

# North Yorkshire Standing Advisory Council on Religious Education

Annual Report for the School Year 2016/17



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## 1: Introduction and context from the Chair of SACRE

### **I am pleased to introduce this report of North Yorkshire SACRE's activities for the school year 2016/2017.**

This is my 15th year with SACRE, which now incorporates many interpretations of community views. SACRE, being all-inclusive, includes representatives of the area's principal faith groups, non-religious world views, RE teachers, and County Councillor representatives. This contributes to gaining the confidence of local communities, and enables SACRE to take account of the circumstances of each area in creating an agreed syllabus that has regard to local context. For 15 years, SACRE has championed and facilitated a variety of forward-looking documents, RE conferences and Celebrating Diversity events.

It has been a busy year for SACRE, with much achieved. The centrepiece of our year's work has been the delivery of a Diversity Day in Scarborough in October 2016, for 8 primary schools and a Special School, and preparation for a 2nd Diversity Day, a one-day conference for pupils from schools within North Craven at Settle College, to be held on 2nd November 2017. Members were involved in the planning of the Diversity Days and acted as conduits with their faith communities in providing the workshops.

I would like to take this opportunity to thank Cllr Margaret de Courcey-Bayley for her valued contribution to the work of SACRE over several years and to welcome the new County Councillors to SACRE, Cllr Annabel Wilkinson, Cllr Andrew Lee, Cllr Patrick Mulligan and Kate Hill, Caroline Pratt and Matt Grassam as teacher representatives. We also welcomed Mark Cosens from The Church of Jesus Christ of Latter-day Saints. Their membership status was updated to full membership during the year.

Thanks go to Stuart Wiggans and pupils from Settle College who hosted a SACRE meeting in the Spring Term. I must also thank Rebecca Swift and Sally Mitchell as they have always been most helpful and efficient. Rebecca and Sally are towers of strength and support.

Over the last academic year SACRE has met three times, once each term. The members have received presentations about aspects of RE teaching in schools and other settings. They have also debated a range of issues raised by different stakeholders arising from Religious Education nationally and in North Yorkshire schools.

It has been a privilege to chair SACRE for the past few years. Everything we have achieved has been by team effort and I thank everyone who has contributed to the success of NY SACRE. My heartfelt thanks go to all members of SACRE who have made this possible.

I am very pleased to be able to commend this annual report to school governors, head teachers and their staff, and to members and officers of the County Council.

Nasr Moussa Emam, SACRE. Chair 2016/17

## 2: Advice to Statutory Bodies

Over the last few years, SACRE has produced the following resources and guidance documents for schools:

- North Yorkshire SACRE RE Agreed Syllabus
- Supporting guidance document and teaching units to support the Agreed Syllabus
- Guidance on Collective Worship
- Organising visits to places of worship

This year SACRE have published some case studies of good practice around Collective Worship.

## 3: Standards and Quality of Provision of Religious Education<sup>1</sup>

### Public examinations

#### Key stage 4

(2016 data in brackets)

In 2017, 2666 (2789) students were entered for the GCSE full course in Religious Studies in North Yorkshire, which was 45% (46%) of the cohort and a decrease of 123 entries from the previous year. 34 (34) centres out of 46 entered pupils for full course GCSE. Some schools entered the whole cohort, whilst for other schools, Religious Studies GCSE was offered as an option.

#### The national picture:

“The number of pupils in England and Wales taking GCSE Religious Studies full course has fallen for the first time in more than a decade, down 4.6% against 2016 to 269,839.

In addition, the number of pupils in England and Wales taking the short course GCSE in Religious Studies has fallen even more sharply, down 24.6% from last year to 53,071. The decline is driven by a fall in entries in England where the number of entries for GCSE Religious Studies full course has fallen by 5.2% to 256,729. In contrast, the equivalent figures for Wales are up by 8.5% to 13,110, a record high.

All schools, including Academies, have a legal requirement to offer Religious Education at all key stages, but *(the)* figures suggest that this is not sufficient to ensure that all pupils in England get to study the subject at Key Stage 4. In too many cases, there are no consequences for those schools that decide to flout their legal obligation, with Religious Education not featuring in measures such as the EBacc that are used to hold them to account. This impact is made clear from a comparison of entry patterns between England and Wales. In contrast to the decline in entries at exam centres in England, in Wales, where the EBacc is not a performance indicator, the number of entries for full course GCSE have reached a record high in 2017.

At a time when greater religious literacy is even more necessary than ever before, the decline across England in pupils taking GCSE Religious Studies is troubling. The fall in entries comes despite pupils emphasising how much they value and enjoy studying Religious Education (underlined by the overall rise in entries at A-Level and GCSE over the past decade) and despite the fact that the Government is rightly emphasising the importance for young people to have knowledge and understanding of religions and non-religious beliefs.

This year's drop in entries should not detract from a decade of strong growth for Religious Studies GCSE. In 2007 there were 158,607 entries for Religious Studies in England and Wales. The number of entries increased every year until reaching a peak in 2016. While there has been a decline this year, the number of pupils receiving a full course GCSE in Religious Studies is still 70.1% greater than in 2007.

It has been encouraging to hear that Ofsted intend to pay closer attention to whether schools are meeting their requirements to teach Religious Education. *(The)* figures show how important it will be for Ofsted to do this.”

<sup>1</sup> Public examinations leading to approved qualifications are entitled Religious Studies.

NATRE, August 2017



Full GCSE Grades A* - C			
2017 National	2017 North Yorkshire	2016 North Yorkshire	2015 North Yorkshire
70%	72%	70.0%	72.6%
GCSE Grades A* - A			
2017 National	2017 North Yorkshire	2016	2015
29.5%	30%	29%	29.8

In the absence of nationally validated data at the time of writing, it is estimated on the basis of interim data that North Yorkshire's GCSE results for the full course at grades A\*-C/ Level4+ are significantly above the national average. The average point score for North Yorkshire pupils was 4.9 points. This is also above the national average of 4.7 points.

### Post-16

In 2017, 234 (256 in 2016) students were entered for GCE 'A2' level Religious Studies in North Yorkshire. 100% (99% in 2016) of candidates entered achieved a grade A\*-E (100% national figure in 2017), 27% (25% in 2016) a grade A\*/A (20% national figure) and 57% (53% in 2016) a grade A\*-B (51% national).

A2 Religious Studies was studied in 18 North Yorkshire schools and colleges. Results show an improvement in pupils achieving the higher grades and the average point score of 37, was significantly above the national average of 35 points.

In the absence of nationally validated data at the time of writing, it is estimated on the basis of interim data that North Yorkshire's GCE A level results are above the national average.

### The National Picture

'The key outcomes of the 2017 A level results in England and Wales for Religious Education are as follows:

- 23,856 RS A level entries were recorded, a small decrease of 4.0% on 2016. Much of this decrease is explained by a decrease in the number of 18-year-olds in England, Wales, and Northern Ireland of 1.7%
- Despite the decrease in entries for RS, there are still more than double the number in 2003 (11,132 entries were recorded in 2003)
- The increase of 114% in the number of entries for RS A level since 2003 is greater than for any arts, humanity or social science subject (the nearest subject is Political Studies with an increase of 90%). Among all subjects, only Further Maths has seen more rapid growth than RS
- 3% of entries for RS A level were awarded an A or an A\*
- There were 16,308 entries for RS at AS level, a decrease of 54% on 2016; this reflects the decline across all subjects where the number of AS entries fell by 40% across England and Wales. Despite the drop there are still more entries than in 2003 (15,482 entries were recorded in 2003)
- The importance of RS A Level as a subject for Higher Education entry and for graduate recruiters is increasingly recognised by independent bodies. The Russell Group of top universities has made it clear that RS A level provides 'suitable preparation for University generally', and both Oxford and Cambridge University include Religious Studies in the top level list of 'generally suitable Arts A levels'.

Report from RE Today

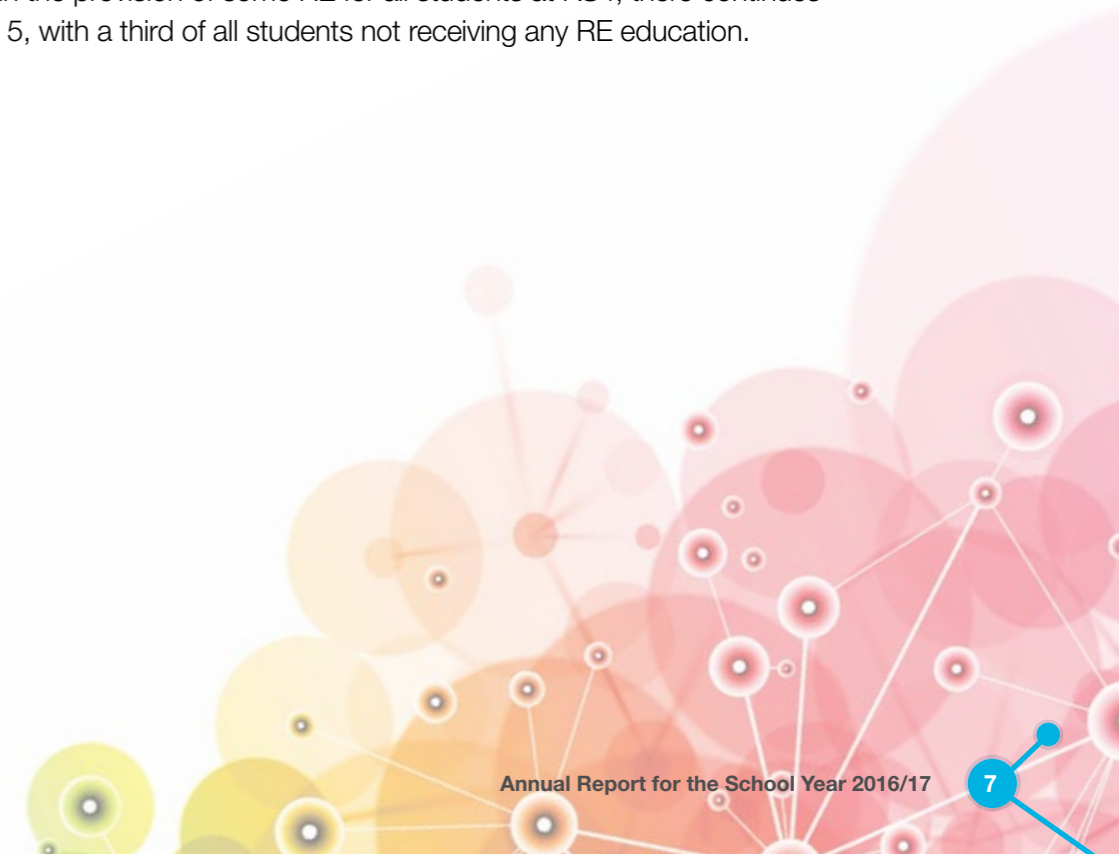
## Quality of provision of Religious Education

### Time allocated to RE

167 (142 in 2016) primary, secondary and special schools completed the 'RE schools annual return'. This was 45% (39%) of all maintained and academies in North Yorkshire. The data indicated the following: (2016 figures in brackets)

Average time allocated to RE each week in North Yorkshire schools participating in the RE annual return	KS1 % of schools	KS2 % of schools	KS3 % of schools	KS4 % of schools	KS5 % of schools
None	0(0)	0(0)	0(0)	0(5)	33%(46)
5-30 mins	9%(14)	4%(8)	9%(8)	9%(36)	0(8)
31-60 mins	84%(70)	81%(71)	55%(57)	27%(14)	17%(15)
61-90 mins	12%(10)	12%(15)	18%(30)	18%(32)	0(8)
91+ mins	2%(6)	3%(7)	18%(4)	45%(14)	50%(23)
Total number of participating schools	140(119)	151(119)	11(23)	11(22)	6(13)

According to the survey, the majority of schools are meeting SACRE's suggestion of 5% of curriculum time being devoted to RE, with some schools exceeding this, particularly faith schools. Whilst there is a slight improvement in the provision of some RE for all students at KS4, there continues to be a concern at Key Stage 5, with a third of all students not receiving any RE education.



## Foundation stage and key stages 1 and 2

Over 81% (93% in 2016) of primary schools completing the survey follow the North Yorkshire RE Agreed Syllabus, at least in part. Voluntary Aided Church schools follow their diocesan syllabus instead of North Yorkshire's Agreed Syllabus, whilst other church schools use both syllabuses. Through the RE Annual Return, 88% (97% in 2016) of primary schools stated they were satisfied with the quality of provision for RE in their school.

An increasing number of schools teach RE in an enquiry based way. Some schools have opted for regular RE themed days, whilst others are adopting a cross-curricular approach.

Below are several reports from North Yorkshire primary schools.

### Barlby Bridge Community Primary School



The whole of Key Stage 2 from Barlby Bridge Community primary school in Selby enjoyed visiting the recently built Mosque in York last year. The Imam, Sheikh Abid, shared the trials and tribulations of moving from the old to the new, as well as sharing an overview of the Muslim faith. As the children came back to school with so much to share, the children from Year 2 asked to go. Sheik Abid was very obliging and invited these pupils for their own special visit.

The Year 3 pupils were shown around the Sinai synagogue in Leeds by Education leader, Carol Adams. It was the Jewish New

Year and there were many activities and celebrations taking place. The children had the opportunity to see and read from the Torah as well as dress up in traditional clothing that children would wear when worshipping at the synagogue. Ben Rich from the York Liberal Jewish community kindly came to school to give a whole school assembly and talk with the key stage two classes. This provided our pupils with a greater understanding of the Jewish faith and what it means to be a Jew in Britain today.

Throughout the year, we have been welcomed by Canon John Weetman to attend the Selby Abbey. The children have used the Abbey building as an art project. Our children have celebrated their Harvest Festival and Christmas service in these wonderful surroundings.

We have invited a Humanist speaker into school this term, so that the children are aware of the variety of values people hold within our community. All in all, it's been a vibrant year at Barlby Bridge.

*Report by Mrs Wass and Mr Jubb, RE subject leaders.*

The challenge of teaching multi-faith RE in the more mono-cultural, rural parts of the county continues to be a challenge. SACRE continues to build our data-base of recommended places to visit and visitors to the school and this is now linked with the county's Educational Visits website.

### Riccall Community Primary School



### Visits to Guru Nanak Gurdwara, Hull

In July 2017, we took the whole school (over the course of 3 visits) to visit the Guru Nanak Gurdwara in Anlaby, Hull. The members of the Gurdwara were incredibly welcoming and engaged the children straight away.

They got to learn about the Guru Ganth Sahib, the Sikh holy book, and the high regard with which it is held. The children saw everyday examples of the 5 'K's of Sikhism and learned all about Guru Nanak. They got to ask lots of questions about the similarities

and differences between Sikhism and Christianity and best of all, got to try some of the delicious food that the Sikh community prepare for each other when together at the Gurdwara.

The experience gave the children a real insight into the beliefs and culture that are fundamental to Sikhism, which was hugely important when the sight of a turban is incredibly rare in Riccall and even in York.

This visit was part of our 5 yearly cycle of visiting different places of worship.

"I found it funny that we had to cover our hair at first, but after listening, I understand why they asked us to do it." – Year 3 child.

"I thought this was a really interesting way to find out about another religion. I thought it was great to actually go inside the temple and the food was amazing – I loved the curry!" – Year 5 child.

*Report by Nick Styles, Headteacher*

## Key stages 3, 4 and post-16

At key stage 3, some schools have developed an inspiring and stimulating RE curriculum, often incorporating some of the 5 units of learning developed to support the new agreed syllabus. For some schools however, curriculum time for RE has been reduced or RE has been incorporated into an integrated, skills based course, combining with other humanities subjects, or with Personal, Social, Health and Citizenship Education. This can work successfully, but is a challenge to teachers and to school leaders to ensure that sufficient time is given to deliver a quality RE curriculum that allows students to make good progress.

At key stage 4 and post-16 there is more variation in the quality of teaching and learning in RE. The data from the RE survey would suggest that whilst more pupils have some RE provision at KS4, this is increasingly part of a non-examination course, with limited curriculum time. The quality can be less secure in non-examination situations where statutory RE is provided through integrated courses or during tutor group or form time, but there are some good examples emerging of relevant, exciting courses that students enjoy and value. In the public examination courses offered either for all students or as an option, the quality of teaching is largely good, as evidenced by the GCSE results.

Subject leaders in many secondary schools continue to face an increasing challenge in securing the place of RE within the curriculum. The English Baccalaureate put pressure on optional subjects with the inclusion of Modern Foreign Languages and History/Geography, but not RE. However, the 'Progress 8' measure, which calculates a pupil's progress over eight subjects, one of which can be a full GCSE in Religious Studies, provides an opportunity for schools to include Religious Studies as a core GCSE for all students. The high uptake of full course GCSE RS reflects this.

## Special schools

Separate regulations covering maintained special schools require them to ensure that as far as practicable a pupil receives opportunities to explore RE. Most Special Schools use the North Yorkshire RE Agreed Syllabus, at least partially, and adapt to meet the needs of the pupils. Some Special Schools use the 'Equals' curriculum package which is designed specifically for RE in special schools. There are examples of outstanding practice in RE teaching and learning experiences in special schools.

To support schools with enabling their pupils to develop a better understanding of different faiths, SACRE applied for a NASACRE/Westhill grant to run a Diversity Day in Scarborough. Below is a report of the day.

## RE Diversity Day, October 2016

The project brought KS2 pupils together from 9 schools in the Scarborough area to experience and explore diversity through four workshops, led by people from a range of different faiths. The focus of the workshops was on using religious artefacts to enhance religious understanding. Faith artefacts boxes have been developed which were used on the day and have since been used by all the schools in the area to support the teaching of RE and the delivery of the agreed syllabus. 10 pupils from each of the 9 primary schools involved attended the day and were then encouraged to share their experiences and learning back in their own school.

### What did the pupils say?

"It was interesting, to see people from different religions and intriguing to learn new things that I didn't already know."

"I learnt so much about Buddhism and Judaism I never knew before."

"It was exciting, fun and had lots of activities."

"I got to wear a sort of hat in Sikhism."



"All the workshops had loads of different qualities and weren't the same, I learnt loads of facts and will love to pass that information onto my class mates."

"It was an awesome day and I liked meeting new people. It felt like the best day ever on a school day."

"The people who taught each religion actually believed in that religion and were telling us about their lives."

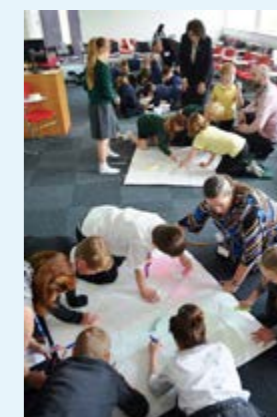
### What did the teachers say?

"The children seemed very interested. All presentations given calmly and knowledgeably. I particularly learned a lot from the Sikhism workshop."

"The amount of information shared in such an accessible way. The children are enthused."

"Interesting people involved who were passionate about what they were talking about but didn't preach. The children learnt a lot and were engaged and interested. Children wanting to go back to school and share this knowledge through assemblies, tasks etc. "

"A brilliant idea – and our children who are not particularly articulate or knowledgeable about this area became more confident to ask and comment as the day went on."



## Summary

88% (96% in 2016) of the 45% of schools involved in the annual return reported they were happy with the current provision for RE in their school. However, reasons given from the 12% of schools that were not satisfied were:

- lack of curriculum time
- lack of specialist teachers
- staff are not confident in teaching the subject
- lack of consistency across classes
- priority is given to other subject areas
- curriculum needs reviewing in light of the changing diversity of the school's population
- greater integration with other subjects is needed.

SACRE have received no complaints regarding RE provision or quality this year.

## 4: Effectiveness of the North Yorkshire agreed syllabus

The current North Yorkshire Agreed Syllabus was launched in February 2013 and teaching of it began in September 2013. It is due to be revised in 2018. It is due to be revised in 2018, but SACRE have decided to delay any changes until the RE Council's Review is published in Autumn 2018.

The Agreed Syllabus is supported by a range of guidance documents and units of learning. They include:

Six guidance documents:

- Good learning in RE: guidance for teachers;
- Beginners guides to the religions and beliefs recommended for learning;
- Glossary of terms;
- A SACRE tool for using the 8 level scale of expectation in RE;
- RE and assessment: six sample tasks
- SEND and RE resource pack

19 units of learning from KS1-3

A poster illustrating the 8 level progress scale.

The resources are available free to schools in the Service Level Agreement (SLA) via 'Fronter', North Yorkshire's virtual learning platform, or are available to purchase by other schools.

87% (85% in 2016) of schools use the North Yorkshire RE Units of learning. 14% (6% in 2016) of all schools just use these, whilst 73% (80% in 2016) of schools supplement the North Yorkshire units of learning with other resources and their own planning. The vast majority of schools evaluated the North Yorkshire units to be good or excellent, many stating that they liked the enquiry approach and how the units build knowledge and skills. Some schools found resourcing them quite challenging and some special schools have found some units hard to adapt to meet the needs of their pupils.



### Selby Abbey Primary School

#### Pupil Led Stations of the Cross

As part of their RE unit on Salvation, children in year five spent a session writing a part of the Stations of the Cross, to be delivered to year four. In pairs, the children created a small reading and reflection activity to go along with their station.



Using their own ideas and thoughts on Jesus' journey, they led the Stations of the Cross. Although the children felt nervous, they were very confident and were able to both ask and answer questions. Some of the groups also led year four in quiet acts of prayer or reflection.

The impact of this session was clear to see; with year four really enjoying hearing the information from their peers. One particular child, who struggles with his confidence, wrote this about the session: 'My station was all about the moment that Jesus fell for the second time. I found this experience very interesting and it made me put myself into Jesus' shoes. I am looking forward to doing this again as it made me feel very proud of myself, it was nerve wrecking yet rewarding.'

#### Reception Diwali Day

On 19th October 2017, both Reception classes celebrated the Hindu and Sikh Festival of Light with a full day of fun and exciting activities. The pupils came dressed in their party clothes and completed a range of tasks such as Diva lamp making, dancing, henna hand artwork and tasting food. Continuous provision was also focused on the day, with activities set up outside relating to the festival, including Rangoli pattern making outside. The children were very confident about explaining why they were dressed up, how Diwali is celebrated and who takes part in this special day. One particular child spoke about the Hindu gods of Rama and Sita and how they were in a story all about Diwali. This was Religious Education at its best; not only were the pupils learning about different aspects of a faith through a multitude of exciting activities, they were also practising religious literacy constantly throughout the day. A highlight of the event, was when a group of Reception stage pupils shared their learning across both Key Stages by visiting classes with a Diva lamp and 'Happy Diwali Day' card, sharing all that they had learnt.



Report from Katy Ferguson, RE Co-ordinator.

## 5: Collective worship

There were no complaints registered with the local authority or SACRE in 2016/17 in respect of collective worship and no North Yorkshire school has been found to be failing in its statutory duties in respect of collective worship.

As in previous years, no determinations were requested by schools<sup>1</sup>.

The RE Annual Survey revealed that 91% (66% in 2016) of schools that completed the survey were aware of the revised SACRE Guidance on Collective Worship. Of these, all but one school had found the guidance helpful.

75% (78% in 2016) of schools who completed the survey say they have a daily act of Collective Worship for all pupils. 4% (6% in 2016) of schools say they have no Collective Worship, but some have assemblies. These schools were either Secondary or Special schools.

Some of the positive aspects of Collective Worship that were reported through the survey included:

- It brings the school community together. It is an opportunity to discuss our values, celebrate and focus on our vision.
- Every child feels welcome. Children take an active role in leading. We theme our collective worship around the Christian values.
- We promote diversity and multi-culturalism as well as celebrating success and endeavour in our school community.
- A positive feel. Moments of quiet reflection. Interaction and a chance to air thoughts, feelings, viewpoints.
- The ethos of moments of awe and wonder, celebrating together and community cohesion are at the core of our whole school approach.
- We focus upon Growth Mindset development, British Values and SMSC, developing vital skills and encouraging positive beliefs in pupils.

Constraints on effective Collective Worship for all pupils included the size of the school hall, pressures on curriculum time, the inappropriateness of large formal gatherings for early years children and some SEND pupils, the withdrawal of some pupils from Collective Worship and the challenge of making sure all feel they are welcome and yet not watering things down.



# 6: Management of SACRE

## SACRE meetings

The SACRE maintained its normal annual pattern of three meetings during the school year 2017/18.

The Spring Term meeting was held at Settle College where SACRE members heard from the subject leader and a group of pupils about RE in the school. Thanks go to the RE Subject Leader, Stuart Wiggans for facilitating the visit and hosting the meeting.

SACRE is professionally clerked by a member of the local authority's Legal & Democratic Services team, for which members and advisers are grateful.

## Attendance at SACRE meetings 2016-17

Membership of each of the four Groups which constitute the North Yorkshire SACRE:

**Group A:** Baptist, Buddhist, Hindu, Jewish, Methodist, Muslim, Roman Catholic, Salvationist, Sikh, Society of Friends and The Church of Jesus Christ of Latter-day Saints (a single representative of each)

**Group B:** Two representatives nominated from the Anglican Diocese of Leeds

**Group C:** Five Teachers for Religious Education

**Group D:** Five elected members of the County Council

**Co-opted:** Humanist

	1st December 2016	3rd March 2016	7th July 2016	Possible Maximum Attendances at each meeting
<b>Group A</b>	6	4	5	<b>(8)</b> 3x vacancies = 11
<b>Group B</b>	2	1	1	<b>(3)</b> 1x vacancy = 4
<b>Group C</b>	0	2	1	<b>(5)</b>
<b>Group D</b>	2	1	4	<b>(5)</b>
<b>Co-opted</b>	1	1	1	<b>(1)</b>
<b>Local Authority Adviser</b>	1	1	1	<b>(1)</b>
<b>Total</b>	12 (7)*	9 (12)*	12 (10)*	22 (26 Total SACRE Membership)

\* 2015-16 Attendance

## Membership and training

Mr Nasr Moussa Emam was elected chair of SACRE for the school year 2016/17.

A review of the membership of each of the SACRE Committee Groups was undertaken and it was agreed to increase Group C: Teacher Associations to five representatives instead of four to try and ensure a higher Teacher representative attendance at SACRE meetings. It was also agreed that the representative of The Church of Jesus Christ of Latter-day Saints be reflected in the membership of Group A, rather than being classed as a Co-opted member of SACRE.

SACRE were delighted to welcome the new County Councillors to SACRE, Cllr Annabel Wilkinson, Cllr Andrew Lee, Cllr Patrick Mulligan and Kate Hill, Caroline Pratt and Matthew Grassam as Teacher representatives. All new members had been provided with a "Welcome Pack" as an introduction to the responsibilities and duties required of SACRE members.

There were currently vacancies for representatives from the Church of England, Hindu faith, Salvationists and Baptist. SACRE welcomes applications for membership from anyone who has an interest in supporting Religious Education in North Yorkshire.

Visitors were always welcomed to meetings of SACRE and Rebecca Swift introduced Christine Munzer of The Church of Jesus Christ of Latter-day Saints to Members, as an observer.

SACRE members were informed of developments in RE from the National Associations of SACRE's (NASACRE) and the Religious Education Council (REC).

The Chairman reported that DVDs are in the process of being produced of the Diversity Day which had been held in Scarborough 2016 and will be available to schools in North Yorkshire.

The Chair of SACRE, Mr Nasr Moussa Emam attended the NASACRE AGM and Conference on Tuesday, 16th May, 2017 held at the York Hilton, in the City of York, which had also been attended by 85 delegates, representing 53 SACREs across the Country, under the heading; "Preparing for life in Britain today: the contribution of RE". The Chairman orally reported and updated members on the Diversity Day in North Yorkshire.

Paul Smalley Chair of NASACRE opened the meeting and welcomed all delegates to York, thanking people for travelling, many over long distances, to join the conference, in Yorkshire. He particularly welcomed the keynote speakers:

- Dr Joyce Miller, Associate Fellow in the Religions and Education Research Unit at the University of Warwick, REC Commissioner.
- Prof Aaqil Ahmed, formally Head of Religion and Ethics for BBC and previously for Channel 4.
- The Rt Hon Charles Clarke, visiting Professor, of School of Politics, Philosophy, Language and Communication Studies, University of East Anglia (attending as Patron of NASACRE).

Mr Michael Metcalf, the Treasurer of NASACRE, expressed the NASACRE's appreciation to Westhill for continuing to fund the Westhill Award. There are four winners of the Awards 2016/17. Following the successful 'Exploring Diversity' day also known as 'Diversity Day' in Scarborough in October 2016, North Yorkshire SACRE was successful in securing funding for 'Diversity Day' to take place on 2nd November 2017 within North Craven. NASACRE congratulates these SACREs on gaining an Award, and looks forward to acknowledging and celebrating their projects as they successfully progress and flourish.

The Chairman gave a verbal report on the outcome of the Big NASACRE Survey 2017, which had been conducted by the NASACRE Chairman, with the results being used to inform policy makers about the strengths, views and hopes of SACRE's across the Country.

The Chairman provided new members with an information sheet relating to NASACRE, which included details of its Website address.

SACRE is an active partner with NASACRE and attend the National Interfaith Network (IFN) and the York Interfaith Forum.

### **Inter Faith Network (IFN)**

The Chairman attended the IFN Annual Conference / AGM and advised Members that 2017 marked the 30th Anniversary of IFN which was celebrated by a national meeting and an Annual General Meeting at Westminster Hall in London. The emphasis was on building up a network of youth interfaith activity in the future.

### **ALL PARTY PARLIAMENTARY GROUP (APPG) on Religious Education**

Professor John Adams had attended two APPG meetings, most recently one on Religious Literacy and where Religious Education fits in today's society. Rebecca Swift, the RE Adviser to SACRE and the Chair of NY SACRE, are also involved with the APPG/RE.

### **Complaints**

No complaints have been received by SACRE about Collective Worship or RE.

### **Information and advice**

The SACRE continues to employ the wide range of knowledge, skills and experience represented in its membership to provide information, advice, support and wise counsel to the local authority and its schools on matters relating to RE, Collective Worship and the wider agenda of inclusion, diversity and community cohesion, for which the local authority is grateful.

In turn, professional advice has been provided to the SACRE by the Equalities Adviser in the School Improvement Service.

## **7: Contribution of SACRE to the wider Local Authority Agenda**

### **Improvement and development planning**

During the course of the year the SACRE has considered a number of issues, including:

- National changes and developments in RE
- Good practice visits to schools to observe Collective Worship and the production of case studies to share good practice
- Contributing to the establishment of the 'Learn, Teach, Lead RE Programme' in Yorkshire
- Running a KS2 Diversity Day, funded from a NASACRE/Westhill Grant
- Applying for a NASACRE/Westhill grant to develop a further diversity day

### **Training for schools**

The local authority continues to support the leadership and management of RE, and thus teaching and learning in all schools, through facilitating a secondary subject leader network day for RE subject leaders.

For teachers new to leading RE in primary schools, there is an annual training day on 'Developing Primary RE'.

In addition, PSHE, Equalities and well-being network days were provided free to all schools within the Service Level Agreement. These covered a range of topics such as Spiritual, Moral, Social and Cultural Education (SMSC), British Values, the Prevent Duty and Equalities Duties.

## 8: Executive Summary

- There were no complaints registered with the local authority and SACRE in 2016/17 in respect of religious education or collective worship.
- No determinations were requested by schools.
- The number of pupils entered for GCSE full course Religious Studies continued at a similar level, with 45% of the cohort sitting the examination. Results improved and are above national outcomes.
- At GCE A level the number of entries decreased slightly and 100 % of candidates entered for A2 level achieved a grade A\*-E, 27% at grades A\*/A, and 57% at A\*-B, which was significantly above the national average performance.
- Subject leader network meetings continued to be annual rather than termly for secondary subject leaders, in line with the annually training day for primary subject leaders.

## 9: Membership of The North Yorkshire Standing Advisory Council for Religious Education 2016-2017

Baptist	Vacancy
Buddhist	Mrs C Taylor
Hindu	Vacancy
Jewish	Dr N Packter
Methodist	Mrs B Belsham
Muslim	Mr N M Emam (Chairman)
Roman Catholic	Mr C Devanny
Salvationist	Vacancy
Sikh	Mr M Singh Chana
Society of Friends	Mr M Dickinson
The Church of Jesus Christ of Latter-day Saints	Mr M Cosens
Church of England	(Anglican Diocese of York) Mrs M Gibson (Vice-Chairman) Mrs O Seymour (Anglican Diocese of Leeds) Mrs S Bennett Vacancy
Teachers	Mr M Grassam Mrs S Beveridge Mrs C Pratt Mrs K Hill Mrs R Oates
Local Authority	County Councillor Jim Clark County Councillor Robert Heseltine County Councillor Andrew Lee County Councillor Patrick Mulligan County Councillor Annabel Wilkinson
Co-opted Member	Professor J Adams (Humanist)
Local Authority Adviser	Mrs R Swift
Clerk to SACRE	Mrs S Mitchell





## Contact us

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm  
(closed weekends and bank holidays). Tel: **01609 780 780**

email: [customer.services@northyorks.gov.uk](mailto:customer.services@northyorks.gov.uk) web: [www.northyorks.gov.uk](http://www.northyorks.gov.uk)

If you would like this information in another language or format please ask us.

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