

Report of:	Councillor Stephen Hill - Executive Member for Education Rob Brown - Director for Education and Partnerships
Submitted to:	Executive - 7 December 2021
Subject:	Annual Update: Standing Advisory Council on Religious Education (SACRE)

Summary

Proposed decision(s)
No decision is required. This report is for information only.

Report for:	Key decision:	Confidential:	Is the report urgent? ¹
Information	N/A	N/A	No

Contribution to delivery of the 2021-24 Strategic Plan		
People	Place	Business
Ensuring Middlesbrough has the very best schools		

Ward(s) affected
N/A

What is the purpose of this report?

1. To provide an update to members with an update of work undertaken by Standing Advisory Council on Religious Education (SACRE)

Why does this report require a Member decision?

2. This report is for information only.

Report Background

3. By law, every local authority has to have a SACRE. It takes the responsibility for making sure SACRE works well and SACRE's work is related to schools and their curriculum.
4. SACRE's role is to provide advice and support, and to monitor the provision and quality of Religious Education and Collective Worship in schools.
5. The purpose of this report is to inform members of SACRE and the public of the work of SACRE of Middlesbrough. This report aims to demonstrate the impact actions undertaken by Middlesbrough Local Authority upon matters connected with religious worship in community and foundation schools which do not have a religious character so that SACRE are satisfied religious education in these schools is delivered in accordance with the RE Agreed Syllabus. It also provides reassurance that teaching methods, choice of materials and teaching training in religious education and collective worship.

Local Picture

6. In consultation with Middlesbrough's communities of religion and belief, school staff and RE Today, the 2020-2025 Agreed Syllabus for Religious Education (RE) has been devised and distributed to schools so that curriculum aspects ranging from Early Years Foundation Stage (EYFS) up to Key Stage 4(KS4) are comprehensibly taught. The Agreed Syllabus is underpinned by practical teaching elements which support: assessment; progression of learning; legal requirements of teaching; religious types which help underpin British Values and promote spiritual, moral, social and cultural development.
7. Training for all schools, regardless of their character, takes place termly, with morning sessions for secondary teachers and afternoon sessions for primary. These sessions are determined by the requests of the teachers at the previous session, so are planned specifically for the needs of the schools in Middlesbrough SACRE area. This has been delivered remotely during the pandemic. The RE curriculum remains a strong element of learning in all schools across Middlesbrough.
8. Despite guidance advising schools were able to narrow the curriculum, school leaders report that the teaching of RE has been consistent and has helped to support the spiritual, moral, social and cultural development of children and young people throughout the pandemic. Support continues to be brokered from RE Today who deliver virtual school training events as well as advise the Board on national initiative and emerging themes. The Co-Chairs have received training from the LA Governor Development Service.
9. SACRE guidance continues to be used in LA schools, and some academies, as the basis for their arrangements for Collective Worship. During the pandemic, various approaches have been adopted to ensure Collective Worship and Assemblies

continue. These included a mix of remote live streams and recorded sessions during lockdown periods.

10. No formal complaints have been made to SACRE, concerning Religious Education. There have been no requests to SACRE for withdrawal from RE. There have also been no formal complaints to SACRE concerning Collective Worship during the academic year 2020-21. There have also been no requests to SACRE for withdrawal from Collective Worship.

Membership

11. Middlesbrough SACRE is represented by four representative groups with voting powers as well as co-opted members all of whom serve the local community and offer a valuable contribution to the quality of religious education and collective worship that pupils experience in our schools.

Name	Position
Councillor C Wright	Local Authority representative
Karen Smith	Local Authority representative
Councillor T Higgins	Local Authority representative
Councillor Z Uddin	Christian and other religious denominations
L Ghani	Christian and other religious denominations
M Khan	Christian and other religious denominations
A Khazir	Christian and other religious denominations
C Marshall	Christian and other religious denominations
G Sharma	Christian and other religious denominations
A Corcoran	Christian and other religious denominations
P Singh	Christian and other religious denominations
E Zarifi	Christian and other religious denominations
C Wilson	Church of England representative
L Antill	Teachers representative
L Moores	Teacher representative
R Conway	Teachers representative
J Conwell	Teachers representative

P Fussey	Teachers representative
S Armstrong	Teachers representative
J Surtees	Teachers representative
V Hart	Humanist Representative

Funding

12. To support meeting the needs of children and young people SACRE receives a budget of £5000 per annum. This budget is used to support schools and pupils continue to develop the curriculum and increase the percentage of pupils choosing to continue RE as a GCSE subject.
13. The budget also funds support provided by the National Association of Standing Advisory Councils on RE (NASACRE).

Key Developments

14. In this academic year resources have been developed and shared:
- EYFS Early Learning Goals for RE
 - Building Progression through your RE Agreed Syllabus
 - A SACRE resource area is now available on the Learning Middlesbrough website where links to training and webinars can be accessed
15. To support the statutory implementation of the new and compulsory Relationship, Sexual Health Education (RSHE) community consultation was delivered and supported by SACRE ensuring any misconception surrounding curriculum content could be addressed in collaboration with faith and community leaders.

Professional Development

16. Support continues to be brokered from RE Today who deliver virtual school training events as well as advise the Board on national initiative and emerging themes.
17. In addition a comprehensive training delivered face to face and remotely for schools to participate. Content is planned in line with the agreed syllabus:

<p>Anti-Racist RE Education - Addressing Inclusion</p> <p>Training to help teachers of Religious Education plan and provide learning about religion, beliefs, racism and prejudice in challenging ways.</p>	<p>Concepts that teachers should know and be prepared to address with their pupils:</p> <ul style="list-style-type: none"> • Understanding culture and beliefs in different religions • Expressing personal views for equality and justice • What can be done to reduce harmful impact of racism • Statues and their meaning • Case studies and learning e.g. Human Rights and
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	Equality, Being the Same Being Different, Society and Equality
The Holocaust and the RE curriculum	<p>Teaching about aspects of the Holocaust in RE lessons can help students explore:</p> <ul style="list-style-type: none"> • The connections between beliefs – both religious and secular – and actions. • Moral dilemmas and choices, and the factors which can influence them. • Responses to ‘fundamental’ questions such as the nature and causes of suffering and ‘evil’, and – ultimately – what it means to be human. • The interaction, and sometimes conflict, between different faiths and/or belief systems. • Individual and collective identity. <p>It can also support students in practising essential skills:</p> <ul style="list-style-type: none"> • Understanding and scrutiny of the beliefs of others. • Critical investigation of contrasting viewpoints, with an ability to reach reasoned judgements, and a willingness to challenge preconceptions. • Interpretation of a range of sources to be able to reach and justify independent opinions. • Effective communication of emotions and opinions. • Reflection on the nature and meaning of morality and on the importance of moral choices.
Islam CPD Training for Primary RE Leads / Teachers	<ul style="list-style-type: none"> • Teaching and Learning about Islamic Artefacts / Special Objects for Muslims • What does it mean to be a Muslim in Britain today? Includes a section on Islamophobia / Radicalisation • Births, Weddings & Funerals in Islam. • The 5 Pillars of Islam (Belief, Prayer, Charity, Fasting & Pilgrimage) • The 6 Articles of Faith - Muslim beliefs about; Allah, Angels, Holy Books, Messengers, Life after death and Predestination

	<ul style="list-style-type: none"> Teaching & Learning about the Qur'an
So, you've joined your local SACRE...	This session will help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to this work.
What do SACREs need to know and understand about worldviews?	This session will share an overview of what the term 'worldviews' means in a number of different disciplines and reflect on how it provides useful concept from which teachers feel more equipped to teach RE.

Next Steps/Key Areas of Development

18. Devise and implement a SACRE development plan.
19. Maintain a standardised and consistent membership which represents the community we serve.
20. Establish a Youth SACRE.
21. Establish a programme of support and training for places of worship, visiting speakers and schools which fosters positive and productive relationships.
22. Establish an events programme with Interfaith Week at the centre.
23. Provide an induction for new members.
24. Continue to offer high quality CPD to schools.
25. Introduce 'Members Moments' as a standing agenda item. This will be an opportunity for members to share their faith, their role beyond SACRE to develop our understanding of religious beliefs, worldviews, and classroom practice.
26. Create video resources for schools featuring local people.

What decision(s) are being asked for?

27. This report is for information only and to provide an update on progress within the Middlesbrough. The report provides oversight of the Local Authorities statutory duties in relation to SACRE.

Why is this being recommended?

28. N/A

Other potential decisions and why these have not been recommended?

29. N/A

Impact(s) of recommended decision(s)

30. N/A

Legal

31. The report will assist the Council in meeting its statutory duty to support the activities of the Standing Advisory Council on Religious Education (SACRE). Every local authority (LA) is required by law to have a SACRE the origins of which are within the Education Act 1944, and strengthened in the Education Reform Act 1988 and the Education Act 1996.

The report will assist the Council in meeting its statutory duty to support the activities of SACRE.

Financial

32. There is no financial impact associated with this paper.

Policy framework

33. N/A

Equality and Diversity

34. N/A

RISKS

35. N/A

Actions to be taken to implement the decision(s)

36. A further report to Executive will be brought in 2022 to again provide an update and oversight of SACRE developments

Appendices

37. No appendices accompany this report. However, Middlesbrough Agreed Syllabus is available on request.

Background papers

38. No background papers were used in the preparation of this report.

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