

Notice of Standing Advisory Committee on Religious Education



Date: Wednesday, 16 June 2021 at 4.00 pm

Venue: Virtual Meeting using Microsoft Teams

Membership:

Chairman:

L Ford-Horne

Vice Chairman:

R Lawrence and C Smith

Atwal
R Lawton
B Joshi
S Hawksworth
D Kenchington
P Thomson
J Kelly

N Coupe
I Terry
K Barker
I Harris
T Willis
V Saunders
Cllr B Dion

Cllr N Greene
Cllr M Le Poidevin
D Pegg
A Harris
Knight

All Members of the Standing Advisory Committee on Religious Education are summoned to attend this meeting to consider the items of business set out on the agenda below.

The press and public are welcome to view the live stream of this meeting at the following link:

<https://democracy.bcpCouncil.gov.uk/ieListDocuments.aspx?MId=4603>

If you would like any further information on the items to be considered at the meeting please contact Bob Hanton by email at bob.hanton@bcpCouncil.gov.uk

Press enquiries should be directed to the Press Office: Tel: 01202 454668 or email press.office@bcpCouncil.gov.uk

This notice and all the papers mentioned within it are available at democracy.bcpCouncil.gov.uk

GRAHAM FARRANT
CHIEF EXECUTIVE

8 June 2021



Maintaining and promoting high standards of conduct

Declaring interests at meetings

Familiarise yourself with the Councillor Code of Conduct which can be found in Part 6 of the Council's Constitution.

Before the meeting, read the agenda and reports to see if the matters to be discussed at the meeting concern your interests

Do any matters being discussed at the meeting relate to your registered interests?

Disclosable Pecuniary Interest

Yes

Declare the nature of the interest

Do NOT participate in the item at the meeting. Do NOT speak or vote on the item EXCEPT where you hold a dispensation

You are advised to leave the room during the debate

Local Interest

Yes

Declare the nature of the interest

Applying the bias and pre-determination tests means you may need to refrain from speaking and voting

You may also need to leave the meeting. Please seek advice from the Monitoring Officer

No

Do you have a personal interest in the matter?

Yes

Consider the bias and pre-determination tests

You may need to refrain from speaking & voting

You may also need to leave the meeting. Please seek advice

No

You can take part in the meeting speak and vote

What are the principles of bias and pre-determination and how do they affect my participation in the meeting?

Bias and predetermination are common law concepts. If they affect you, your participation in the meeting may call into question the decision arrived at on the item.

Bias Test

In all the circumstances, would it lead a fair minded and informed observer to conclude that there was a real possibility or a real danger that the decision maker was biased?

Predetermination Test

At the time of making the decision, did the decision maker have a closed mind?

If a councillor appears to be biased or to have predetermined their decision, they must NOT participate in the meeting.

For more information or advice please contact the Monitoring Officer
(susan.zeiss@bcpcouncil.gov.uk)

Selflessness

Councillors should act solely in terms of the public interest

Integrity

Councillors must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships

Objectivity

Councillors must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

Accountability

Councillors are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

Openness

Councillors should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing

Honesty & Integrity

Councillors should act with honesty and integrity and should not place themselves in situations where their honesty and integrity may be questioned

Leadership

Councillors should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs

AGENDA

Items to be considered while the meeting is open to the public

- | | |
|---|------------------------------------|
| <ol style="list-style-type: none">1. Apologies and Declarations of Interest
To receive any apologies for absence and any declarations of interest from SACRE members.2. Opening Reflection - Sally Hawksworth3. Minutes of previous meeting
To confirm as a correct record the minutes of the meeting on 10 March 2021 and to consider any matters arising. [The draft minutes are attached].4. BCP SACRE Chair's Report (Cheryl Smith, Joint Vice Chair)5. Situation in Schools (Georgie Pinder)6. Update on feedback from Questionnaire (Georgie Pinder)7. Syllabus Review - Timetable (David Rees)8. BCP RE Conference - Update (David Rees and Georgie Pinder)9. Equality and Diversity (Sam Johnson)10. BCP SACRE Action Plan and OFSTED Report feedback (David Rees)
The Action Plan and OFSTED feedback documents are attached.11. Networks Update (David Rees and Nicola Coupe)12. NASACRE Conference - Feedback (David Rees)13. Future Meeting Dates
To identify dates for the termly meetings of BCP SACRE during the 2021/22 Academic Year and to agree delivery of the Opening Reflection for the Autumn Term meeting. | <div>5 - 8</div> <div>9 - 12</div> |
|---|------------------------------------|

No other items of business can be considered unless the Chairman decides the matter is urgent for reasons that must be specified and recorded in the Minutes.

This page is intentionally left blank

STANDING ADVISORY COMMITTEE ON RELIGIOUS EDUCATION

WEDNESDAY, 10TH MARCH, 2021

Present: Lynda Ford-Horne in the Chair

R Lawrence (Vice-Chairman), C Smith (Vice-Chairman), R Lawton, S Hawksworth, P Thomson, J Kelly, N Coupe, K Barker, T Willis, V Saunders, Cllr B Dion and Cllr M Le Poidevin

38 Opening Reflection

The meeting was opened by Rob Lawton with a period of guided reflection.

39 Apologies for Absence

Apologies for absence had been received from Councillor Nicola Greene and from Dave Pegg.

The Chairman welcomed to the meeting Ibrar Mohammed, representative of the Muslim community.

40 Minutes of the meeting on 23rd September 2020

The Minutes were agreed as a correct record.

The Chairman reported that the work on a review of the RE elements of School websites remained suspended during the period of the pandemic but would be recommenced as soon as possible, hopefully before the end of the Summer term.

41 Update on the situation in Schools

The current position within schools in the face of and in response to the pandemic was described and tribute paid to what had been achieved in schools in very difficult circumstances. School closures had been kept to a minimum and lessons learnt during the first lockdown had been applied successfully in the second period with particularly good progress on the way in which remote learning had been delivered. Individual attendance levels had been closely managed to maximise attendance levels and reduce infection. This had enabled high attendance to be achieved as pupils began to return to classes from 8th March. In due course, a workforce report measuring the effect of the pandemic and assessing the impact of issues such as 'long Covid' would be produced. The SACRE recorded their thanks and appreciation to Officers and to staff for what had been achieved and for the support that had been provided to schools.

42 Diversity and Equality

The BCP Council Equalities Officer attended the meeting to speak about the Council's work around engaging with local faith communities with particular emphasis at the present time around encouraging confidence in and take-up of the Covid-19 vaccine programme. Tackling inequality and whilst respecting difference was now a key factor in service delivery. He also described the process of pulling together a faith calendar to enable the Council to have notice of key dates for particular faiths. There was reference to the 'RE-on-line' network's festivals calendar which already existed and was available.

43 Holocaust Memorial Day

The Chairman described how the annual Holocaust Memorial Day student conference had this year been delivered in a virtual environment. The format had enabled more schools to be involved than usual with 12 schools and some 700 pupils taking part and a wider range of settings being involved and able to access the resource and learning material. The event had been recorded and it was hoped that in future years could be delivered simultaneously on a live and a live streamed basis.

44 Updates; Newsletters and Action Plan

The next Newsletter would be out during the first week after Easter and any contributions were invited. The Action Plan continued to be rolled forward providing a schedule for teachers about the support that was available to them.

45 Brief Updates on Conferences

Feedback was provided on the 'Strictly RE' and 'Dillington' Conferences with an emphasis on anti-racism and decolonisation. Items of interest and those which could be worked up into useful resources would be circulated after the meeting.

46 ASC for Syllabus and Teacher Consultation

Initial work was underway on the periodic review of the Curriculum to take effect in September 2022 and a questionnaire to inform the process was in preparation for distribution to schools within the BCP Council area. Contribution from schools was an essential and critical element as was the importance of targeting the questionnaire carefully to maximise the response rate from individual schools. There was agreement that distribution at the end of the May half term would therefore be most appropriate. There were also opportunities to draw on work being undertaken by Dorset and Wiltshire SACREs and to take account of both Teacher and student voice. Volunteers from the BCP SACRE would also be drawn upon to contribute to the process.

47 RE Conference

The annual RE Conference was replaced with a virtual event but, for the next Conference, planning was in its early stages for a hybrid approach involving an on-line core conference but with an opportunity for potentially an outdoor face-to-face networking opportunity during the afternoon. Support for teaching and learning would remain the essential theme. In the meantime, the Salisbury based Conference would take place virtually on 31st March and members of the BCP SACRE were invited to attend at no charge.

48 BCP SACRE Budget

The SACRE was advised that the budget for BCP SACRE was now ring-fenced within the School Improvement department at a level of £4000 plus, additionally, a commitment of up to a further £5000 for the scheduled re-writing of the syllabus.

49 Networks Update

The new role for 'Hub Lead Practitioners' trained by the Diocese was explained in relation to the BCP Council area including their role in engaging more with RE leads as identified through the newly updated contacts list for RE leads in schools. The Practitioners were also beginning to establish a network and, in due, course there was potential to extend this to separate networks for primary and secondary settings. Once again, there was focus on sharing resources and providing mutual support as well as support for those schools where capacity was currently more limited. It was reported that funding from the Salisbury Diocese was

available for training three more Hub leads and anyone interested was invited to indicate accordingly. Details would be circulated within the forthcoming newsletter.

50 Other issues including Reflection for next meeting on 16th June 2021

Sally Hawksworth offered to provide a reflection at the summer term meeting on 16th June.

Duration of the meeting: 4.00 - 5.20 pm

Chairman at the meeting on
Wednesday, 10 March 2021

This page is intentionally left blank

BCP SACRE action plan Apr 21-July 22 – updated June 2021.

Aim	Actions	Timescales	People Responsible	Cost	Summer 2021	Autumn 2021	Spring 2022
A. CORE BUSINESS To be a supportive and proactive SACRE enjoying full and well-informed membership	1. Fill membership vacancies	Ongoing	SACRE Chair SACRE Clerk		BCP SACRE is representative of the BCP area. However, this needs to be constantly monitored		
	2. SACRE members attend termly SACRE meetings (3 per year) and, when possible, teacher meetings and training events	Termly SACRE meetings: Summer 2021 Autumn 2021 Spring 2022	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	SACRE Adviser to prepare and attend x3 SACRE meetings a year SACRE Clerk to administer each meeting LA officers/ Adviser time	16 th June 2021	TBD	TBD
	3. Produce annual SACRE Report	Autumn Term 2021	SACRE Adviser and clerk with foreword by SACRE Chair	SACRE Adviser x1 day (includes draft and revisions)		draft to Autumn 2021 meeting - Send to NASACRE by Dec 2021	
	4. Review the action plan at each meeting and discuss updates	At each SACRE meeting	SACRE Adviser and SACRE	SACRE Adviser time	At each SACRE meeting	At each SACRE meeting	At each SACRE meeting
	5. Subscribe to NASACRE Representation at annual NASACRE conference & AGM Attend other relevant and useful events	Ongoing	SACRE clerk SACRE Adviser & G Pinder Adviser to find out and inform	Subscription £105 <i>Dillington conference fee and advisor time</i> <i>NASACRE Conference and AGM</i> - SACRE Adviser time to attend NASACRE conference	NASACRE AGM Monday 24 May 2021 Virtual <i>2022 Birmingham</i>	Subscription rate £105	Dillington conference – March 2022 <i>DR to attend? feedback to network and SACRE</i>
	6. Review the Locally agreed syllabus and the 5-year cycle	Ongoing – syllabus review 21-22	SACRE	Extra funding usually allocated to allow proper consultation process	Update at each SACRE meeting	Update at each SACRE meeting	Update at each SACRE meeting
B. To support teachers of RE to continually improve RE learning in their schools.	1. <i>Provide a RE teachers and leaders conference</i>	<i>Summer 2021</i>	G Pinder & SACRE Adviser	Adviser time - Speaker costs - Venue hire etc.	Discussed at meetings – decision made to arrange a virtual one		TBA
	2. <i>Make connections with RE leaders through networks</i>	Ongoing	TBD - Hub lead NATRE ambassador	<i>C Smith</i> <i>Adviser time if needed.</i>	Either establish SACRE run networks or reach out to existing networks – these could be virtual – could involve Hub.		
	3. Collate and Distribute a termly newsletter	Termly	SACRE Adviser – SACRE members to offer suggestions	Adviser time	April 2021	Sept 2021	Jan 2022
	4. <i>Subject Leader Training x 1 half-day sessions</i>		<i>SACRE RE adviser</i>	<i>Adviser time</i>	<i>Could be held once a year</i>		

Italicised points are up for consideration

This page is intentionally left blank

- Not enough time is given to RE – primary or secondary.
- RE is under-resourced, eroding teachers' professional identity.
- Subject-specialist staffing- pupils should be taught RE by teachers with appropriate subject professional knowledge.
- The report focuses on the Quality of Education judgment
- Dividing up RE to 51% Christianity is problematic, studying too many faiths is also problematic.
- Progression is vital – we should know what it means to 'get better' at RE
- 3 types of knowledge identified – substantive content, learning how to know and personal knowledge.
- Substantive curriculum includes lived experience, artefacts and texts and religious concepts.
- RE concepts include those that are common to all (interpretation), to most (sacrifice) and to specifics (incarnation)
- Care must be taken to avoid harmful misconceptions and generalisations – use some, many etc in referring.
- Studying 'Big Ideas' like the 'pursuit of a good life' is one direction that could be taken (Big Ideas curriculum)
- Excessive content is not required – cumulatively sufficient content is required.
- Need to be aware of global contexts – do not just study Abrahamic religions.
- Avoid the 'isms'. Religions are not silos – there are fuzzy edges and blurred boundaries – fluidity.
- Sequencing the content is crucial – k needs to enable pupils to have the ability to examine controversial issues.
- Content needs to help pupils develop personal curriculum – taking into account and linking to their own worldview.
- Some static knowledge gives little room for pupils to develop personal knowledge or connections.
- RE should not induct pupils into any religious tradition
- Good RE will identify specific content to develop personal curriculum - pupils may not otherwise see the value of it.
- Teaching focuses on crucial content that helps pupils to learn the specific topic they are studying and builds a firm foundation that subsequent teaching builds on.
- When selecting methods and activities in RE be clear about the object of what pupils are to learn and use it to support pupils in building up rich and diverse stores of knowledge.
- Listening to faith practitioners can be valuable because pupils learn about differences in the ways that religious and non-religious people live. It is important to be clear about what they expect pupils to learn from the encounter and, importantly, how that links to curriculum goals.

Assessment

- High-quality RE assessment is used sufficiently, not excessively, be clear about what is being assessed and why in RE
- There is no clear picture about the nature and function of assessment in RE, let alone a straightforward conception of what constitutes high-quality assessment. This is partly due to uncertainty about what exactly is being assessed in RE
- Some assessment models in RE continue to use 'scales', 'ladders' or 'levels' of generic skills to determine progress. Many of these are variations of obsolete assessment models, such as the 8-level scale. In these models, the object of assessment is considered separately from the RE curriculum. They are not valid assessment models.
- The assumption of a vertical model of skills progression in RE is not valid. it is also 'obviously nonsense' to assume that pupils would need to pass through each step of the assessment ladder only once.
- Applying age-related expectations may appear to be a clear way to compare pupils, but often these expectations do not closely reflect the RE curriculum that pupils are learning.
- Different types of assessments should be used appropriately: Formative assessments help teachers identify which pupils have misconceptions or gaps in their knowledge, so they can adapt the curriculum as necessary. Where summative assessments are used for accountability purposes, leaders can ensure that they are sufficiently spaced apart to enable pupils to learn the expanding domain of the curriculum.
- RE assessment needs to relate to the curriculum, which sets out what it means to 'get better' at RE.
- Assessments should not be excessively onerous for teachers.
- CPD is needed for leaders and teachers to reflect on how different assessment questions and tasks in RE can frame teachers' and pupils' expectations about engaging with religious and non-religious traditions.

DR May 2021