

**NORTH LINCOLNSHIRE COUNCIL**

**CHILDREN, FAMILIES  
AND LEARNING  
CABINET MEMBER**

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)  
REPORT**

**1. OBJECT AND KEY POINTS IN THIS REPORT**

- 1.1 To provide an update to the Cabinet Member in relation to the work of the statutory Standing Advisory Council on Religious Education ( SACRE) including information on the launch of the newly revised Locally Agreed RE Syllabus.

**2. BACKGROUND INFORMATION**

**2.1 RE Statutory Duties and Functions**

All children and young people in England and Wales are entitled to receive Religious Education at school. Academies and free schools are contractually required to deliver RE through the terms of their funding agreement and local authority schools deliver RE either according to the locally agreed syllabus or according to the trust deed of the school.

**2.2 SACRE Board**

Every Local Authority (LA) has a statutory duty to publish a permanent authority, called SACRE - a Standing Advisory Council for Religious Education to advise the LA on matters concerned with the provision of RE and collective worship.

As part of North Lincolnshire's statutory duties the SACRE Board produces an annual report for each academic year. The report in annex one covers the period September 2015 – August 2016, during which eight meetings were held. The report follows the format suggested for SACRE Annual Reports by the Qualifications and Curriculum Authority (QCA).The report outlines how North Lincolnshire SACRE has advised the LA through the following means:

- Regular monitoring of the established North Lincolnshire Syllabus and Schemes of Work, Foundation – 14-19.
- Monitoring of standards in RE via school visit reports, Ofsted reports and for denominational education by section 48 (SIAMs) Inspection reports.
- Information and feedback from the different representative members of the SACRE board.
- Review of RE scheme of work in line with the expectations of the revised North Lincolnshire Agree Syllabus in partnership with East Riding Council, North East Lincolnshire and Hull City Council.

## 2.3 The locally agreed RE syllabus

North Lincolnshire, in partnership with Hull, East Riding of Yorkshire and North East Lincolnshire, share a locally agreed RE syllabus. During the academic year 2015 to 2016 the locally agreed RE syllabus was reviewed in accordance with statutory regulations and timeframe.

A series of reports and draft materials were presented to the SACRE Board members for consultation and approval throughout the academic year 2015 to 2016. The timescales are determined by the statutory process and guidelines.

The SACRE Board members ensured each element of the review was well considered and placed in a North Lincolnshire context to reflect the diversity of the communities within North Lincolnshire. This is evidenced within the SACRE minutes and feedback given to the RE Syllabus Task group.

The North Lincolnshire celebration event held in September, at the request of the SACRE Board, included invites to all schools, including members and representatives from faith groups and members from the local communities to promote the widest possible engagement.

North Lincolnshire has a strong working partnership with early year's settings, schools and academies. They were regularly consulted throughout the revision and provided a valued sounding board in the shaping of the syllabus in terms of format and content.

North Lincolnshire is recognised for outstanding practice in the promotion of the child and student voice in policy and practice. As an acknowledgement of this excellence, students from St. Lawrence Academy were invited to set and write the context for the revised syllabus, including a stunning presentation at the launch of the new syllabus in March 2016.

In addition, as part of the syllabus revision, the voice of students was regularly sought and included within the syllabus and schemes of work. This included exemplars of good practice such as the use of floor books to share and explore the ideas of the youngest children through to students from key stage three and four visiting schools to explain the remit of their faith and how it relates to their everyday life in the community of North Lincolnshire.

The locally agreed syllabus is web based and is regularly updated by lead practitioners from across all phases of schools in North Lincolnshire.

The RE Schemes of work, developed in partnership with North Lincolnshire RE leaders, were also reviewed during 2015-2016. The work was well supported by a local task group of teachers and RE specialists, formed from the four partner local authorities. The two key leads from North Lincolnshire are highly regarded professionals across the RE regional community and were instrumental in ensuring the voice of practitioners was included in the development of the schemes of work.

During the summer term 2016 a range of training, for school RE leaders and head teachers, was delivered to support and promote the official launch for the new academic year 2016 - 2017. The revised locally agreed RE syllabus was officially launched in Hull in March 2016 and became 'live' from 1 September 2016. The 2016 revised syllabus is now the statutory document for RE and replaces the previous model.

The locally agreed RE syllabus was formally presented and celebrated in North Lincolnshire on 30 September 2016 as part of a full day conference of values and beliefs. The conference was very well attended by schools, governors and local faith organisations. The event demonstrated the strong and diverse working faith groups who work as a collaborative partnership within North Lincolnshire for the benefit of the communities they work within.

### **3. OPTIONS FOR CONSIDERATION**

- 3.1 To note the work of the SACRE in partnership with schools and their local communities.

### **4. ANALYSIS OF OPTIONS**

- 4.1 The report recognises that the local authority is compliant with statutory requirements and can readily demonstrate examples of excellent practice.

### **5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)**

- 5.1 There are no new resource implications

### **6. OUTCOME OF INTEGRATED IMPACT ASSESSMENT (IF APPLICABLE)**

N/A

### **7. OUTCOMES OF CONSULTATION & CONFLICTS OF INTEREST**

- 7.1 The draft report has been shared and discussed by the SACRE Board

### **8. RECOMMENDATIONS**

- 8.1 The recommendation is that the Children, Families and Learning Cabinet Member notes the report.

DIRECTOR OF LEARNING, SKILLS AND CULTURE

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#### **Background Papers used in the preparation of this report:**

Locally Agreed RE Syllabus and Religious Education for All – Diocese of Lincoln  
DfE Curriculum requirements



[www.northlincs.gov.uk](http://www.northlincs.gov.uk)

# Report on the Work of North Lincolnshire Standing Advisory Council on Religious Education



## Annual Report 2015 - 2016

## ***1. Introduction***

This report of North Lincolnshire Standing Advisory Council on Religious Education covers the period September 2015 – August 2016, during which eight meetings were held. The report follows the format suggested for SACRE Annual Reports by the Qualifications and Curriculum Authority (QCA).

Sandra Simmons  
Strategic Officer SACRE

## **2. Overview**

Every Local Authority (LA) has a statutory duty to publish a permanent authority, called a Standing Advisory Council for Religious Education (SACRE) to advise the LA on matters concerned with the provision of RE and collective worship. This report aims to show how North Lincolnshire SACRE has advised the LA through the following means:

- Regular monitoring of the established North Lincolnshire Syllabus and Schemes of Work, Foundation – 14-19
- Monitoring of standards in RE via Ofsted reports, SIAMs reports and Board feedback
- Review of RE scheme of work in line with the expectations of the revised North Lincolnshire Agree Syllabus in partnership with East Riding Council, North East Lincolnshire and Hull City Council.

## **3. Religious Education**

### ***Locally Agreed Syllabus***

A high quality religious education (RE) curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum.

At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views and fostering respect for them.

Although there is not a National Curriculum for RE, all maintained schools have a statutory duty to teach it. This is equally applicable to academies and free schools as it is to maintained schools.

In foundation and voluntary controlled schools with a religious character, RE must be taught according to the Locally Agreed Syllabus unless parents request RE in accordance with the trust deed of the school and, in voluntary aided schools, RE must be taught in accordance with the trust deed.

In North Lincolnshire RE is taught in accordance with the Locally Agreed Syllabus published in April 2016.

The accompanying schemes of work, from the early years Foundation stage to Key Stage 3 have also been reviewed and re-written in 2016.

### ***(a) Standards in RE***

In the light of the new inspection format, there has been much discussion regarding the way forward with monitoring RE coverage and standards.

The SACRE Board will monitor a variety of information via Ofsted reports, feedback from RE leaders and SIAMS reports (section 48 for Diocesan schools)

The effectiveness of denominational education in Church of England schools is evaluated during the statutory section 48 (SIAMS) inspections. The Evaluation Schedule assesses the way RE contributes to a church school's Christian character. It highlights the responsibility of church school leaders to support and resource RE, and those teaching it. In voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report.

### ***Complaints***

There have been no complaints about religious education or collective worship addressed to SACRE during the period September 2015 to 2016.

### ***(b) Methods of teaching, Choice of Materials and Teacher Training***

- The LA holds an extensive resource base for RE which is now based at a local school supported by the LA releasing two teachers, one secondary and one primary, across the academic year to provide advice and guidance.
- All elements of the Foundation stage to KS3 schemes are supported by recommended resource packs via the RE syllabus site.
- The schemes of work provide examples of interactive and experiential learning activities for all units of work and aspects of the syllabus.
- The Primary and Secondary Strategies have provided professional training and inspiration to develop quality teaching and learning approaches aspiring to raise standards in all subjects, including RE.
- Training courses and regular meetings are provided for RE leaders and teachers of RE, to develop curriculum expertise, promote multi-sensory and experiential practice and support leadership and management skills.
- OFSTED accredited training is available on SMSC via the LA.

## ***4. Collective Worship***

Support for worship is given to schools on request and supported via two lead teachers on release from their schools.

## ***5. Monitoring of Religious Education and Collective Worship***

Religious Education provision is monitored via updates and reports to SACRE through the RE reporting officer.

Collective worship provision is monitored via the diocese for Church of England schools and via reports and feedback to the SACRE Board.

Secondary GCSE and A level results are also monitored by SACRE.

## ***6. Determinations***

There have been no requests for determinations.

## ***7. Links with Other Bodies***

### ***(a) National***

- North Lincolnshire SACRE is affiliated to the National Association of SACREs (NASACRE) and participates in its conferences. This is a valuable source of information, and a means of networking with SACREs with similar challenges.
- The teachers who support RE on behalf of the LA are affiliated to the North Lincolnshire Multi-Faith Partnership.

### ***(b) Local***

The Council continues to work closely with neighbouring authorities, local dioceses and multi-faith groups.

## **8. Governor Training**

- Governor training is provided on request and governors are invited to access LA training. The locally agreed RE syllabus can be readily accessed via [www.reweb.org.uk](http://www.reweb.org.uk)
- The LA has a nominated officer for SACRE who can be contacted via 01724 297177
- Governor's can also access additional information via <http://www.natre.org.uk/about-re/legal-requirements/>
- SACRE, via the LA has recommended a named governor for RE in every school.
- North Lincolnshire works closely with the Diocese and other faith groups to support governor training.

## **9. Professional and Administrative Support**

The office with responsibility for SACRE provides information for the Council, which in turn provides support and encouragement for the work undertaken. The Council is also clerked so that whatever it undertakes is ably administered.

A small amount of funding is also available to release staff to assist the work of SACRE.

## **10. Finance**

The work of the North Lincolnshire SACRE continues to be financed by the Local Authority, providing sound support for its activities where need has been demonstrated, such as the review and revision of the shared syllabus and launch event.

## **11. Review of Development Plan September 2017**

### **Focus Area – 1**

**To support all schools in the delivery of their statutory requirements for RE as outlined by the locally agreed RE Syllabus.**

- Lead teacher to support RE secondary Leader Meetings and update re latest information from regional and national events and research papers
- Lead teacher to support RE Primary Leader Meetings and update re latest information from regional and national events and research papers
- To provide bespoke support to new RE leaders
- To develop an annual programme of RE support to develop and celebrate high quality RE practice across schools

## **Focus Area – 2**

**To continue to support and develop inter faith links and collaboration across all faith communities to enrich pupils' experiences of other cultures and beliefs.**

- Develop and facilitate a range of inter faith visits to different places of worship
- Continue to develop the opportunities for groups of pupils to share their beliefs and faith as peer leaders visiting other schools
- Provide opportunities for groups of pupils to celebrate the richness of their communities and share their faith and beliefs within their local communities

## **Focus Area – 3**

**Establish a programme of professional development for leaders of RE to extend their subject expertise, pedagogy and practice.**

- Continue to develop links with NATRE to broker professional development seminars and experiences
- Work in partnership with the Diocese to support RE leadership
- Promote the work of the Farmington Scholarships

## **Appendix 1**

### **SACRE Membership**

#### **Faith representative groups (Groups A and B)**

Mrs B Braisdell  
Mrs L Jenman  
Mr A Shepherd  
Mrs H Grey  
Kathy Colwell  
Leo Solomn  
Gillian Georgiou

#### **Head teacher and Teacher Representatives (Group C)**

Ms C Card  
Mrs J. Miles  
Mrs J Steward

#### **Local Authority (Group D)**

Cllr Glover  
Cllr Godfry  
Cllr  
Cllr

Mrs S Simmons (SACRE officer)  
Mr D Marsh (Clerk)

## Appendix 2

### SACRE Meetings

- 24 June 2015 16.15 – 17.30 RE Subject Leader Coordinators' meeting
- 15 July 2015 9.30 – 16.00 Agreed Syllabus RE Cross Partnership Day 1
- 7 October 2015 9.00 – 15.30 Agreed Syllabus RE Working Party
- 8 October 2015 9.00 – 15.30 Agreed Syllabus RE Working Party
- 18 November 2015 16.15 – 17.30 Primary Subject Leaders – RE
- 25 November 2015 17.00 – 18.30 Joint SACRE Meeting
- 23 February 2016 16.15 – 17.30 Primary Subject Leaders – RE
- 17<sup>th</sup> March 2016 16:15- 18.00 Locally Agreed RE Syllabus Launch - Hull
- June 2016 16.15 – 17.30 Primary Subject Leaders – RE
- Termly Secondary Leaders Meetings – hosted by schools

## **Appendix 3**

### **RE Courses Autumn 2015 – Summer 2016**

- 22 April 2016                      13.30 – 16.00 RE New Agreed Syllabus Training
- 15 June 2016                        16.30 – 19.00 RE New Agreed Syllabus Training
- 30 September 2016                9.00 – 16.00 RE Syllabus Launch

## Appendix 4

### Ofsted Inspection Data

#### Social, Moral and Spiritual Values Comments from Ofsted Inspections Sept 2015- June 2016

School	Date	Inspection type	Overall Effectiveness	Safeguarding	L & M	Teaching	Personal dev	Outcomes	EY Provision	Ofsted comments on Vulnerable Children
<b>Althorpe &amp; Keadby</b>	16 - 17 March 2016	Full	Requires Improvement (3)	Effective	3	3	2	3	2	The school is supporting the development of pupils' spiritual, moral, social and cultural understanding well. Children's spiritual, moral, social and cultural development is good, with a range of visits and visitors supporting social and personal skills.
<b>Bottesford Junior School</b>	16-17 March 2016	Full	Good (2)	Effective	2	2	2	2	2	The school develops pupils' spiritual, moral, social and cultural development well. Pupils understand that fairness, democracy and equality are important values to live by and elect school councillors to speak on behalf of the pupils. Pupils are encouraged to think about others, and are kind and considerate to those who might need their support. In a relatively all-White population, the school places high emphasis on respect and tolerance and the need for pupils to understand what it is to be British. Pupils appreciate that there are communities across the world that face significant hardship in their lives and are quick to support charity events to benefit others and consider their responsibilities as young citizens.

School	Date	Inspection type	Overall Effectiveness	Safeguarding	L & M	Teaching	Personal dev	Outcomes	EY Provision	Ofsted comments on Vulnerable Children
<b>Enderby Road</b>	11 – 12 May 2016	Full	Good (2)	Effective	2	2	1	2	2	Pupils' spiritual, moral, social and cultural development is excellent. They have frequent opportunities to learn from first-hand experiences, such as when they re-enacted a Christian wedding and explored Islamic artefacts to learn about prayer in that faith. They are very well prepared for life in modern Britain.
<b>Gunness and Burringham CE Primary</b>	22 Sept 2015	Short	Good (2)	Effective	N/A					The school has effectively promoted British values and these are clearly displayed around the school. In response, pupils expressed high levels of tolerance and respect, demonstrating the strong teaching of social, moral and spiritual values. However, their experience and knowledge of different types of family, different cultures or faiths is limited. Pupils show little knowledge or understanding of how people live beyond their own community.
<b>Haxey CofE Primary School</b>	10 – 11 May 2016	Full	Good (2)	Effective	2	2	2	2	2	Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum. Diversity is celebrated and demonstrated through high-quality and thoughtful displays of pupils' work. Children in Reception are extremely proud of their photograph album, which records the many opportunities they have to study different cultures. Pupils enjoy finding ways to raise funds for those less fortunate than themselves and they make a valuable contribution to events in the local community.

School	Date	Inspection type	Overall Effectiveness	Safeguarding	L & M	Teaching	Personal dev	Outcomes	EY Provision	Ofsted comments on Vulnerable Children
<b>Kirton Lindsey Primary School</b>	4-5 May 2016	Full	Good (2)	Effective	2	2	2	2	2	Pupils' spiritual, moral, social and cultural development is effectively promoted. Pupils have a developing understanding of their local community and the wider world through an increasingly rich range of school based and out-of-school activities. This helps them to be well prepared for their lives as citizens of modern Britain.
<b>New Holland CofE Primary</b>	24-25 February 2016	Full	Good (2)	Effective	2	2	1	2	2	Woven into the fabric of all this school does is the fostering of pupils' spiritual, moral, social and cultural development and their emotional wellbeing.  Pupils' spiritual, moral, social and cultural development flourishes at New Holland. A weekly Citizen's Award for each key stage celebrates personal values and qualities that have been recognised during the week.
<b>Outwood Academy Foxhills</b>	20-21 January 2016	Full	Good (2)	Effective	1	2	2	2		Besides gaining academically from the curriculum, there are strong gains in pupils' spiritual, moral, social and cultural development. The academy has a highly developed programme to ensure that pupils are exceptionally well prepared to take their place in modern Britain.

School	Date	Inspection type	Overall Effectiveness	Safeguarding	L & M	Teaching	Personal dev	Outcomes	EY Provision	Ofsted comments on Vulnerable Children
<b>St Bede's Catholic Voluntary Academy</b>	18 – 19 May 2016	Full	Good (2)	Effective	2	2	2	2	2	<p>Pupils' spiritual, moral, cultural and social development is exceptional. Values of 'love, respect and service' reflect the school's Catholic ethos. They are made real to the pupils as they are woven through the life of the school.</p> <p>Leaders have an accurate view of the strengths of the school. They are right to be proud of the pupils' exceptional spiritual, moral, social and cultural development. The chaplaincy teams, assembly and tutor group programmes enrich pupils' journeys to adulthood. Most pupils demonstrate they are active citizens, tolerant and ready to respectfully offer support to those in need.</p>

School	Date	Inspection type	Overall Effectiveness	Safeguarding	L & M	Teaching	Personal dev	Outcomes	EY Provision	Ofsted comments on Vulnerable Children
<b>West Butterwick CofE Primary School</b>	12-13 January 2016	Full	Outstanding (1)	Effective	1	1	1	1	1	<p>The provision for pupils' spiritual, moral, social and cultural development is a strength of the school and effectively supports the promotion of British values.</p> <p>The provision of spiritual, moral, social and cultural development is a strength of the school. It is used effectively to promote British values. Pupils also learn about a range of world religions, which helps to develop tolerance and respect for others and as such they are well prepared for life in modern Britain.</p> <p>Expectations are high in every class from the early years through Key Stages 1 and 2. This applies to pupils' work, but not exclusively so. The same approach is taken towards pupils' learning attitudes, behaviour, and their moral and social development. It is the sum of the parts that results in well-balanced, well-educated and well-mannered young people. This is a good example of how the ethos of the school is translated into classroom practice.</p>
<b>Winteringham Primary</b>	7-8 October 2015	Full	Outstanding (1)	Effective	1	1	1	1	2	<p>The curriculum is very broad and includes visits to places of interest and visitors to the school. As a result, pupils gain an excellent knowledge and understanding of a wide range of interests, including gardening, sport and music. This varied and challenging curriculum strongly supports pupils' spiritual, moral, social and cultural development. Many pupils spoke enthusiastically about the different opportunities they have. They are aware that leaders support them very well and value their achievements and successes, academically, socially and within the world of sport and the arts.</p>

School	Date	Inspection type	Overall Effectiveness	Safeguarding	L & M	Teaching	Personal dev	Outcomes	EY Provision	Ofsted comments on Vulnerable Children
<b>Winterton Community Academy</b>	9 March 2016	Short	Good (2)	Effective	N/A					Outside visitors complement the wide range of work undertaken in the personal, social, health and citizenship education curriculum, religious education lessons and assemblies to develop pupils' spiritual, moral and social development and help pupils understand risks and keep safe.
<b>Wootton St Andrews</b>	27 – 28 January 2016	Full	Good (2)	Effective	2	2	1	2	1	The school prepares pupils very well for life in modern Britain. The provision for pupils' spiritual, moral, social and cultural development is excellent. The school has a long-standing connection with a school in Uganda. For example, they send each other letters and, after discovering a shared passion for football, Wootton pupils sent some football kits to Uganda and pupils from Uganda sent a football they had made in return.  Pupils' spiritual, moral, social and cultural development flourishes at Wootton. Pupils are very thoughtful, reflective and caring.

## **Appendix 5**

### **SIAMS Section 48 Inspection Reports**

## Appendix 6

### GCSE Results

#### KS4 Results

#### Religious Studies - GCSE Full Course

	2013		2014		2015	
	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G
Barton	95.7%	100.0%	64.6%	100.0%	88.1%	100.0%
Brigg	67.8%	99.1%	85.7%	100.0%	68.3%	98.0%
Isle	90.9%	100.0%	97.9%	100.0%	96.6%	100.0%
Scunthorpe North	56.5%	99.1%	57.7%	97.3%	70.4%	95.2%
Scunthorpe South	57.2%	98.3%	63.6%	98.9%	70.7%	98.8%
<b>North Lincs</b>	<b>68.6%</b>	<b>98.9%</b>	<b>70.5%</b>	<b>98.7%</b>	<b>73.8%</b>	<b>98.3%</b>
<b>National (State funded)</b>	<b>72.0%</b>	<b>98.1%</b>	<b>70.1%</b>	<b>97.5%</b>	<b>70.9%</b>	<b>97.8%</b>