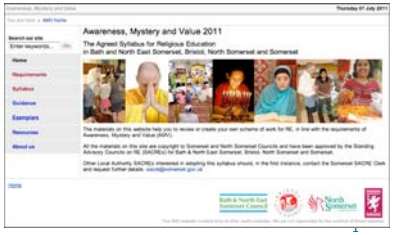
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Seminar for Governors, Headteachers and SACRE Members
On Tuesday 1 November 2011
At The Campus, Weston-super-Mare

Resourcing Religious Education and Collective Worship



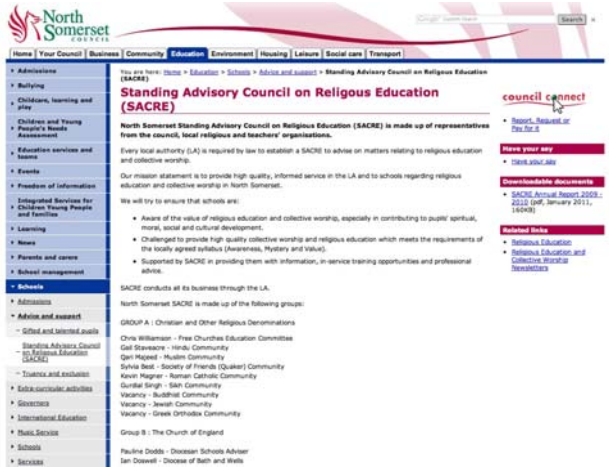
Introduction & Aims

1. To explain the role of the Standing Advisory Council on Religious Education (SACRE) in supporting schools, especially in relation to the new agreed syllabus;
2. To outline the rationale and legal requirements of the new syllabus;
3. To demonstrate the SACRE and new agreed syllabus websites;
4. To outline the responsibilities of headteachers and governors in relation to RE (and collective worship);
5. To promote excellent RE & collective worship in all our schools.

What is SACRE?

- Every local authority (LA) is required by law to establish a Standing Advisory Council on Religious Education (SACRE) to advise on matters relating to religious education and collective worship. The SACRE is made up of representatives from :
  A. Christian and Other Religious Denominations;
  B. The Church of England;
  C. Teachers' Associations;
  D. The Local Authority.
- The SACRE is required to
  - review the Agreed RE Syllabus within five years of its implementation;
  - provide advice on methods of teaching, teaching materials, teacher training
  - monitor the delivery of the agreed syllabus and collective worship
  - Produce an annual report on the exercise of its functions.

http://tinyurl.com/NSom-SACRE



The Importance of RE

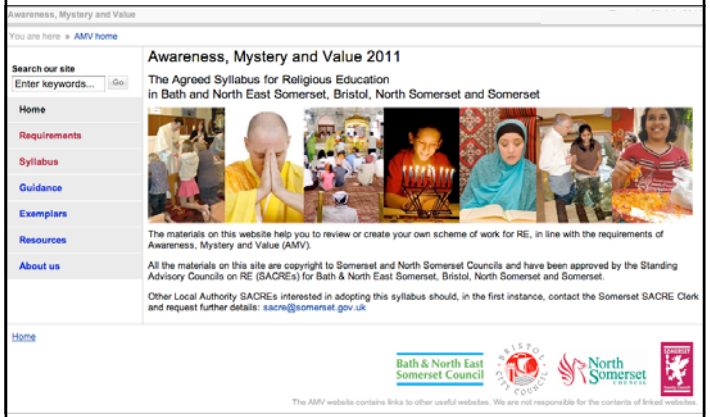
Religious education is important because it helps children and young people develop **spiritually, morally, socially** and **culturally** and gain ***wisdom*** in the following areas of life:

- **artistic, musical and literary;**
- **cultural, historical and philosophical;**
- **moral and ethical;**
- **personal;**
- **political, social and psychological.**

a) Which of these five areas of human life do you see as the most important for RE?
b) Are there other areas that RE should be concerned with?
c) What are the challenges facing RE in your school?

Navigating the New Website

http://amv.somerset.gov.uk/



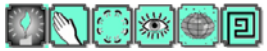
The Two Attainment Targets and Six Areas of Enquiry

A. Beliefs, teachings and sources
B. Practices and ways of life
C. Forms of expressing meaning

Attainment Target 1: Learning ABOUT religion and belief

D. Identity, diversity and belonging
E. Meaning, purpose and truth
F. Values and commitments

Attainment Target 2: Learning FROM religion and belief



The Local Dimension

This syllabus prompts teachers, *where appropriate to their school community*, to introduce local features as well as those with national or global significance:

∗People with Bristol / Somerset connections: St. Dunstan (Glastonbury), St. Aldhelm (Frome) and St. Congar (Congresbury), Joseph Alleine and Hannah More; several Bishops of Bath & Wells, George Carey, Thomas Ken; John Wesley; Alfred the Great, William Wilberforce, Mary Carpenter, George Williams, Charles Wilkins, Haile Selassie, Ram Mohun Roy.

∗Christian Places of Worship: Cathedrals, Churches and Abbeys.

∗Christian diversity: Anglican, Catholic, Non-conformist and Independent Christian churches.

∗Religious diversity: synagogues, mosques, temples, Buddhist centres and gurdwaras. Plus, where the school feels it appropriate, minority religious and non-religious traditions, such as Bahá'í and Humanism.

∗As well as individuals and local communities, schools may choose to illustrate broader investigations with a study of religious art and artefacts in local museums or galleries.

Requirements for Coverage of Religions & Beliefs

In addition to the focus religions indicated below, schools are free to include additional studies of religions and beliefs, as well as groups *within* traditions, as they judge to be appropriate and according to local or specific curriculum interests.

Particularly in relation to community / social cohesion all schools are encouraged to ensure that their RE curriculum reflects the principal faiths and beliefs in the locality.

Foundation and Key Stage 1	Christianity plus at least ONE other religion, from:	Hinduism, Islam or Judaism
Key Stage 2	Christianity plus at least THREE other religions:	Hinduism, Islam AND Judaism
Key Stage 3	Christianity plus at least THREE other religions, from	Buddhism, Hinduism, Islam, Judaism or Sikhism
Key Stage 4	Christianity plus at least ONE other religion, from:	Buddhism, Hinduism, Islam, Judaism or Sikhism

Level Descriptions and Assessment

KEY *DRIVING* WORDS FOR THE CAN-DO LEVEL STATEMENTS			
Level	**Learning about religion and belief AT1**	**Learning from religion and belief AT2**	**Religious Vocabulary Used**
1	Remember / Name / Recognise / Recall	Talk about own ideas & experiences	Some religious words
2	Retell / Talk about similarities / Begin to interpret	Ask about / Talk about other's ideas & experiences	Key religious words
3	Describe / Make a link / Note how / Identify	Compare / Question / Make links / Reflect	Developing religious vocabulary
4	Make links / Show understanding / Describe significance and impact / Suggest meanings	Ask questions and suggest answers / Suggest consequences / Use examples from religions and beliefs	Developing religious vocabulary
5	Suggest reasons / Explain impact / Make informed comparisons	Express views / Explain influences / Ask questions and suggest answers related to religions and beliefs	Increasingly wide vocabulary
6	Use different sources / Explain reasons and significance / Identify differences and impacts	Consider challenges / Express insights / Use reasoned arguments	Increasingly wide and accurate religious and philosophical vocabulary
7	Research variety of sources / Present coherent account	Give personal view with reasons and examples / Use wide range of evidence	Increasingly wide and accurate religious and philosophical vocabulary
8	Analyse / Weigh up / Evaluate / Place interpretations in context	Weigh up / Evaluate / Come to own conclusions / Deploy evidence	Comprehensive religious and philosophical vocabulary
EP	Investigate and Interpret / Synthesise / Evaluate importance and impact over time	Fully develop own views / Make well-informed & reasoned judgements in context	Comprehensive religious and philosophical vocabulary

Requirements for Different Schools

The key document in determining the teaching of RE in *community* and *voluntary controlled* schools is the locally agreed syllabus. The agreed syllabus must reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

In *voluntary aided* schools with a religious character, RE is to be determined by the governors and in accordance with the provisions of the trust deed relating to the school or, where there is no provision in the trust deed, with the religion or denomination mentioned in the order designating the school as having a religious character.

At *voluntary controlled* schools with a religious character, parents of any pupils at the school may request that they receive religious education in accordance with provisions of the trust deed relating to the school, and at *voluntary aided* schools with a religious character, parents of any pupils at the school may request that they receive religious education in accordance with the locally agreed syllabus.

Governors & Headteachers

Governing bodies and headteachers, like local authorities, must:

•ensure that RE is provided as part of the school's basic curriculum, following the appropriate syllabus (Schedule 19 to the School Standards and Framework Act 1998);

•provide an annual report to parents or carers giving brief particulars of progress and achievements in all subjects including RE (Regulation 6 of the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437).

In order to fulfil legal requirements in relation to this agreed syllabus, schools must provide religious education in accordance with the statutory programmes of study.

Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002), although there are many instances of good practice where RE is taught to these pupils.

Key Checkpoints for Governors & Headteachers

1. Do all pupils make progress in RE?
2. Is RE well led and effectively managed?
3. Is there effective self-evaluation of standards and quality in RE?
4. Are those teaching RE suitably qualified and trained in the subject? Do they have regular and effective opportunities for CPD?
5. Are teachers aware of RE's contribution to developing pupils' understanding of religion and belief and its impact on society?
6. Where appropriate, do pupils have opportunities to take courses leading to an accredited qualification in the subject?
7. Do parents know about the RE curriculum and the right of withdrawal?
8. Are teachers aware that they do not have to teach RE?
9. Is RE resourced, staffed and timetabled in a way that means the school can fulfil its legal obligations on RE and pupils can make good progress?
10. Where there are insufficient teachers in a school who are prepared to teach RE, does the headteacher ensure that pupils receive their RE entitlement?

Checklist for Managing the Right of Withdrawal

1. Is the school careful to ensure that RE is of educational value to all pupils, whatever their belief background, thus reducing the likelihood of parent /carer requests for withdrawal?
2. Does the school ensure that the nature, objectives and content of RE are shared with parents?
3. Are parents or carers notified about plans for RE as part of the curriculum for the coming session for their child's class?
4. Does the school have a procedure in place for parents or carers who want to withdraw children from RE?
5. Does the organisation of the curriculum allow parents to exercise the right of withdrawal?
6. What practical implications arise from a request by parents to withdraw a child from RE and how might they be addressed?
7. Are all those who teach RE aware of the school's procedures?
8. Are all teachers aware of their own right not to have to teach RE?

Resourcing the Programme

★ RE Resource Centres: amv.somerset.gov.uk/resources/artefact-collections/

★ RE:Quest: www.request.org.uk

★ REonline: www.reonline.org.uk and other websites

★ Diocese of Bath & Wells: www.bathandwells.org.uk

★ Articles of Faith: www.articlesoffaith.co.uk

★ RE Today: www.retoday.org.uk/publications

★ NATRE membership: www.natre.org.uk

★ Tailored CPD and courses for schools...

North Somerset Council

North Somerset SACRE

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