



North

Yorkshire County Council

# Annual report of the North Yorkshire Standing Advisory Council on Religious Education for the school year 2013/14

## Introduction

This has been an exciting year for SACRE with the new RE Agreed Syllabus being introduced into schools from September 2013. Feedback from teachers at all key stages has been very positive. The results of an online survey conducted with teachers are included in this annual report.

SACRE were very sorry to hear of the death of SACRE member Councillor Polly English on Good Friday, 18th April 2014. At the SACRE meeting in July a tribute was held to Polly, to celebrate her life and her legacy. I had known Polly more than 11 years, and held her in the greatest status of respect. Polly was a passionate advocate for the people and will be missed.

This year we have also said goodbye to Mr Roop Singh. We extend to him our warmest thanks for his support.

Over the last academic year the SACRE has met three times, once each term. The members have received presentations about aspects of RE teaching in schools and settings. They have also debated a range of issues raised by different stakeholders arising from religious education in North Yorkshire schools and have been developing new guidance to schools on collective

worship. Thanks go to staff and pupils from Forest of Galtres Anglican Methodist Primary School for hosting the Spring Term meeting and giving us a valuable insight into religious education in a primary school.

The report that follows provides more detailed information about examination results and the experiences that our pupils and young people are gaining from their learning. We are continuing with the inclusion of cameos of good practice in schools written by the teachers themselves, giving an opportunity for schools to share their practice and allowing us to celebrate the excellent practice taking place in many schools across North Yorkshire.

None of what has been achieved would have been possible without the dedication, hard work, knowledge, skills and understanding of all those who have contributed to the SACRE's endeavours over the last year.

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 2013/14

*The SACRE welcomes any comments on, or enquiries relating to, this report, which should be addressed to Ms. Rebecca Mason, Humanities Education Development Adviser, North Yorkshire County Council, Children & Young People's Service, County Hall, Northallerton, DL7 8AE.*

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## Executive summary

There were no complaints registered with the local authority and SACRE in 2013/14 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 increased this year and there was an improvement in results, which are now just above national performance at grades A\* to C.

GCSE short course numbers continued to decline dramatically, following the national trend, but A\*-C grades remain above the national level.

At GCE A level the number of entries stayed the same and 100% of candidates entered for A2 level achieved a grade A\*-E, 31.3% at grades A\*/A, which was significantly higher than national average performance. At GCE AS level there was a slight increase in the number of entries. 88.5% of candidates achieved a grade A-E, 27.9% at grade A-B, both figures being higher than the national average.

Schools started teaching the new Agreed Syllabus from September 2013.

Subject leader network meetings continued termly for secondary subject leaders and annually for primary subject leaders.

## Statutory compliance in respect of religious education and collective worship

The SACRE is pleased to report that it has no evidence from Ofsted reports to suggest that RE provision in schools is not compliant with the Locally Agreed Syllabus. Since January 2014, as part of Section 5 Inspections, Ofsted inspectors are required to check that a school is meeting its statutory responsibilities with regard to RE.

However, as in previous years, there is some evidence to suggest that too little time may be judged to be allocated to RE teaching and that timetabling arrangements in a number of secondary schools make compliance difficult. Evidence is based on visits to schools by the Humanities Education Development Adviser (EDA) and feedback from network meetings. SACRE has contacted secondary schools to remind them of their statutory duties.

National Curriculum and public examination requirements continue to change. There is an increasing range of ways to judge school performance, including the English Baccalaureate. The climate in which schools are operating is becoming more challenging and provision for subjects like RE is increasingly under pressure. SACRE has an important role in supporting schools to comply with their statutory duties regarding the provision of RE.

There were no complaints registered with the local authority or SACRE in 2013/14 in respect of religious education or 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>.

## Standards and achievement in religious education<sup>2</sup>

### Early Years Foundation stage

Whilst the statutory requirements in respect of RE do not apply to pupils who are under compulsory school age, the statutory framework for the early years foundation stage highlights a number of requirements in relation to their personal, emotional and social development, and their knowledge and understanding of the world, which prepare them for the RE they will follow in key stage 1. On the basis of the monitoring visits made by the local authority to early years and foundation stage settings, there is no evidence to suggest that standards and achievement are in any way significantly different to those nationally expected.

### Key stages 1 and 2

On the basis of evidence acquired through a number of school visits by advisers and discussions with head teachers and subject leaders, standards in RE in primary schools are on the whole satisfactory, whilst in many schools they are good. Overall pupil progress in RE is at least satisfactory in the majority of North Yorkshire primary schools, with some good and outstanding features.

### Key stage 3

Visits made to a number of secondary schools on the basis of advice and support requests and targeted interventions indicate that standards in RE at key stage 3 are broadly in line with national expectations.

### Key stage 4

In 2014, 2992 students were entered for the GCSE full course in Religious Studies, which was 46% of the cohort and increase of 453 entries from last year. There has been a 34% increase in entries since 2011. There were 859 entries for the short course GCSE, which was 13.1% of the cohort, a decline of 1186 entries since last year with a 66% decline in entries since 2011. Overall, 59% of the North Yorkshire year group were entered for a GCSE in Religious Studies, a decline from previous years, but reflecting the national trend.

Nationally there was a decrease of 8% since 2013 of Y11 students taking any GCSE qualification in Religious Studies.

Full course entries increased by 7% and short course entries fell dramatically by 30%. Overall this means that compared with 2012 nearly 70,000 fewer 16 year olds in England will complete key stage 4 this year having not gaining a qualification in Religious Studies (a drop of 15%).

The performance in the full course for North Yorkshire, with students receiving A\*-C, improved by 1.8% from the previous year, and the short course results fell by 0.2%.

*1 In respect of requests for exemptions from the legal requirement for broadly Christian collective worship.*

*2 Public examinations leading to approved qualifications are entitled Religious Studies.*

	GCSE Grades A*-C			
	2014 National	2014 North Yorkshire	2013	2012
Full GCSE	69.5%	70.8%	69.0%	72.6%
Short GCSE	54.4%	59.7%	59.9%	59.7%

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 and the short course at grades A\*-C are above national performance.

### Post-16

In 2014 166 students were entered for GCE 'A2' level Religious Studies, the same number as the previous year. 100% of candidates entered achieved a grade A\*-E (99.8 national figure), 31.3% a grade A\*/A (22.3% national figure) and 53.6% a grade A\*-B (51.5% national figure). A2 Religious Studies was studied in seventeen North Yorkshire schools. Results show an improvement since the 2013 results, particularly in the percentage achieving the higher grades.

At GCE 'AS' level, there were 61 candidates, compared to 59 in the previous year. 88.5% achieved an A-E grade (85.2% national figure), with 27.9% achieving a grade A-B (27.1% national figure).

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 and GCE AS level results are above national performance results.

## Quality of teaching and learning in religious education

### Foundation stage and key stages 1 and 2

Teaching and learning in RE in North Yorkshire's primary schools and early years and foundation stage settings is at least satisfactory with some good and outstanding features. Supported by the 14 new units of learning, primary schools are continually developing their strategies for enjoyable and challenging RE experiences. The units of learning provide detailed planning and direct teachers to a wide range of resources. They encourage schools to adopt an enquiry approach to RE, getting pupils to ask and explore important/fundamental questions. As well as focusing on the explicit RE curriculum, many schools successfully forge links with other subjects, such as in history and geography, thus creating a more meaningful context for RE. Exciting and lively opportunities for pupils to extend and display their RE learning are also provided through, for example, music, art and information technology. Many primary schools are also enriching their study of world faiths through school visits and visitors, UK and international links and global school partnerships.



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# West Heselton CE Primary School

## **A Christmas Journey: Report by Rachel Wells, Head Teacher**

The experience of school visits helps pupils to experience the sights, sounds and smells of aspects of our schools' curriculum beyond our usual routines. Visits help pupils to immerse themselves in cultures, eras or ideas to understand others. They help make the abstract real.

The Christmas Story is often known by children who can recite this near to Christmas time. The detail of life 2000 years ago is hard to convey to pupils unless they experience it. This is where a visit to Bethlehem 2000 years ago would be very useful!

Hope Central, Malton, aim to do just that - take pupils to the lands and the time of the birth of Christ, to experience the sights, sounds and feelings of those in the nativity story. A walk around Hope Central allows pupils to glimpse the beautiful conversion from cafe to nativity scenes. These scenes change each year.

Aspects of their tours of the building may transport pupils to hillsides to watch over sheep, to the rooms of the rich artisans to engage in studies through telescopes, to the palatial rooms of Herod, to Joseph's simple carpentry workshop and, of course, to the stable. The sights are accompanied by smells of wood and sawdust, freshly baked bread, fresh straw, frankincense and myrrh.



Clever use of projection allows stars to appear before our eyes, visions of angels to bring messages and sounds of everyday life to help every child experience the wonder of the nativity.

The truly absorbing approach to retelling this story allows children (and adults alike) to access this story and really feel these details.

West Heselton School visits each year with all pupils from age 4 to 11. There is always something for everyone - from 4 year olds seeing a carpenter at work, to viewing simple hand tools in use at this time, to older pupils handling the hand-carved wooden products, there is awe and wonder for everyone.



With changing scenes and a slightly different slant each year, pupils enjoy time travelling to experience life at the time of Jesus, freeze framing to reinforce key parts of the tale, and questioning the key characters to be able to feel, breathe and live the whole story.

During our visit, whilst some pupils are journeying back in time to other lands, others are relaxing in the cafe. Wonderfully

effective creative activities, good food and reflection time are provided for pupils. The opportunity to be still and take some time for peace and reflection at such a busy time is refreshing. Children of all ages work joyously with a range of volunteers to create their Christmas craft activities, bringing generations together to share skills. This part of our visit brings opportunity for all to share and demonstrate Christian Values, including creativity, respect and friendship.

West Heselton Pupils were asked about Christmas visits to Hope Central, 11 months after their last trip. Comments collected up are as follows:

“One group is upstairs whilst the other one is doing craft. It’s always such fun - there’s always something to do and something to think about.” Y5 child.

“It was brilliant. All the actors and scenes looked really real.” Y5 child.

“When you saw them it was as if you were actually there at the time. I really liked the bit where Mary was baking bread. We shared the bread and it was like feeding so many people - everyone wanted to show their generosity, [taking only a tiny bit and] giving the bread to others.” Y4 child

“Whilst all the fun is going on, you really remember the story.” Y6 child.

“Hope Central’s Christmas story is really fun. It is my favourite school day of the year. It’s almost as good as the actual Christmas Day!” Y3 child.

To provide a trip that lasts 3 hours and a legacy that lasts throughout the year, Hope Central really do help everyone to celebrate the magic of Christmas.

In the context of the largest county in England, mostly rural in character, it is recognised that it is often difficult for pupils to experience a range of religious places of worship first hand or to host visits from members of faith communities other than Christian. However, SACRE and the Local Authority have been supporting schools to undertake visits to places of worship and to host visitors, through developing a visits and visitors database, which is available on ‘Fronter’, the Local Authority’s virtual learning platform. Mr Emam, Chair of SACRE has visited schools to talk about the Muslim faith and Mrs Taylor has worked on a Buddhism project with Selby CP Primary School.

## Pickering Community Junior School

### **Cross Curricular Learning and Celebrating SMSC throughout the school: Report by Kate Long - RE/PSHE Subject Lead and SENCo**

In Britain today there is an estimated 'ethnic minority' population of just over 4 million. We live in a country rich in cultural heritage; but the value in this diversity is sometimes not fully seen or experienced by the children in our school. Due to the local demographics of Pickering and the surrounding areas, PCJS children have limited opportunities to build an understanding of different minority groups. At PCJS, staff believe that diverse pastoral educational experiences form a vital element of developing well-rounded students, ready to enter to wider world. We aim to provide our children with a rounded view of the different beliefs and religions, and respond to and challenge any misconceptions or stereotypes with sensitivity and respect, to encourage our children to explore the values and beliefs of people of all faiths as well as those with none.

We believe strongly in cross-curricular learning and try to incorporate foundation subject coverage within the context of the topic we are learning. Last year, the Y5's were learning all about Africa. It became apparent that the children had limited knowledge of Islam (a main religion in Africa). PCJS approached Nasr Emam, in his role as Chair of North Yorkshire SACRE, and as a local practising Muslim, to seek his advice and support. Collaboratively we planned a workshop afternoon for the Y5 children, where they caroselled round different activities, exploring different areas of interest of Arabic life. This included traditional Arabic dress, the use of prayer mats, Islam around the globe and understanding and using Arabic numbers. The children were given the opportunity to ask questions in a friendly environment. It was in this way that

the children became aware of the similarities' as well as the differences between their lives and that of a Muslim boy or girl. The children were then keen to tell the other children in the school about their learning, which led to Nasr coming back to the school to lead a whole school assembly in conjunction with the Y5's.



This approach was also replicated in Y3, where Ani Tselha, a Buddhist nun came in to talk to the Year 3's who were learning about China. Having a guest speaker, with personal experience of the Buddhist faith, brought the topic alive to the children. It made it real, allowing the children to produce an insightful diary recount 'A day in the life of a Buddhist nun or monk'. A letter from Ani spoke volumes about the way in which the children responded to her:



*“...I had a wonderful afternoon at your delightful school. You are marvellous groups of children. I found you all so polite, well-mannered and respectful. I found your questions excellent and you have obviously thought about things. You were also so good at meditation and you all listening so quietly and really paid attention and you were very helpful and kind...”*



Another example of cross curricular learning, was in Y6, where the children were learning about RE through Art. The cross curricular focus took the children on a learning journey, exploring symbolism and spirituality. Children worked in groups to plan a mosaic, working out what they wanted to represent and how they would symbolise their feelings, beliefs and emotions.

As a result of our continued drive towards a holistic, engaging curriculum where differences are celebrated and uniqueness is accepted we have seen growth both in terms of children's self esteem and their understanding of the wider world.

The stereotypes and perceptions that once existed have been explored and challenged to create a school of interested and reflective individuals that hold no prejudice. Our work with external partners who have given freely of their time and expertise has been both rewarding and appreciated.

## Selby C P Primary School

### Our 'whole-school summer term' Buddhist Project

Report by Christina Taylor, Kagyu Buddhism Yorkshire ([www.dechen.org](http://www.dechen.org)) on basis of project report by Karen Jones, Selby C P School

At Selby C P School, teachers are given the flexibility to teach RE weekly or to block it over several days each term. The format of the whole school project allowed for this, working towards an end-of-term assembly and sharing of work.

A broad conceptual outline for the different year groups, provided by a Buddhist Centre in the form of a slide presentation, was expanded with suggestions for age-appropriate research (library and IT) and design work. The project was literally hung on the form of a Buddhist shrine, three screens enclosing a space to be furnished with shelving, display surfaces and rugs/cushions as required. Constructed on one side of the assembly hall, this integrated the work accomplished by each year group in a single visual focus.

EYFS pupils filled the offering bowls (sometimes with produce from the school garden) and kept the area neat and tidy. The theme of 'taking care of and looking after' created a peg on which to hang discussions about kindness and respect. Year 1 created offering bowls and asked 'who do we offer to ... who should we give to/share with? Year 2 focussed on the Buddha, reading and creating/dramatizing images about his life as source of inspiration and example. Year 3 took The Three Jewels of Refuge (Buddha, Dharma and Sangha) as their topic, examining the form and meaning of the objects on the shrine and creating their own representations.

Year 4 translated the traditional symbols of 'action, cause and effect' represented in the Wheel of Life into modern imagery. Year 5 took a 'sacred spaces' angle, investigating the different ways in which people 'hear, think & meditate' in Buddhist environments. Year 6 analysed the contrasting and interdependent life-styles of the lay & monastic sangha.

The project was completed with the opportunity to share their work with a Buddhist 'visitor', grilled at a lively press conference; and a final assembly, which itself had a spiritual atmosphere as the school gathered around the finished shrine.



Karen Jones, subject leader for RE, feels that the overall profile of R.E. has been significantly raised: partly on account of the prominent display; but also because children from different year groups shared knowledge and ideas. References to their RE topic were frequently made by pupils in other learning contexts. Teachers felt supported in developing their theme as appropriate for their own classes: which in turn felt ownership of their element of the topic and enjoyed the opportunity to share what they had learnt.

Selby C P has gone on to take Islam and then Judaism as a whole-school project, which is seen as a testament to the success of the format. Kagyu Buddhism Yorkshire is happy to assist in the use of the format by any other primary schools in the region and particularly in adapting it to a Special School environment.

### **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. In the public examination courses offered either for all students or as an option, it is largely good with some outstanding features, as evidenced by the improving GCSE results. The quality is sometimes less secure in non-examination situations where statutory RE is provided through integrated courses or during tutor group or form time. In these situations there are often high levels of non-specialist teaching, often compounded by shortage of time to deliver a meaningful learning experience.

Many schools deliver a short or full course GCSE in Religious Studies to all pupils, either over one or two years. There has been an increase in full course entries, but a dramatic decline in short course entries, as the short course is no longer recognised in the DfE school performance tables. Some schools deliver RE to all pupils through a GCSE General Studies course or GCSE Humanities, possibly offering GCSE Religious Studies as an option subject. A few schools no longer offer a GCSE option in Religious Studies. In total, 59% of Y11 students in 2014 completed a GCSE qualification in Religious Studies.

## Selby High School

### **Belief journals: Angela Hindle: RE subject leader**

All the year 7s now have belief journals. The idea was taken from the sample schemes of learning that accompany the new Agreed Syllabus. These are in addition to their normal exercise books.

They complete these at home and engage in a lot of interviewing family members on their beliefs e.g. atheist, theist, agnostic, belief in angels, ghosts, an afterlife, etc. and they include diaries of their changing beliefs and analyse the research. They hand them in each half term as part of their project homework. Teachers suggest topics for them to research, but it is up to them how they present their evidence, such as through a play, poem, interview or art.

### **Special schools**

Separate regulations covering maintained special schools require them to ensure that as far as practicable a pupil receives opportunities to explore RE. There is no evidence to suggest that this is not the case in special schools within the local authority's control. There are examples of outstanding practice in both teaching and learning experiences.

## Quality of leadership and management in Religious Education

The local authority continues to support the leadership and management of RE, and thus teaching and learning in all schools, through facilitating secondary subject leader termly network days and an annual network day for primary RE subject leaders. These are provided free to all schools signed up to the Education and Skills Service Level Agreement and at a charge to other schools.

Agendas have included:

- Updates on local and national issues and developments
- Teaching the new RE Agreed Syllabus
- Reading for meaning
- Marking and assessing progress
- Outstanding RE lessons
- Effective feedback
- Subject leadership
- Sharing ideas on visits and visitors
- Sharing good practice

A further full days training course, 'Developing Primary RE', was also provided for primary subject leaders and was well attended.



The local authority employs a Humanities Education Development Adviser (EDA) who provided valuable support to schools at a time when other authorities are cutting back support. The Humanities EDA has provided training for staff in several schools on RE and the new agreed syllabus through advice and support requests.

Local Authority support is currently under review for September 2015, when School Improvement Partnerships will be introduced and the Education and Skills service will be restructured.

Subject leaders in many secondary schools continue to face an increasing challenge in securing the place of RE within the curriculum. The introduction of the English Baccalaureate put pressure on optional subjects with the inclusion of Modern Foreign Languages and History/Geography, but not RE. However, the newly introduced 'Progress 8' measure, which calculates a pupils 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.

## Effectiveness of the North Yorkshire agreed syllabus

A revised North Yorkshire Agreed Syllabus was launched in February 2013 and teaching of it began in September 2013.

The new syllabus was produced following a year of consultation, discussion and debate with teachers, advisers and SACRE members.

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.



The RE Council of England and Wales (REC), published 'A National Curriculum for Religious Education' in October 2013 in parallel to the DFE's new National Curriculum for all other subjects. There has however been no change to the legislation for RE and it remains locally determined. The REC's document however provides valuable support and advice to SACRE's when revising their agreed syllabus. North Yorkshire SACRE are pleased to say that their recently revised agreed syllabus closely echoes the curriculum model and recommendations from the REC.

## The new RE Agreed Syllabus: What do schools think?

All North Yorkshire schools were invited to take part in an online survey to gather the view of teachers on the effectiveness of the new RE Agreed Syllabus.

12 Secondary and 16 primary schools responded. Their views are summarised below:

What aspects of the syllabus do you like?

Primary schools said:

- Clear and concise. Well set out and easy to follow. Excellent resources to accompany the syllabus updated on Fronter which are regularly added to after network meetings and training
- Very usable for non-specialists
- Positive changes to the curriculum that are based around asking questions. The units of work provided are of high quality and offer a good structure for teachers to use

- Really like the enquiry based learning. Great to look at things from a new perspective. Good links to lots of resources. Interesting units of work
- It is clear, offers good progression and has a topic led approach
- The units are so helpful - can dip in and out. Lots of brilliant teaching ideas and resources. Also leads with questions which is a great starting point
- Statutory guidelines are clear. Suggestions of study. Examples of students work from other schools including quotes from students. Assessment information
- Philosophical questions which allow the children to think freely without fear of being wrong.
- Use of story

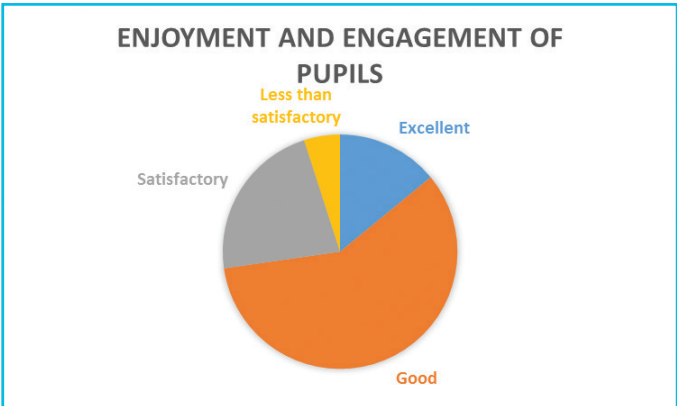
Secondary schools said:

- Teachers find the level of detail provided extremely helpful as well as the creative ideas and suggested curriculum links
- Adaptable. Lots of scope to allow for individual approach
- I have found the syllabus to be a breath of fresh air however I feel I need more time to give children more background information about new faiths they have not previously encountered
- I like the lack of prescription in content for each faith
- That the syllabus is more enquiry led-has helped to widen the possibilities of what we deliver and helped to dispel the myth that RE is just religion. It is helping our students to increasingly recognize that RE can be a dynamic and challenging subject
- We like the way the syllabus is set out and the units are very easy to follow.

What are the issues?

- Some of the units are extremely heavy in content so they do need to be adapted
- We take students from many primary schools and because they all do different RE we still feel we are doing everything from assuming no knowledge
- Too high level for Reception and Year 1
- Some parts rely on child led philosophy and pupils struggle to comprehend.
- Hard to squeeze in own special units
- Cost cutting of staff - loss of experienced specialist
- I would like the need for a lead teacher to be recognised and some time allocated for planning and developing the curriculum.

Teachers were asked to grade the different units of learning. The summary results are as follows:



What additional guidance would be useful?

- More examples of assessments that have been successful and specific criteria used to assess them.
- More units please!
- It would be good to have a planning overview with specific skills outlined for staff to follow- and support in assessing RE.
- How to link RE effectively to other areas of the curriculum.

Other requests and comments:

- Opportunities to share ideas with other RE teachers. This is most useful as RE teaching is isolated within a school.
- To build partnerships with other schools so non specialists can support each other and moderation can be done across schools
- Philosophy training would be helpful.

Thank you to all the teachers who took part in the survey.

## Collective worship

The current SACRE guidance on collective worship, published in 2007 remains in place in schools. SACRE have been reviewing the policy and supporting resources and will be launching new Collective Worship guidance in January 2015.

## Management of the S.A.C.R.E. and partnership with the local authority

### SACRE meetings

The SACRE maintained its normal annual pattern of three meetings during the school year 2013/14. Two meetings were held at County Hall and the third at Forest of Galtres Anglican Methodist Primary School, where there was an opportunity to walk round the school and talk to students and staff. Members of SACRE read stories from their own faith to the children and answered questions about faith and belief. SACRE wishes to express their thanks to the pupils and staff at Forest of Galtres Anglican Methodist Primary School for providing us with this opportunity and in particular, Rachel Oates, the subject leader for RE.

SACRE is professionally clerked by a member of the local authority's committee services team, for which members and advisers are grateful.

### Membership and training

Mr Nasr Moussa Emam was elected chair of SACRE for the school year 2013/14.

SACRE were delighted to welcome a new member to SACRE: Simone Bennett, Headteacher at Christ Church CofE Primary School in Skipton, representing The Diocese of West Yorkshire and the Dales.

There are currently vacancies for representatives from the Hindu faith, Salvationists and Society of Friends. SACRE welcome applications for membership from anyone who has an interest in supporting Religious Education in North Yorkshire.

Mr Nasr Moussa Emam attended the national SACRE conference 22nd May 2014 and continues to be an Executive Member for NASACRE and the Liaison Executive to Nottinghamshire SACRE for the Westhill Award 2014. Nasr attended the National Interfaith network 'IFN' and continue his support to the Muslim 'not in my name' campaign in relation to ISIS and other atrocities. Nasr was a guest speaker at the York Interfaith to speak about 'Leadership in Islam'

Ms Rebecca Mason, Adviser to SACRE, attended an AERIAC (The Association of Religious Education Inspectors, Advisers and Consultants) conference in Birmingham to hear about the Religious Education Council's review of RE.

### Attendance at SACRE meetings 2013-14

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 (single representative of each)

Group B: Two representative nominated by each of the diocese of York, and the diocese of West Yorkshire and the Dales

Group C: Four teachers for religious education

Group D: Five elected members of the county council

Co-opted: Humanist

	5th December 2013	6th February 2013	10th July 2014	Possible Attendances
Group A	4	5	2	(9) 2x vacancies = 11
Group B	1	1	0	(3)
Group C	3	1	3	(4)
Group D	2	3	1	(5)
Co-opted	1	0	0	(1)
Local Authority Adviser	1	1	1	(1)
<b>Total</b>	<b>12</b>	<b>11</b>	<b>7</b>	<b>(23) possible attendances</b>

### **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
- The impact of the new Agreed Syllabus
- Revising the guidance for Collective Worship
- Revising the terms of reference for SACRE
- Developing a welcome pack for new members
- Planning a Religious Education Conference

### **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 Humanities Education Development Adviser, supported by other colleagues.



## Membership of the North Yorkshire Standing Advisory Council for Religious Education 2013-2014

Baptist	Mrs G Sellers
Buddhist	Mrs C Taylor
Hindu	Ms K Bali JP (until July 2014)
Jewish	Dr N Packter
Muslim	Mr N M Emam (Chair)
Methodist	Mrs B Belsham
Roman Catholic	Mr C Devanny Mrs T Laverick
Salvationist	Vacancy
Sikh	Mr Roop Singh (until July 2014)
Society of Friends	Vacancy
Church of England (The Diocese of West Yorkshire and the Dales) (York Diocese)	Miss M Haigh MBE Rev R Davill Mrs O Seymour Mrs S Bennett (from July 2014)
Teachers	Mrs M Gibson Mrs S Grey Mrs A Head Mrs R Oates (from July 2013)
Local Authority	County Councillor D Blades County Councillor J Clark County Councillor Mrs P English (until Feb 2014) County Councillor R Heseltine County Councillor J Savage
Co-opted member	Professor J Adams (Humanist)
Local Authority Advisers	Ms R Mason
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**

Or visit our website at: **www.northyorks.gov.uk**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

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