19 4 vacancies	11/19 4 vacancies	10/19 4 vacancies	
Key: P = Present; A = apologies received ?= no attendance or apologies					

Sample CPD flier:

RE Network



Racist attitudes have been prominent during the summer.

Can RE contribute to combatting racist ideas? Are there dangers to be avoided?
Are there materials and resources available to help us? What can we do to
promote respect and tolerance through our teaching of RE?

Join the RE network online and find the answers to these questions and more.

Thursday 11 November 2021 4.00-5.30pm on Zoom

Book with [Janet Gleghorn](#)

SACRE NEWS

Standing Advisory Council for Religious Education

Summer 2022

RE and Collective Worship news and updates for teachers, governors

RE NETWORK MEETING



RE Network Meeting
26 May 2022
16.00-17.30 (online)



Progress and Assessment
What should pupils know
and how should they show
it?



Contact: Janet.gleghorn@milton-keynes.gov.uk to book your place



WHAT MAKES GOOD RE?

This was the question that the RE network meeting addressed in the spring term. After an initial breakout room discussion where teachers shared their initial ideas, delegates had the opportunity to explore some activities which would contribute towards a challenging and diverse RE curriculum.

The activities were linked to two of the three core disciplines of RE – Theology, Human and Social Science – as this approach helps to provide focus.

Text was the focus of the theological approach. Taking a well-known parable of Jesus, we looked first at a range of possible meanings for the text, discussing which of the nine suggestions readers thought fitted best. After thinking about possible titles for the text, delegates went into groups with two other texts to see if they could construct similar activities and discuss how effective these approaches might be in helping pupils to engage with texts.



Here are some other possible activities you can do around text:

- *What kind of text is it? (Story, poem, history, law, letter?)*
- *What is the purpose of the text?*
- *Give it a title*
- *Summarise it in a sentence*
- *State the meaning of the text in a sentence or two*

- *Annotate the text, highlighting links to other texts*
- *Annotate the text to show the links to beliefs or practices*
- *Compare text to a piece of artwork (or several) based on the text.*
- *Compare different versions of the same text and suggest why there are differences*
- *How might different people read this text?*
- *Are there other stories/texts you know that are like this?*

For the discipline of Human and Social science we looked at an artefact, considering how we might encourage pupils to engage with the object. Encouraging pupils to use their imaginations when looking at the artefact, sharing their thoughts, ideas, and questions, along with research will enhance pupils understanding of the use and significance of the item. We also considered how maps and data might be used. A map of the local area showing the range of places of worship could enable pupils to better understand the diversity (or lack thereof) in their community. Finding out why there are two mosques, or dozens of churches might prompt questions about who lives in their area. Is the school community the same or different? Data from the 2021 Census should become available sometime this term, and although the questions about religion and faith were optional this time, there may still be interesting information to be gleaned. School generated data about how often people pray, or attend a place of worship, or engage in other religious practices can also be used, as can data from [Pew Research](#) Centre and the [British Social Attitudes Survey](#).

Variety in the kind of activities that pupils undertake was also emphasised – visits, visitors, experiences such as food, dance and music were all identified as positively enhancing pupil’s learning and engagement. It is important that the chosen activities relate to the intended learning outcomes and that they are serving the outcome, not dictating it.

Some examples of pupil work were also looked at and the following pointers when deciding what and how to record were suggested:



It is worth asking yourselves the following questions to help you audit your RE:

- What scheme of work do you use?
- What kind of activities does it suggest?
- Are they sufficiently challenging?
- Are they focused enough on RE outcomes?

- Is it sufficiently varied?
- Does it work for you?

If you think this would have been a useful session, make sure you can come to the session on Progression and Assessment on Thursday 26th May, again online using Zoom. There will be opportunities for discussion in break out rooms and to meet other RE teachers and leaders. Get involved and make these meetings work for you.

Contact janet.gleghorn@milton-keynes.gov.uk to book your place

RESOURCES



The [RE Quest](#) website has been recently updated and has some helpful new features, as well as more up to date interviews and resources. It focuses exclusively on Christianity and has a wide range of video clips and information about Christian beliefs and practices. There is the facility to filter by Key Stage as well as topic.

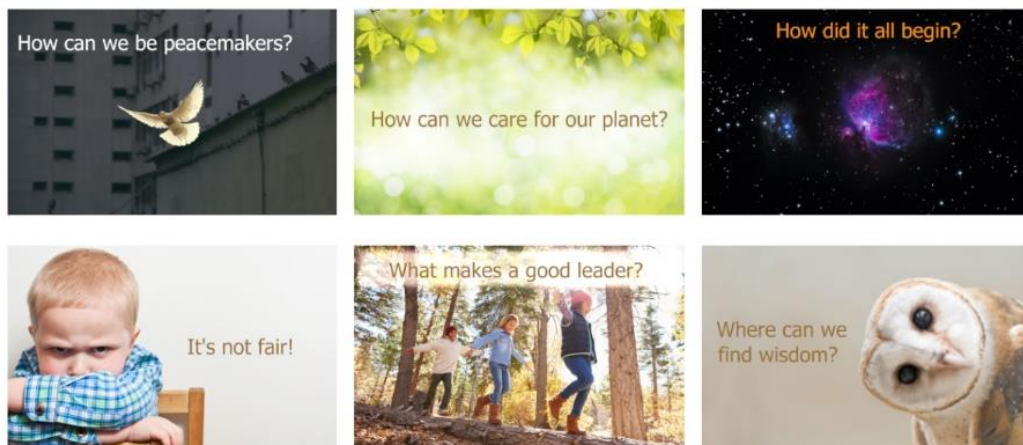
There is a new facility to create topic boards within the website, linking resources together as you want them, and there is an accessibility button which allows the user to change some of the ways that the page is presented. This should make the resources more accessible to a wider range of learners.

The loading process for pages is still quite slow, and the back button removes the applied filters, but it is worth exploring to see what has changed and what is new.

Story Tent

The Story Tent offers easily accessible online teaching materials to support KS2 pupils to learn more about Religion and Worldviews through the lens of story. It provides resources that develop skills for intercultural and interfaith dialogue through an inquiry-based approach with an exploration of difference at its heart. The Story Tent equips pupils with the confidence they need to live well in our increasingly globalised and diverse societies.

There is a bank of stories from a range of worldviews, covering topics such as Creation, Peace, Stewardship, Leadership, Justice, and Wisdom. Each story is read online, with a short introductory commentary. There is also the option to book them for a Story Tent Day in your school.



Islamic Art resources

[Bayt Al Fann](#) is a website with the strapline: 'a house for everyone, exploring art & culture inspired by Islamic tradition'. Containing both modern and ancient examples of Islamic art, as well as interviews with current Islamic artists this website has a range of images that would be suitable to explore in the classroom. The interviews and articles are likely to be more suitable for older students, but may give teachers an insight into the traditions and features of Islamic inspired art.



Visual Commentary on Scripture

This [website](#) brings together the Bible and Art. It is organised according to books of the Bible (including the Apocrypha) and displays artwork from a range of periods and cultures. The passages of scripture are included, along with commentaries. Look at the paintings connected to the scriptures on the [Ascension](#) or on [War and Peace](#).

There is a blog on [RE Online](#) explaining the significance of the resource and giving an overview of how it can be used. Remember that RE Online has a wide range of resources to support teachers at all phases of education and showcases current research.

Inclusive Judaism

The Jewish Museum is launching a new image library called [Inclusive Judaism](#), featuring photographs of modern Jewish life, in Britain and around the world showing the diversity of Judaism within the community. It can be sorted by topics such a Life cycle, festivals, synagogue and contains short commentaries on the artefacts revealed in the photographs.



New Culham St Gabriel's eLearning Platform

Culham St Gabriel's has for many years provided free CPD to teachers through the popular Teach:RE courses. This has newly been developed into a FREE online platform for teachers' CPD. This is a supportive, stimulating, and interactive way to access free, self- study courses, designed to introduce teachers to current thinking in Religion and Worldviews education.

It is being launched with some information sessions on Wednesday 18th May 7–7.45pm or Tuesday 7th June 5-5.45pm. To find out more book [here](#). Initially there will be introductory courses, with more to follow in due course.

To keep up to date with all the news from Culham St Gabriel's [sign up](#) to receive their regular newsletter.

Springs Dance Company

The Good Samaritan, *You Are Special*, and *PARABLE* are Springs Dance Company's latest offering to schools. For the Summer and Autumn Terms 2022 the following workshops can be booked:

- ***The Good Samaritan*** - Focusing on the importance of helping others, these workshops touch on themes of living in a multi-racial / multi-religious society, ask moral questions and go deeper into RE.

- **You Are Special** – These workshops tackle the big issue of self-esteem and create opportunities for the children to discuss ideas about self-worth and how we treat others.
- **PARABLE Interactive Performance Workshop** - Combining a professional performance and integrated workshop experience in one, PARABLE provides an exciting opportunity for children to encounter and overcome creative challenges, accomplish tasks, and influence the outcome of the performance whilst absorbed in a vibrant world of professional dance and theatre.

Further details on these and all of Springs' workshops can be found at:

<https://springsdancecompany.org.uk/index.php/join-in/schools-workshops>

To book and to find out more please email touring@springsdancecompany.org.uk

or call 07876 752 910

REAL PEOPLE, REAL FAITH

Have you use the [Real People, Real Faith](#) videos that have been produced by the Pan-Berkshire SACRE hub yet? If not, you need to head over to the [NATRE website](#) to take a look. There are films for Key Stage 1, 2 and 3 with notes giving a summary of the content and suggestions of how to make the most of the films in the classroom.

REAL PEOPLE REAL FAITH KS1



Made on location in Berkshire, these films offer variety and diversity within as well as between faiths. Answering questions such as 'What symbols are important to you?' members of the faith communities were filmed in their places of worship. Already on the site are Anglican, Baptist, Hindu, Reform Jewish, Shia Muslim and Sikh films, and due to be uploaded soon are Roman Catholic, Orthodox Jewish and Sunni Muslim films. Orthodox Christian, Buddhist, Baha'i, and Humanist films are still on the storyboard, but will hopefully be made and on the website by September. SACRE would love to hear from anyone who has used the films. Consider an article for the next newsletter in September.

SUMMER FESTIVALS FOR RE AND COLLECTIVE WORSHIP

The summer term sees many religious festivals. Here are just a few:

- 1 May – End of Ramadan (Muslim)
- 2 May – Eid-ul-Fitr (Muslim)
- 16 May – Wesak (Buddhist)
- 23/24 May – Declaration of the Bab (Baha'i)
- 26 May – Ascension Day (Western Christian Church)
- 29 May – Ascension of Baha'u'llah (Baha'i)
- 2 June – Ascension Day (Eastern Orthodox Christian Church)



הגות

5 June – Shavuot (Jewish); Pentecost (Western Christian Church)

12 June – Trinity Sunday (Western Christian Church)

16 June – Corpus Christi (Western Christian Church); Martyrdom of Guru Arjan (Sikh)

21 June- World Humanist Day (Humanist)

7 July – Hajj (Muslim)

10 July – Martyrdom of Bab (Baha'i) ; Eid-ul-Adha (Muslim)

22 July – Islamic New Year 1443 (Muslim)

For more information about any of these festivals look at the [Shap Online Calendar](#)

Which of these will work well for Collective worship in your school? Which communities do you have? Which would you like your pupils to encounter? Collective worship is a good way to raise pupils' awareness of the diversity of faiths within your community and globally, without adding more content to the already full RE curriculum. *Please note that the dates shown here are for 2022 only. The position of the moon, particularly the sighting of a new moon, dictates the dates of many of these festivals.*

THE FUTURE FOR RE?

The Religious Education Policy Unit was delighted to welcome parliamentarians from across the political parties on 1st March to its virtual roundtable titled '**Religious Education: Underfunded and Undervalued**'. This roundtable was chaired by Sir Peter Bottomley MP and featured contributions from students, teachers, parents, and professors on the importance of religious education in modern Britain.

A summary of the discussion as has been released publicly can be found below:

1. Religious Education is Important to your constituents.

Nearly two thirds (64%) of the UK adult population think that an education in religion and worldviews (or RE) is an important part of the school curriculum today. 65% agree that the subject has an impact on people's ability to understand each other in wider society.

2. Religious Education is about understanding people.

Religious Education is a key tool in equipping our young people to learn about their peers, to engage constructively with difference and to combat ignorance and discrimination.

3. You don't have to be religious to need religious literacy.

We come into contact with people with different religious beliefs on a daily basis as part of modern life. On social media and in the news, we are constantly reminded of the dangers of caricaturing and demonising religious difference. We need to equip our children to navigate these conversations well.

4. Religious Education is key to engaging with a global world.

Whether we are inviting those from around the world into our local communities or we are engaging with cultures far from home, religious literacy is a crucial part of building constructive relationships and overcoming barriers to inclusion.

5. You wouldn't want Maths to be taught by someone with no training.

The Department for Education has missed its recruitment targets for RE in 9 of the last 10 years. On average, 25% of secondary school RE lessons are taught by someone with no post A level qualifications in RE. For primary

schools, the average teacher of RE has less than 3 hours training in the subject. The consequence is that access to high quality teaching in RE is currently a postcode lottery.

6. The current balance sheet for Government support for RE: £0.

Over the past five years, other school subjects have received 10s or 100s of millions of pounds of Government support for teacher training, development, and resources. In that same time, Religious Education has received no financial support whatsoever

As a result of this meeting several politicians are beginning to write letters to get the situation changed. We will have to wait to see the outcomes.

Read more about the report on the [NATRE website](#) and Sir Peter Bottomley's blog on this [website](#).

MILTON KEYNES SYLLABUS REVIEW

The eagle-eyed among you will be aware that the Locally agreed RE syllabus is due to be renewed this year, but with the pressure that schools have been under in the last two years, and the continuing uncertainty over the impact of Covid on schools, Milton Keynes SACRE has taken the decision to postpone the review and renewal of the syllabus.

This means that you can continue to work according to the current RE syllabus, even beyond July. If you need a reminder of what is in the syllabus, and to find links to the supplementary guidance documents click on the image below which will link you to the correct website.



Milton Keynes Agreed Syllabus for
Religious Education 2017



Date issued
July 2017
Review date
July 2022
Prepared by
Linda Bartlett, Improvement Partner, Inclusion
M17082

A decision will be taken in due course about when the next review will begin, so do keep looking out for emails from SACRE with updates.

In order to carry out a full review of the syllabus SACRE will need your help as teachers, governors, and members of faith groups. If you would like to be part of this body, then contact any of the people listed on the first page of this newsletter who will be pleased to let you know how you can get involved, whether as member of SACRE or as part of the writing and consultation group.