

**To: All SACRE Members
Qualifications and Curriculum Development Agency
Department for Children, Schools and Families**

**STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION**

ANNUAL REPORT

2008 – 2009



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Kent Standing Advisory Council on Religious Education (SACRE)

Opening remarks from the Chair of SACRE

Kent SACRE has had a successful year. Key to that success has been the ongoing popularity of our new RE Syllabus, REact, which schools have taken to very positively. It has been very well supported by our RE Adviser, Pamela Draycott who has not only run a series of over-subscribed training courses aimed at RE leaders in primary and secondary schools, but has also enhanced training by arranging visits to Mosques in Margate and Tunbridge Wells, the Synagogue in Ramsgate and the Neasden Mandir. This has done much to raise the profile of RE in our schools. We have also received very positive feedback from schools for “Gathering Together” and “Shaping the Spirit”, SACRE’s guidance on Collective Worship and Spiritual Development which were published during the year.

SACRE operates through a Steering Group, which is a way that helps us to respond quickly to initiatives and concerns. The steering group, does, as the name suggests, provide direction to the work of SACRE and helps to join up the various constituencies effectively. Meeting in places of worship as well as at County Hall has enhanced the experience of being a SACRE member and we look back fondly to our meeting at the amazing new Sikh Gurdwara under construction in Gravesend when we were addressed by the highly regarded Indarjit Singh who reminded us how easy it is to become ‘them and us’ but that we are united in our humanity.

During the year the LA conducted a survey of students’ responses and attitudes to RE. The results, which have still to go out to schools, were fascinating and a reminder that our children are often more spiritual than we expect. The survey triggered some good coverage – and useful publicity – of SACRE on local radio.

Regretfully, our RE Adviser, Pamela Draycott resigned from the authority at the end of the academic year in order to return to real teaching, involving students. She is now responsible for teaching and learning in a Secondary federation in the Diocese of Southwark. Her departure coincided with further reorganisation of the local authority advisory service and no successor has yet been appointed, although the Lead Curriculum Adviser, Allan Foster, has once again stepped in to support SACRE, ably supported by Liz Pope, one of our ASTs, seconded to pick up the urgent and important support work with schools.

I am grateful to Kent County Council for their continued support of SACRE, both financially and in the excellent officer support provided by Carol Wade, our Clerk, whose quiet efficiency sustains the work of SACRE. In addition to Carol, SACRE benefits from the additional support of Policy Officer, Lynne Miller, who both ensures that the financial arrangements work and gives excellent policy advice.

SACRE continues to benefit from its partnership with the different faith groups and with Canterbury Christ Church University. These partnerships are a strength that we continue to build on.

This has been my first year as Chair and I am delighted that it has been such a successful one for Kent SACRE. I wish to thank Nicky Younosi, my Vice Chair, who has served SACRE for many years as the Muslim representative and hardly ever misses a meeting!

John Viner

Chair, Kent SACRE

October 2009

Annual Report 2008-09

1. Standards and quality of RE provision

Overview

Introduction

- 1.1 Kent is a large local authority, with nearly 100 secondary schools and over 450 primary schools. In the 2001 Census just over 3% of people classified themselves as 'non-white'. 75.13% identified themselves as being Christian. The next largest religious group is Sikh (at 0.6%). 14.9% identified themselves as having no religion. The Kent Agreed Syllabus provides a good balance of opportunities for pupils/students to study Christianity and other faith traditions. The statutory transition unit has an explicit focus on Sikhism as the second largest religion after Christianity. This unit has been received well by our primary schools and from September 2009 secondary schools are now beginning to work with the transition unit.

Key area 1a: Compliance and time allocation for RE

- 1.a.1 'REact: a creative vision for religious education' is the Kent Agreed Syllabus (KAS) for religious education (RE). It is drawn up on the expectation that schools will provide approximately 5% of curriculum time for its delivery and a minimum of 15 hours per year in the sixth form. This is happening in the majority of our schools. Some choose to have RE as a separate subject on the timetable whilst others are incorporating it into programmes like the creative curriculum in primary and project based learning in secondary. Some schools, both primary and secondary, are also holding RE days or half days to enable pupils/students to have their entitlement to an RE programme delivered in line with the KAS.

There are issues arising, particularly in some of our secondary schools, where RE is part of project based learning and the theme or project chosen does not enable either the Sikhism transition unit to be adequately developed or the theme or project chosen has tangential links with KAS. The Curriculum Adviser for RE has liaised with colleagues supporting schools in project based learning and has produced an appendix to some of their material focusing on RE in line with the Kent Agreed Syllabus (see Appendix 1).

SACRE is aware of the need to ensure that RE is adequately taken into account in curriculum developments in line with the new secondary curriculum and the new primary curriculum as it develops. We will continue to provide advice to the Authority about this and the Curriculum Adviser for RE will continue to provide support on developing the RE curriculum in the light of other developments across the school.

- 1.a.2 There have been no formal complaints about RE over the past year.

Key area 1b: Public examination entries in RE

- 1.b.1 A summary of the GCSE full and short course and of the AS/A2 results for 2009 (with comparisons with previous years is in Appendix 2. The number of entries has remained static and A* - C grades have been maintained.

Key area 1c: Standards and achievement

- 1.c.1 Primary school standards. There have been no Ofsted inspection reports during the year that make reference to primary schools not complying with legal requirements as far as RE is concerned and very few specific examples to RE in terms of standards attained. Through the work of the Curriculum Adviser for RE and Citizenship and the school based ASTs, SACRE has been informed that standards in RE across the primary schools in Kent in the schools they have visited has been at least satisfactory and often good. The implementation of the Kent Agreed Syllabus has led schools to reassess their provision and practice in RE and this has impacted on the quality of what pupils have been receiving as their entitlement to RE.
- 1.c.2 Key Stage 3 standards. There have been no Ofsted inspection reports during the year that make reference to schools not complying in Key Stage Three with legal requirements as far as RE is concerned and no examples of RE being referred to in terms of standards attained. Through the work of the Curriculum Adviser for RE and Citizenship and the school based ASTs, SACRE has been informed that where RE is being taught by specialist teachers or where teachers with other specialisms are being adequately supported then attainment is at least satisfactory and often good. Where RE is being taught as part of project based learning unless the RE learning objectives are clearly laid out (for both staff and students) the quality of learning and standards attained is less rigorous.
- 1.c.3 standards public examinations – link with 1b1

Key area 1d: Quality of teaching

- 1.d.1 The continuing professional development courses over this year have focused very much on improving teaching and learning in RE based on the requirements of the KAS. Primary school subject leaders support the KAS and say that its implementation year has enabled them to focus colleagues' attention on raising expectations of what pupils should know, understand and be able to do in RE based on the statutory level descriptors. This has improved the quality of task setting many of our schools.
- 1.d.2 Raising teacher knowledge and confidence in RE is also something that the implementation of the KAS has focused on. We have, for example, provided a number of twilight visits to two of the mosques and other places of worship in Kent. 150 teachers and teaching assistants have attended and for many of them it was their first visit to a place of worship of a faith group other than Christianity.
- 1.d.3 There is anecdotal evidence that a number of primary schools are using teaching assistants (TAs) and higher level teaching assistants (HLTAs) to cover RE lessons as part of planning preparation and assessment (PPA) time. In some schools this appears to be working well with the teacher directing the work but in some the teacher has little direction in terms of the learning and teaching taking place.
- 1.d.4 The quality of teaching in secondary schools is variable. Where there is a specialist teacher or where teachers with other specialisms are being adequately supported in teaching the curriculum in accordance with the KAS the quality of teaching is at least satisfactory and often good.
- 1.d.5 SACRE has little evidence of how RE teaching is experienced and evaluated by pupils/students. To rectify this during the autumn terms 2008 there was an on-line survey about RE the responses to which will be analysed and fed into the SACRE development plan. (see Appendix 4)

Key area 1e: Quality of leadership and management

- 1.e.1 There were at least 32 new RE subject leaders in the primary schools over the academic year 2008-09. Many of these had contact with the RE curriculum adviser, either through the course programme or through commissioned support to schools. The main areas for development were to do with understanding the requirements of the KAS and its impact on school planning and schemes of work, assessment issues and subject knowledge, particularly of Hinduism for Key Stage One teachers and Islam and Sikhism in Key Stage 2. Subject leaders were generally more confident in their subject knowledge of Christianity (KS1 and 2) and of Judaism (KS1 and 2).
- 1.e.2 Subject leadership in the secondary school was stable over the academic year 2008-09. The areas they requested support in were assessment and the implications of project based learning for RE. A number of RE subject leaders in the secondary school also needed more help in understanding and applying the requirements of the KAS.

Key area 1f: Teacher recruitment and retention, level of specialist provision

- 1.f.1 Primary – very few subject leaders with RE as a specialism but many committed RE subject leaders who are working hard to support the delivery of the KAS across their school.
- 1.f.2 Secondary – SACRE does not have current information about the specialist background of RE subject leaders. This is an area that we need to explore further.

Key area 1g: Resources

- 1.g.1 SACRE does not have this information.
(See Appendix 4 for a summary of a survey asking about implementing the Kent Agreed Syllabus)

2. Managing the SACRE and partnership with the LA and other key Stakeholders

2.a.1 The full SACRE has met on three occasions over the academic year:

6 November 2008 – Guru Nanak Education Centre, Gravesend.

Members toured the new Gurdwara prior to its opening and were able to appreciate the tremendous amount of work the local Sikh community had put into the project. Dr Inderjit Singh, guest speaker, gave a lively presentation about the role of religion in a multi-cultural Britain and provided a précis of his lecture which was later circulated to members. It was reported that the Biennial RE schools award ceremony had taken place in September and funds had been secured to hold the first annual twilight event, a lecture from Anne Krisman entitled setting the Angel Free.

3 March 2009 – County Hall, Maidstone

Members appraised a visual presentation giving an overview of the process for planning the promotion of community cohesion. They received a report on the review of the primary curriculum and noted the Chairman had broadcast on radio Kent. The meeting concluded with an excellent lecture, enthusiastically delivered by the Hindu representative, summarising her living faith.

6 May 2009 – Tunbridge Wells Mosque

The Inman gave a brief history/overview of his life and work, and was congratulated on knowing the entire Koran by heart. Members debated the latest version of the Development Plan presented by the Steering group, and noted developments in collective worship, community cohesion and the review of the primary curriculum. Two members had represented Kent at the NASACRE AGM.

Group pre-meetings are held from 9:15a.m. with the full meeting beginning at 9:30a.m. Meetings end at 12:30p.m.

- 2.a.2 Nearly one third of members attend 2 out of 3 meetings. Over one third attend 2 meetings across the year. Nearly one third of members attended 1 meeting during the year. Only a small minority have not attended a meeting. All meetings were quorate.
- 2.a.3 In addition to the full SACRE meetings a steering group met 3 times during the year to guide developments, there was a SACRE working party dealing with the SACRE award that was offered to schools during the year which met 3 times and a working party of SACRE members which met 3 times to help the Curriculum Adviser for RE and Citizenship to review the SACRE guidance on Spiritual development which was published in March 2009.

Key area 2b: Membership and training

- 2.b.1 SACRE has a wide ranging membership (see Appendix 3) in line with legal requirements.
- 2.b.2 In addition to the membership the Curriculum Adviser for RE and Citizenship and 2 other officers from KCC are also in attendance.
- 2.b.3 Induction – all new members are sent the SACRE handbook which is a free publication from the Free Church Federal Council as well as a copy of the KAS and other SACRE guidance material, e.g. Gathering Together: policy and practice for collective worship.
- 2.b.4 On-going - in at least one meeting during the year a member of SACRE gives a short presentation about their faith or their understanding of Religious Education or a related issue. The Curriculum Adviser updates members of SACRE at each meeting on national and local developments in RE and the wider curriculum as applicable. Usually one meeting is held at a local place of worship during which SACRE members have the opportunity to ask questions and find out more about the particular community in Kent.

Key area 2c: SACRE development

- 2.c.1 The SACRE development plan has been the tool used to guide the work of the SACRE during the year. It is focused on and updated by the steering group at each of its meetings and discussed at each SACRE meeting. See Appendix 4. During the next academic year the plan is to refocus the development plan in line with the new suggested reporting outline.
- 2.c.2 SACRE has updated its guidance on spiritual development: Shaping the Spirit: policy and practice for spiritual development.

- 2.c.3 SACRE has close links with Christ Church Canterbury University – the head of primary education is a member of SACRE and also a member of the steering group.

Key area 2d: Financial support

- 2.d.1 The Local Authority provides support in the following ways:
- a dedicated clerk to support the Committee.
 - dedicated support and advise from the Curriculum Adviser for RE and Citizenship
 - an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions.
 - during the academic year 2008-09 additional funding to pay for the development of the Shaping the Spirit guidance.

Key area 2e: Information and advice

- 2.e.1 SACRE receives advice from the Curriculum Adviser for RE and Citizenship at each meeting and in the steering group. SACRE is considering ways in which it can sample schools within the local authority on matters pertaining to RE and worship to gather more statistical information.
- 2.e.2 SACRE has also had other officers working for the local authority coming to speak to it about developments in Local Children Services Partnerships for example.

Key area 2f: Partnerships with other key stakeholders

- 2.f.1 SACRE has an annual lecture for its members to which other local SACREs are invited to send representatives. SACRE usually has one meeting in a place of worship locally annually.

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

- 3.a.1 Cycle of Agreed Syllabus implementation:
- | | |
|------------------------|---|
| January 2007-July 2007 | Introduction of new KAS – syllabus into schools and series of half day sessions held around the county for headteachers and governors (Introducing the KAS) and for subject leaders (Implementing the KAS) |
| Sept 2007-July 2008 | Implementation year of new KAS – over the year schools to ensure meeting requirements in full. CPD programme to help subject leaders and production of Learning about... Learning from... Sikhism a county resource to support the Sikhism Transition Unit. |
| Sept 2008-July 2010 | Embedding phase of KAS – two year programme of CPD, monitoring and evaluation based on KAS requirements. |

Sept 2010-July 2012

Sustaining phase of KAS – two year programme of CPD, monitoring an devaluation based on KAS requirements to ensure continued use of KAS in run up to the new syllabus.

Key area 3b: Using the non-statutory national framework

- 3.b.1 The non-statutory national framework was taken into account in the review of the KAS which led to the publication of this syllabus. For example, the levels of the non-statutory framework were adopted into the statutory part of the KAS and much of the wording of the aims and balance of religions owes its origin to the non-statutory national framework. The RE section of the new secondary curriculum has been used by the Curriculum Adviser who has considered how this impacts on the KAS and has made reference to the new section as applicable on secondary training. It is known that one school in Kent was using this instead of the KAS through a misunderstanding of its statutory nature – this has now been rectified.

Key area 3c: Developing the revised agreed syllabus

- 3.c.1 The revision of the KAS will begin in Sept 2010 with the aim of having the revised syllabus ready to go into schools in January 2012 in order to being the cycle again. The review will take into account developments in curriculum design and delivery in the light of the introduction of the new secondary curriculum and also the implications of the primary curriculum review taking place currently. It will look at models of development and delivery that will support schools in meeting the academic and personal development of all pupils/students and will consider how it supports their well-being. Consideration will also be given as to how RE in line with the syllabus does and can more effectively support school's in their statutory duty to promote community cohesion.
- 3.c.2 The Curriculum Adviser leads the review drawing on members of SACRE (at least one from each group) plus a representative group of teachers, including ASTs for RE, to review and rewrite the syllabus. A questionnaire is used to ask teachers across the county their views on the strengths and areas for development of the syllabus and these are taken into account in the review.

Key area 3d: Consultation/launch/implementation of the agreed syllabus

- 3.d.1 Programme as outlined in 3.a.1
- 3.d.2 The Curriculum Adviser reports annually to the Policy Overview Committee of the local authority which includes reference to the implementation of the KAS.

Key area 3e: Additional guidance, monitoring and evaluation of the agreed syllabus

- 3.e.1 The Curriculum Adviser has produced some additional material to help schools deliver the statutory transition unit on Sikhism. SACRE is aware of the need to gather more detailed information from schools on how they are implementing the Agreed Syllabus. A similar support for teaching Hinduism across Key Stage One is currently under development for imminent publication.
- 3.e.2 A small sample of subject leaders completed a questionnaire about how they have implemented the KAS and this will be reported on to the SACRE during the early part of the coming academic year.

4. Collective worship

Key area 4a: Practice and provision for collective worship

- 4.a.1 The main focus for support for the provision of collective worship over the academic year has been the production of the Kent SACRE guidance: *Gathering Together: policy and practice for collective worship*. This was drawn up by the Curriculum Adviser for RE and Citizenship in collaboration with a working party from SACRE and went free into all Kent schools in April 2008. Since its introduction, which was supported by the Curriculum Adviser for RE and Citizenship attending headteacher briefing sessions to talk about the guidance, two full day courses were run with another two planned for the next academic year.

Key area 4b: Monitoring the provision of collective worship

- 4.b.1 Anecdotal evidence from the Curriculum Adviser for RE and Citizenship, the school based ASTs and SACRE members indicates that the pattern of strengths and areas for further development as far as collective worship is concerned tends to mirror national trends. There have been no Ofsted inspections over the academic year indicating that any school in Kent is not meeting statutory requirements. However, it is believed that a small number of secondary schools do not, particularly in relation to the daily requirement – the quality of what they do may be good but they do not have a gathering daily for all students (especially for those in the sixth form). SACRE is aware of the need to ascertain more hard data with regards to collective worship – both provision and quality.
- 4.b.2 There have been no applications for determinations for collective worship over the past year.
- 4.b.3 There have been no formal complaints about collective worship over the past year.

5. Contribution of the SACRE to the community cohesion agenda

Key area 5a: representative nature of the SACRE

- 5.a.1 SACRE reflects the religious diversity of Kent well. Its membership, particularly of the Christian and other world faiths group, includes one representative from Sikhism, Islam, Judaism, Hinduism and Buddhism with a Bah'ai representative co-opted to the group. A range of Christian denominations are represented on that group (there is one vacancy for a Salvation Army representative). The Church of England group is fully represented and within the teachers and local authority group there are some who have religious faith backgrounds.

The majority of Kent SACRE is ethnically White British.

- 5.a.2 To ensure that SACRE membership reflects the religious and ethnic diversity of Kent SACRE vigorously pursues vacancies as they arise and tries to ensure that as any member is coming up to the end of their term if they are not going to stand again then they suggest someone from their community who might be willing to take their place. As a result of this we have only one vacancy at the moment.

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

- 5.b.1 Many SACRE members (particularly in the Church of England and the Christian and other religious denominations groups) are also members of local interfaith

groups and networks around the county. They are proactive in raising awareness of SACRE and in bringing issues to SACRE from the local interfaith groups as necessary. The Vice Chair of SACRE is employed in the Minority Communities Achievement Service (MCAS) of Kent County Council and brings her insights to the meetings. The Curriculum Adviser for RE and Citizenship has worked closely over the years with this service, and other Curriculum Advisers, to produce some guidance for schools in Kent around community cohesions.

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

- 5.c.1 Currently SACRE is not engaged in monitoring RE's contribution to social, racial and religious harmony and to community cohesion in Kent. We are however engaging with these issues through for example ensuring that the balance between religions focused on in the KAS reflects the religious makeup of Kent whilst taking into account national trends also. The Curriculum Adviser for RE and Citizenship is building further links between the faith groups represented in Kent through for example arranging visits to places of worship for SACRE members and for teachers. SACRE is also invited to attend events for example like those around Black History Month. SACRE has issued guidance about Ramadan and Eid and Muslim pupils in schools which schools are reminded of annually prior to Ramadan beginning when it is made available on the RE pages of the Kent website.

Key area 5d: Links to local authority initiatives promoting diversity

- 5.d.1 SACRE works closely with the Minority Communities Achievement Service and has also had some conversation about the Local Children's Services Partnerships and been invited to be involved in supporting them through ensuring that the religious diversity of Kent is taken fully into account in plans etc.

Summary

1 Good practice – distinctive features

- The way our steering group has worked to ensure that the SACRE meetings are focused on the key elements from our development plan has improved the efficiency and effectiveness of the meetings.
- Positive working relationship between the Authority and the SACRE – provision of officer time, reporting to the Policy Overview Committee, links with the Cabinet member for Education.

2 Sense of community - ethos

- Meetings are well attended and purposeful.
- Usually one meeting per year at a place of worship.
- Member presentations on their faith – well received by other members.
- Annual lecture for SACRE members to which other SACREs in the area are invited to send representatives.

3 Advice on RE and CW to DCSF

- Local determination of RE through the Agreed Syllabus is a major and driving force of the work of SACRE and provides a real focus for enhancing community cohesion as well as providing a relevant and helpful Syllabus which reflects local needs within the national and indeed international context.

- SACRE is a real example of 'community cohesion in action' and the DCSF should highlight its role and work as such.
- Since the changes to Ofsted inspection processes and the move towards self-evaluation SACREs have faced more of a challenge in monitoring the quality of RE and collective worship in their Authority. Each SACRE should receive more support at a national level in order to support the monitoring and evaluation work they engage in. This could be done on a proportional basis (based on the number of schools) so that a SACRE could for example be funded to conduct a survey of its schools, or commission monitoring visits to a proportion of schools each year.
- Collective worship remains an area for development in many schools, particularly secondary schools. It is the daily requirement that is often a cause of concern. Whilst not suggesting that legislation should be changed we are suggesting that DCSF should be proactive in supporting collective worship and its importance for schools in promoting the spiritual, moral, social and cultural development, enhancing community cohesion, contributing to personal development and well-being.

4. Other

- DCSF should be proactive in highlighting to all partners (e.g. Ofsted, QCDA, TDA etc) that relevant consultations include adequate reference to spiritual, moral, social and cultural development. For example, the recent consultation on the Primary Curriculum Review raised some concerns in this regard.

Appendix 1

RE and Project Based Learning

Religious Education (RE) is an entitlement for all pupils/students from Reception through to the end of the Sixth Form. In community and voluntary controlled schools it is delivered in line with the Locally Agreed Syllabus. In voluntary aided schools it is delivered in line with the school's trust deeds (articles of government). Academies need to develop a broad and balanced curriculum that includes RE but they do not have to follow the requirements of the Locally Agreed Syllabus through many choose to do so.

Kent's Locally Agreed Syllabus for Religious Education

'REact! A creative vision for Religious Education' is Kent's Agreed Syllabus (KAS). It provides the educational and statutory entitlement for schools to develop their RE curriculum. Each school has been sent a copy (January 2007 for implementation during the academic year 2008-09) and further copies are available for purchase from ASK, Oxford Road, Maidstone, ME15 8AW, 01622 203800. It is drawn up on the expectation that school's will allocate approximately 5% of curriculum time to RE. A school needs to decide how best to meet this expectation. For example RE could always be taught as a discrete lesson or it could be incorporated into project-based learning or some of it could be taught as a discrete lesson and some as part of project-based learning.

The KAS lays out the range of content that needs to be covered but allows schools to decide on how best to do that to meet the needs of their pupils/students.

Key Stage 3: Christianity throughout the key stage and two other principal religions – Sikhism (as part of the transition unit) and Buddhism. In addition to revisit either Islam or Hinduism studied in the primary school. If there is another religious community with a significant presence locally then that also may form part of the scheme of work as may a secular world view, where appropriate.

Key Stage 4: Pupils should follow an externally accredited course focusing on Christianity and at least one other principal religion. For the majority of schools this means following either a GCSE Short or Full course specification.

Post 16: All students have an entitlement to a minimum of 15 hours study or religious, ethical and philosophical topics. Many schools choose to address this through day conferences.

There are essentially three approaches to structuring the RE scheme of work – a systematic approach (religion by religion), a thematic approach (which emphasizes concepts/themes across religions and can be incorporated into cross-curricular approaches) and an issues-based approach (emphasis on fundamental/key questions e.g. Is there a God?). A scheme of work may take just one of these approaches or may incorporate two or all of them in the planning across a key stage.

There are two attainment targets for RE – '*learning about religion*' (knowledge and understanding) and '*learning from religion*' (application and reflection). The RE experiences and opportunities that pupils/students have need to address both dimensions appropriately. The KAS puts emphasis on skill development (e.g. investigation, interpretation, questioning, reflection) throughout the RE curriculum.

Sikhism Transition Unit

The KAS has a statutory transition unit with a focus on Sikhism. Work on the transition unit should begin in Year 6 (the equivalent of two terms) and be completed in Key Stage 3 (the equivalent of three terms). Secondary schools are free to choose when they complete the work on Sikhism but it is recommended that at least some of the work takes place early during Year 7. A copy of '*Sikhism Transition Unit*' produced by the Advisory

Service Kent was sent to all Kent schools (September 2007) and further copies are available for purchase from *ASK, Oxford Road, Maidstone, ME15 8AW, 01622 203800.*

Key Issues for RE and project-based learning

- ◆ If a school decides to incorporate RE into project-based learning it needs to be able to ensure that the requirements of the KAS are met – in terms of both content and concepts as well as through skill development.
- ◆ The school needs to ensure that clear RE learning objectives/outcomes are planned for. These need to be at an appropriate level for those involved – to provide sufficient support and challenge. The statutory level descriptors (page 58-9 of the KAS) can help teachers here. Appropriate tasks that enthuse and engage pupils in their learning need to be set in order to allow for the learning objectives/outcomes to be met.
- ◆ Progress in RE delivered through project-based learning needs to be assessed, monitored and tracked.
- ◆ Some themes used in project-based learning will be more appropriate to develop high quality RE than others. For this reason planning needs to ensure that over the key stage the requirements of the KAS will be met. This may well mean that there are some themes where RE takes a lead, others where RE contributes and others where it is not appropriate to include RE.

Allan Foster

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Kent SACRE Annual Report to QCDA and other stakeholders

FINAL VERSION 10.12.09

Appendix 2

Year	Subject name	Exam Type	Boys Entries	Girls entries	Total entries	Kent % A*-C	National % A*-C
2005	Religious Studies	GCSE Full Course	1296	1818	3114	74.4	65.7
2006	Religious Studies	GCSE Full Course	1381	1923	3304	70.6	67.3
2007	Religious Studies	GCSE Full Course	1392	1991	3383	80.3	71.1
2008	Religious Studies	GCSE Full Course	1355	1863	3218	81.8	76.6
2009	Religious Studies	GCSE Full Course	1632	2023	3655	78.1	73.4
2005	Religious Studies	GCSE Short Course	3527	4001	7528	55.2	49.6
2006	Religious Studies	GCSE Short Course	3328	3553	6881	53.3	49.9
2007	Religious Studies	GCSE Short Course	2358	3452	6765	55.6	52.9
2008	Religious Studies	GCSE Short Course	3189	3512	6701	53.5	53.9
2009	Religious Studies	GCSE Short Course	3266	3642	6912	51.2	54.3
						Kent % A-B	National % A-B
2005	Religious Studies	GCE AS	188	330	518	41.5	37.3
2006	Religious Studies	GCE AS	222	360	582	40.4	39.8
2007	Religious Studies	GCE AS	210	367	577	41.4	40.1
2008	Religious Studies	GCE AS	210	471	681	70.2	69.1
2009	Religious Studies	GCE AS	168	280	448	51.8	46.8
2005	Religious Studies	GCE A (A2)	158	292	450	56.1	52.0
2006	Religious Studies	GCE A (A2)	161	312	473	53.5	52.0
2007	Religious Studies	GCE A (A2)	156	301	457	53.9	53.4
2008	Religious	GCE A (A2)	195	297	561	81.8	64.4

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	Studies						
2009	Religious Studies	GCE A (A2)	206	344	550	57.6	57.4

Appendix 3

Membership breakdown of Kent SACRE

Group 1 Christian and other religious denominations

Sikh Community	1 place
Buddhist Community	1 place
Muslim Community	1 place
Jewish Community	1 place
Hindu Community	1 place
Greek Orthodox	1 place
Roman Catholic	3 places
Free Churches	4 places

(Baptist, Methodist, United Reformed Church & Salvation Army)

Plus Co-opted

Baha'i

Group 2 Church of England

3 members from Rochester Diocesan Board of Education

3 members from Canterbury Diocesan Board of Education

Plus Co-opted

1 member

Group 3 Teachers' representatives

Group 4 Council

MEMBERSHIP OF SACRE

GROUP 1 : CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING
THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)

1.1 Free Church (4)

Miss J Webb – (Baptist) – serves until 31 August 2010

Mr T Setchell (Methodist) – serves until 31 August 2010

Mrs S Clark – (United Reformed Church) – serves until 31 August 2011

Vacancy – (Salvation Army)

1.2 Roman Catholic (3)

Father Gus Kinnane – serves until 31 August 2011

Vacancy - serves until 31 August 2009

Miss S Malone - serves until 31 August 2010

1.3 Buddhism (1)

Mrs C Elapatha - serves until 31 August 2010

1.4 The Greek Orthodox Church (1)

Mr M Papadopoulos - serves until 31 August 2011

1.5 Hinduism (1)

Mrs U Williams – serves until 31 August 2010

1.6 Islam (1)

Mrs N Younosi (*Group Convenor/SACRE Vice-Chair*) - serves until 31 August 2009

1.7 Judaism (1)

Rabbi C Cohen - serves until 31 August 2010

1.8 Sikhism (1)

Mr G Rajvinder Singh - serves until 31 August 2010

1.9 Co-opted Members

Mr A M Weinberg (Baha'i)

GROUP 2 : CHURCH OF ENGLAND (6)

2.1 Rochester Diocesan Board of Education (3)

Mr J Viner (SACRE Chair) - serves until 31 August 2011

Mrs J Watts – serves until 31 August 2010

Rev Canon J L Smith - serves until 31 August 2009

2.2 Canterbury Diocesan Board of Education (3)

Rev. N. Genders - serves until 31 August 2011

Ms S Kendall-Seatter – (Group convenor) serves until 31 August 2011

Mrs V Corbyn - serves until 31 August 2009

2.3 Co-opted Members

Miss S Shaw

GROUP 3 : TEACHER ASSOCIATIONS (6)

(Having regard to local circumstances)

3.1 National Union of Teachers (1)

Mr S Platnauer - serves until 31 August 2010

3.2 National Association of Schoolmasters/Union of Women Teachers (1)

Ms K Burke (Group Convenor) - serves until 31 August 2010

3.3 Association of Teachers and Lecturers (1)

Mrs P Fairchild - serves until 31 August 2010

3.4 Professional Association of Teachers (1)

Vacancy

3.5 Association of School and College Lecturers (1)

Vacancy

3.6 National Association of Head Teachers Kent Branch (1)

Miss S Lacon

3.7 Co-opted Members

Miss T Kelvie

Miss E Pope

Mrs V Thornewell

GROUP 4 : LOCAL EDUCATION AUTHORITY (4)

4.1 Nominees of Conservative Group (3)

Mr S Manion (*Group Convenor*)

Mr G A Horne - serves until 31 August 2009

Mr M J Northey - serves until 31 August 2009

4.2 Nominee of the Liberal Democrat Group (1)

Mr M J Vye

At this point in time, efforts are being made to fill vacancies through contact with national and local bodies to seek suitable representatives.

Appendix 4

On-line survey to Kent pupils on Religious Education **Key Findings - Primary**

Introduction by John Viner

As Chair of Kent SACRE I welcome this important report on students' attitudes to RE. Kent is at the forefront of local authorities in carrying out this survey of students' attitudes to RE and I hope that this may be repeated in years to come. Religious Education and Collective Worship are statutory requirements for all maintained schools, whether or not they are of a religious character. It is the role of SACRE to oversee RE and worship provision in the county and to monitor schools' compliance with their statutory responsibilities in this regard. More importantly, however, this survey gives us an insight into the way that our children and young people think about faith, religion and beliefs. Their responses show that Kent schools are places where students can explore the spiritual as well as the material and that we must take their views seriously.

Analysis base

1,541 primary school pupils took part in the survey with an almost equal split between boys and girls. Most of the pupils taking part were from years 3 – 6. 72 schools responded to the primary survey, 2 of which were special schools.

In terms of the geographical spread of primary schools taking part there were two local partnership areas where no schools took part. There were six partnership areas where extremely low numbers of pupils took part. Maidstone 2 and Swale Urban had the highest number of pupils taking part.

In the main the majority of pupils taking part were Christian or had no religion. Very few pupils were from the world faiths.

Finally given the size of the sample it may not be representative of the whole cohort.

Timeframe

This on-line survey was held in autumn 2008 and analysis undertaken in 2009.

Primary

Question 1: what do you think and believe about God?

Pupils who believe in God	52.5%
Pupils who don't believe in God	17.5%
Pupils who are not sure	28.6%
Pupils who have not answered the question	1.5%

Reasons given by pupils for their views included:

- Family reasons
- Personal beliefs
- They want to go to heaven.
- They believe God is powerful.
- There is no proof.

Question 2: What three questions would you ask God?

Did you really make the world?	46.3%
What happens to someone when they die?	39.8%
Do animals go to heaven?	47%
Why do some people go hungry and others have too much to eat?	16.9%
Why are there wars?	32.9%
Is there life on other planets?	37.3%
Do you know everything?	17.1%
Do you exist?	27.1%
Does praying make a difference?	22.1%

Pupils gave a range of reasons for why they chose their questions. They can be grouped into two key areas:

1. Personal interest – because the children would like an answer to it, find it interesting, want more information about etc.
2. Others' interest – because the children think that others would be interested in finding out about, because they have talked about it in RE (or sometimes circle time).

Question 3: Is praying important to you and why?

Saying prayers is important to me.	97.1%
Those who haven't said whether praying is important	2.9%
It helps me feel close to God	34.8%
It helps the people and things prayed for	14.7%
I don't think praying makes any difference	22.5%
I don't believe in God so who is there to pray to?	14.5%
Other reason	7.2%

Reasons that pupils gave for their answers included:

- For forgiveness
- To feel close to God, feel good, feel safe and feel better.
- To feel close to someone who has died.
- Time to think.
- To give thanks and to say sorry.
- It is boring.
- God doesn't exist.

Question 4:

Pupils thought that Jesus is important to Christians because of the events in his life and his beliefs.

Other important religious leaders that pupils named included:

Mohammed, Guru Nanak and Krishna, Moses, Noah and Abraham, Mary and Paul

Thomas A Becket, the Pope and the Queen - there was some confusion in a few cases between religious leaders and historical figures.

Question 5: Do you think that finding out about other religions is important?

Finding out about other religions is VERY important	27.2%
Finding out about other religions is IMPORTANT	48.1%
Finding out about other religions is NOT important	24.6%

The reasons that pupils gave for their answers included:

- They were able to make an informed choice.
- It increased their knowledge.
- They had an understanding of others and themselves.
- It is boring.
- They do not believe.

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Question 6: What three activities in your RE lessons do you enjoy the most?

Speaking and listening	16.1%
Writing stories and/or accounts	16.3%
Visits to places of worship	15.4%
Using computers and IT	42.9%
Drama/role play	49.5%
Playing games	53.7%
Listening to talks by visitors	8.6%
Painting/drawing	49%
Other activity (this was mainly around being engaged and active)	2.7%

Question 7: Is learning about RE more difficult, easier or the same as learning in other subjects?

Easier than learning in other subjects	21.6%
About the same as learning other subjects	48.8% ⁽¹⁾
Harder than learning in other subjects	29.6%

(1) This is a good picture to have.

Question 8

The comments from the pupils on 'The best thing about RE is ...' indicate they respond well to a good range of activities that engage them in their learning – being active rather than passive, working in groups, artwork and discussion, drama and role play.

Question 9

The findings from the pupils 'on the one thing I would change about RE....' is that they would like less listening and more activity, and more choice in activities. This confirms the comments found in Question 8.

Secondary

Analysis base

550 secondary pupils took part in the survey and almost four fifths of those taking part were boys. Most were from years 7 – 10 with very few pupils taking part from years 11, 12 and 13. 12 schools responded to the secondary survey, 2 of which were PRUs (Pupil Referral Units) and 1 was a special school.

In terms of geographical area, pupils from nine partnership areas took part although there were extremely low numbers of pupils in four of the areas. Shepway 1 had the highest number of pupils taking part.

In the main the majority of pupils taking part were Christian or had no religion. Very few pupils were from the world faiths.

Finally given the size of the sample it may not be representative of the whole cohort.

Timeframe

This on-line survey was held in autumn 2008 and analysis undertaken in 2009.

Secondary

Question 1: what do you think and believe about God?

Pupils who believe in God	22.7%
Pupils who don't believe in God	32.2% ⁽²⁾
Pupils who are not sure	44%
Pupils who have not answered the question	1.1%

(2) In comparison to other available data nationally this figure is higher than average.

This may be because of the large proportion of boys completing the survey – overall there is a gender bias towards females in religious belief and practice.

Reasons given by pupils for their views included:

- Personal beliefs
- Not being sure.
- There is no proof/evidence.
- Scientific knowledge.

Question 2: What three questions would you ask God?

Did you really make the world?	37.3%
What happens to someone when they die?	69.3%
Do animals go to heaven?	15.5%
Why do some people go hungry and others have too much to eat?	19.6%
Why are there wars?	16.4%
Is there life on other planets?	46.7%
Do you know everything?	15.1%
Do you exist?	28%
Does praying make a difference?	29.3%

Like with the primary responses, students gave a range of reasons for why they chose their questions. These could be grouped into two key areas:

3. Personal interest – because they wanted to find out more about it, because it was interesting, because it made them think/reflect about it.
4. Others’ interest – because its an interesting question, because its challenging, because it needs to be answered.

Question 3: Is saying prayers important to you?

Saying prayers is important to me.	72.5% ⁽³⁾
Those who are not sure	26.5%
Those who haven't said whether praying is important	0.9%

(3) This does not seem to correlate with question 1 (why pray if you don't believe in God?) but perhaps reflects spiritual rather than religious practice?

Reasons that pupils gave for their answers included:

- To feel better.
- Not being sure.

Question 4

Reasons why pupils thought that religious leaders are important included:

- Impact on the founding of religion.
- Continuing impact for believers today.
- They are sent from God and inspire others.
- They explain teachings and how to live.
- They help people to live their lives.
- They are not real, they are made up.
- They are conning people into following them.

Question 5

Reasons pupils gave on why religious beliefs and practices are important included:

- It helps them to live and it gives them something to believe in.
- For comfort and to rely on.
- To blame.
- Because they want to go to heaven and not hell.
- Their lifestyle is based on religion.
- They are bought up in the faith.

Question 6: Some people believe that when you die it is the end, others that you live on. What do you think?

I believe in life after death and that your soul/spirit/atman lives on.	36%
I'm not sure what I believe about life after death	47.3%
I don't believe in life after death and that your soul/spirit/atman doesn't live on.	16.7%

Reasons that pupils gave for their answers included:

- Not being sure.
- They would like to believe but are not sure they can.
- Their parents tell them there is life after death.
- They have seen a ghost.
- It is promised by their faith.

Question 7: Do you think that finding out about other religions is important?

Finding out about other religions is VERY important	16.2% ⁽⁴⁾
Finding out about other religions is IMPORTANT	49.2% ⁽⁴⁾
Finding out about other religions is NOT important	34.5%

(4) These figures seem lower than you would expect and may reflect that Community Cohesion is an area of development.

Reasons pupils gave for their answers included:

- For a better understanding of other people.
- Not being afraid of other people.
- It develops empathy.
- We should only study Christianity.
- It is pointless studying religion.
- It enables respect and tolerance.
- It changes people and history.

Question 8: What three activities in your RE lessons do you enjoy the most?

Discussion	39.8% ⁽⁵⁾
Writing stories and/or accounts	6.5%
Visits to places of worship	22.5%
Using computers and IT	48.4% ⁽⁵⁾
Drama/role play	34.2% ⁽⁵⁾
Playing games	46.2% ⁽⁵⁾

Listening to talks by visitors	10.4%
Painting/drawing	29.6% ⁽⁵⁾
Other activity (including films)	12%

(5) The findings for question 8 suggest that pupils prefer active forms of teaching of learning – mirroring primary findings.

Question 9: Is learning about RE more difficult, easier or the same as learning in other subjects?

Easier than learning in other subjects	24%
About the same as learning other subjects	51.4% ⁽⁶⁾
Harder than learning in other subjects	24.6%

(6) This is a good picture to have – they are not finding RE too easy.

Question 10

The comments from the students on ‘The best thing about RE is ...’ indicate:

- The importance of morals and ethics, spirituality and deeper meaning.
- Good teaching and learning.
- A range of activities is taking place: discussion, videos, films, ICT, engaging tasks and expressing ideas in different ways.

Question 11

The findings on what pupils say about ‘The one thing I would change about RE...’ indicate:

- They want to do less writing and more active things.
- They want more focus on their own religion rather than others.
- There is too much content and not enough depth.

Appendix 5

Kent SACRE Development Plan

Kent SACRE Development Plan



Year: 2009-10

Version: 6.1

Last update: October 2009



Kent SACRE Development Plan 2008-9

1. Standards and Quality of Provision of R.E.	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Compliance	To provide effective guidance to ensure that all Kent schools meet statutory requirements for RE. ECM3, 4	<ul style="list-style-type: none"> • All Kent schools comply with statutory requirements for RE • High quality guidance is available 	Identify non compliance through SIP monitoring Write to non compliant schools to offer support Write to Lead Curriculum Adviser <u>ITEM PUT IN GOVERNOR BRIEFING NOTE TO REMIND GOVERNORS OF THEIR RESPONSIBILITIES FOR RE AND COLLECTIVE WORSHIP</u>	Lead Curriculum Adviser in consultation with SIP Mgr	Ongoing <u>JAN 2010</u>	Developing (STALLED) Adviser has produced questions for SIPs to ask. <u>DEVELOPING. WILL BE GOING INTO SIP BRIEFING & HANDBOOK</u>

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<p>2. Standards and achievement</p>	<p>To ensure that all Kent pupils are achieving appropriately in line with standards laid out in LAS. ECM 3,4</p>	<p>Pupils achieving AA levels</p>	<p>Linked to implementation of LAS, providing a support programme focused on standards and achievement</p>	<p>RE Adviser working with Dioceses and CCCU</p>	<p>Ongoing</p>	<p>Developing LAS cycle – introduction (now); implementation (2 years); embedding (2 years); sustaining (1 year linked to review of LAS)</p>
<p>3. Quality of teaching / leadership & management</p>	<p>To ensure that quality of teaching, leadership and management of RE Kent schools is high ECM3, 4</p>	<p>RE established as recognised subject, not an add-on; Planning of RE takes into account requirements of LAS and national development</p>	<p>Supported subject leaders in primary and secondary schools through training & development</p>	<p>RE Adviser, working with ASK consultants and ASTs for RE. Diocesan Officers CCCU</p>	<p>Ongoing</p>	<p>Developing Much RE training has taken place including Headteachers, Governors and Coordinators.</p>
<p>4. Recruitment & retention of teachers</p>	<p>To encourage the appointment and retention of specialist teachers for RE in Kent schools ECM 3,4</p>	<p>Most recently appointed new RE teachers are willing and able to remain within the county The profile of RE is raised in Kent</p>	<p>Provide CPD programme for new and recently appointed RE teachers in Partnership with CCCU Liaison with CCCU and other providers of RE teachers</p>	<p>Officers RE Adviser</p>	<p>Ongoing</p>	<p>Emerging Dioceses, CCCU and ASK RE Adviser beginning to work in partnership with other providers</p>

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<p>5. Resources</p>	<p>.1 To publish, as appropriate, resource material to enable effective implementation of LAS and spiritual development ECM 1,3, 4</p> <p>.2 The Kent SACRE Biennial Awards 2010-11 – Creative Ways Of Implementing The Kas Ecm 1, 3, 4</p>	<p><u>KS1 HINDUISM RESOURCE COMPLETED</u></p> <p>The quality and quantity of nominations are high. Awards made.</p>	<p><u>KS1 HINDUISM RESOURCE</u></p> <p>Award Brief prepared; Working Group to finalise arrangements. Schools have received information</p>	<p><u>RE ADVISER</u></p> <p>Chairman RE Adviser SACRE Working Group</p>	<p><u>OCT 09</u></p> <p>Planning Grp meet T 1; Invitation T 2; Deadline T4; Judging T5;</p>	<p><u>DEVELOPING - VERY NEAR COMPLETION</u></p> <p><u>Emerging</u> <u>NO RESOURCES TO PROVIDE MONETARY PRIZE</u></p>
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2. Management of SACRE & partnership with L.A. & other key stakeholders	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. SACRE Meetings	<u>TO CLARIFY & REDXEFINE MEMBERSHIP OF SACRE & ASSOCIATED ROLES</u>	<u>TOC APPROVED</u>	<u>REVIEW & RECOMMEND</u>	<u>STEERING GROUP; OFFICERS</u>	<u>EMBEDDED GOOD PRACTICE BY END 2009-10</u>	<u>EMERGING</u>
2. Membership & training	.1 Membership strongly reflects the diversity of Kent's religious and professional communities ECM 4	All groups are fully represented and members attend and actively participate in SACRE meetings	All groups fully represented A broad representation reflects membership from all phases of education, <u>IN LINE WITH NASACRE'S NATIONAL INITIATIVE FOR RECRUITMENT & TRAINING OF GROUP MEMBERS</u>	Development Plan Steering Group <u>NASACRE TRAINING OFFICER</u>	Will take three years to become embedded as good practice	<u>ESTABLISHED - REMAINS UNDER CONSTANT REVIEW</u>
	.2 Training for Group Conveners ECM 4	Group Conveners are clear about their role .	Training <u>BRIEFING NOTE</u> to be devised and delivered	Chair to deliver	By end AY 2010	<u>ESTABLISHED</u>

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	.3 Training Opportunities for all SACRE members ECM 4	Training opportunities are available for SACRE members	NATRE videos + member presentation + Annual speaker <u>+ ACCESS FOR MEMBERS</u> <u>TO ASK EVENTS</u>	Chair	4 mtgs from Spring 2010	Established - <u>RUCR</u>
3. Improvement / development plan	To showcase Kent SACRE good practice in wider contexts ECM3, 4	Kent SACRE is recognised nationally	Opportunities taken to promote and share Kent good practice NASACRE trainees have attended our meetings Our RE survey went into AREIAC Journal	SACRE members RE Adviser	Ongoing as opportunities arise	Established - <u>RUCR</u>
4. Professional & financial support	.1 Sustainability of SACRE <u>.2 MAINTAIN HIGH QUALITY PROFESSIONAL ADVICE TO SACRE</u>	SACRE is active and effective. <u>DEDICATED ADVISER POST FOR RE</u>	Ongoing training; Involvement of SACRE members in working parties. <u>REPRESENTATION MADE TO CFE SMT & MEMBERS</u>	Clerk; RE Adviser CFE support officers <u>LEAD CURRICULUM ADVISER & CHAIR</u>	Ongoing <u>ONGOING</u>	Advanced <u>KCC</u> fully and strongly supports SACRE and its work in line with its statutory responsibilities. <u>EMERGING</u>

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5. Information & Advice (See also Resources above)	Advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 1, 4	Clear advice is available to schools	Shaping the advice regarding Community Cohesion and RE	RE Adviser SACRE Working Party	Before the end of AY 2009-10	Established - <u>RUCR</u>
6. Partnership with other key stakeholders	.1 Sustain and improve existing partnerships and make new partnerships as they are identified ECM 4 .2 Raise awareness of SACRE among partner departments in KCC	SACRE is seen as a partner with its own identity SACRE is consulted as a matter of course by KCC bodies	Ongoing identification and development of partnerships to secure support for RE Persistent proactive recommendations from SACRE to KCC	SACRE membership <u>RE ADVISER</u>	Ongoing <u>BY END 2009-10</u>	Developing Currently effective partnerships with CCCU, Anglican Dioceses, some faith groups Emerging - <u>ON AGENDA FOR NEXT RE ADVISER</u>

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3. Effectiveness of Locally Agreed Syllabus	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Construction of Agreed Syllabus	Review and publication of Agreed Syllabus 2012 completed ECM 3	Syllabus 2012 well received by SACRE and teachers in schools and implemented within agreed time scale.	RE Adviser to convene <u>AS CONFERENCE</u>	LAS Working Group RE Adviser	Review 9/9 to consider viability of Publication 5/11 for launch 9/11	Emerging <u>PRELIMINARY DISCUSSION + ANALYSIS UNDER WAY</u>
2. Using National Guidance	To draw on other LAS and the non-statutory national framework 2004 to support the development of the LAS 2006 ECM 3	non-statutory national guidance adapted to meet the requirements of the Kent context.	Discussion through LAS Conference Working Party <u>FURTHER LETTER TO GO TO KENT MP'S</u>	LAS working party RE Adviser Steering Group	Ongoing June 2009	Developing (<u>STALLED</u>) See above <u>ADVANCED AWAITING OUTCOMES OF CONSULTATION</u>
3. Additional Guidance / monitoring / evaluation of Agreed Syllabus	.1 Additional guidance to be produced ECM 3	Additional guidance is published electronically	RE Adviser produces guidance.	RE Adviser	Linked to national and local priorities	<u>ADVANCED</u> ASK has issued guidance for the Transition Unit and plans are in place for KS1 Hinduism guidance

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	.2 Develop creative approaches to teaching RE through the LAS	Cross curriculum approaches to RE are identified and supported	RE Adviser and ASTs to plan and shape advice	RE Adviser SACRE WG	From Spring 2008	Emerging (STALLED)
	.3 Give pupils a voice to explore attitudes to RE and act on the information	Mechanism for sampling student and pupil views	Online survey available. e-Government team will pass data to SACRE Data to be analysed	RE Adviser e-Government team	Autumn 2009	Advanced E-Government actively pursuing the initiative.

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4. Collective Worship	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Practice & provision of Collective Worship	To ensure that quality of leadership and management of CAW in Kent schools is. high ECM 1,2,3,4	Kent schools provide CAW which meet pupil needs for spiritual development and legal requirements	Supported CAW leaders in primary and secondary schools through training & development;	RE Adviser, working with ASK consultants and ASTs for RE.	ongoing	<i>Established</i> Training now available <u>FOCUS GROUP CONDUCTED</u> <u>RUCR</u>
2. Monitoring provision and addressing non-compliance	To ensure that all Kent schools are able to meet statutory requirements for CAW ECM 1,2,3,4	All Kent schools able to comply with statutory requirements for CAW	Identify non compliance through Ofsted reports / SIP monitoring Write to non compliant schools to offer support Identify further ways to identify levels of compliance	<u>SIPS</u> <u>RE ADVISER</u> <u>TO INFORM</u> <u>SACRE</u>	System established during academic year 2006-7 And developed 2007-10	Emerging (<u>STALLED</u>) <u>DEVELOPING. WILL BE GOING INTO SIP BRIEFING & HANDBOOK</u>

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5. Contribution of SACRE to social and racial harmony agenda (including Community Cohesion)	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
<p>1.1 Representative nature of SACRE</p> <p>1.2 Attendance</p> <p>1.3 Co-option</p>	<p>To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education ECM 4</p> <p>Members attend at least 2 out of 3 meetings</p>	<p>SACRE membership meets representative needs for faith communities and education phases more effectively</p> <p>All meetings well-attended</p>	<p>Complete a full review of the constitution and membership of SACRE</p> <p>Include attendance in the review</p> <p>Review criteria & current co-optees.</p>	<p>Chairman RE Adviser</p> <p>Chairman Convenors</p>	<p>In response to the 1/94 consultation – from 6/5/09</p>	<p><i>Established</i></p> <p>No vacancies in faith group, only in Teachers' Union</p> <p><u>RUCR</u></p> <p>Emerging – <u>TO BE TAKEN TO NEXT SACRE, LINKED TO CONSTITUTION</u></p>

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<p>2. Knowledge and understanding of local communities</p>	<p>Establish and further develop links with local community groups</p> <p>ECM 4</p>	<p>SACRE link with KCC Race Equality Forum.</p> <p>Teachers feel more comfortable about linking with local faith communities</p>	<p>Establish initial links to Faith Forums and inter-faith networks.</p> <p>Hosting meetings at different faith venues offers mutual learning experiences</p>	<p>Officers Steering Group Chairman RE Adviser</p>	<p>Ongoing</p>	<p><u>ESTABLISHED - RUCR</u></p> <p>SACRE meeting in local places of worship and having input from faith members on aspects of their faith.</p>
<p>3. Contribution RE can make to Social Harmony agenda <i>(Community Cohesion)</i></p>	<p>Community cohesion advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 4</p>	<p>Clear advice is available to schools</p>	<p>Shaping the advice Preparation of appendix to (revised) Shaping the Spirit.</p>	<p>RE Adviser SACRE members MCAS</p>	<p>Before the end of AY 2008-9</p>	<p><u>ADVANCED – ADVICE ON WEBSITE & TAKEN UP NATIONALLY - RUCR</u></p>

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4. Links to LA initiatives to promote community cohesion	.1 To ensure that SACRE is aware of, and participates in KCC activities that promote social and racial harmony across the county (eg working with MCAS to produce guidance). ECM 1, 2, 3, 4, 5	SACRE plays a full and active part in linking to LA initiatives to promote racial harmony	Regular updates to SACRE of LA activities in this area SACRE members take part in regular links with BME communities; RE Adviser to develop links with public service units	RE Adviser SACRE members Faith community representatives	Ongoing	Established As a statutory body SACRE implements all general and statutory duties placed upon it. RUCR
	SACRE members engage at relevant levels with LA meetings ECM 1, 2, 3, 4, 5	Members develop what links they can (eg RE Advise with MCAS project, Chair with Thanet Diversity Forum)	Some Members to carry out this work	RE Adviser also working with QCA	Ongoing	Developing
	.2 SACRE to be pro-active in advising LCSPs	Advice from SACRE given to LCSPs	SACRE representation at LCSP's to highlight role of SACRE	Steering Group LA Policy officer	Ongoing	Emerging

Completed Actions – the successes of the Kent SACRE Development Plan

Area of Focus	Target	What was achieved	When?
7. <u>INFORMATION & ADVICE</u>	<u>ADVICE TO SCHOOLS REGARDING SIMILARITIES AND DIFFERENCES BETWEEN RELIGION, ETHNICITY AND CULTURE. ECM 1,4</u>	<u>CLEAR ADVICE IS AVAILABLE TO SCHOOLS AS REVISED "SHAPING THE SPIRIT"</u>	<u>2007-8</u>
8. <u>SACRE MEETINGS</u>	<u>TO MOVE BEYOND ROUTINE MATTERS, TO CONSIDER WIDER ISSUES ABOUT THE QUALITY OF RE AND COLLECTIVE WORSHIP ECM 1, 4</u>	<u>WIDE RANGING DISCUSSIONS ARE A FEATURE OF REGULAR SACRE MEETINGS, BEING LED BY GROUP MEMBERS</u>	<u>EMBEDDED GOOD PRACTICE BY END 2007-8</u>
6. <u>RESOURCES</u>	<u>.1 PROVIDE EFFECTIVE ADVICE FOR SCHOOLS TO RESOURCE THE NEW LAS ECM3,4</u> <u>.2 TO PUBLISH, AS APPROPRIATE, RESOURCE MATERIAL TO ENABLE EFFECTIVE IMPLEMENTATION OF LAS AND SPIRITUAL DEVELOPMENT ECM 1,3, 4</u>	<u>SCHOOLS HAVE RECEIVED APPROPRIATE ADVICE AND THE LAS</u> <u>PUBLICATION OF ADDITIONAL RESOURCES.</u>	<u>2008-2009</u> <u>2008-2009</u>

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	Promote the development of “mobile places of worship” for Judaism, Hinduism, Sikhism and Islam ECM 2, 3, 4, 5	West Kent pilot is in operation and is being loaned to schools in the area. There is available guidance on setting up similar resources elsewhere.	During AY 2006-7
Management of SACRE	Maintain an effective development plan to address issues raised through SACRE self-evaluation process. ECM 4	SACRE Development Plan is now in use as a strategic and operational planning tool	Developed over 2005-2008
LAS	Governor training to be provided ECM 4	RE Adviser has delivered training to Governors	During 2007-8
	Schemes of Work available to support LAS ECM 3	Resource is published and available	During 2007-8
Collective Worship	To provide guidance for headteachers and governors on developing effective CAW ECM 1,2,3,4	Guidance on Collective Worship has been prepared and published RE Adviser is providing ongoing training to support CW (HTs, Teachers, Governors)	Term 5 2007/8

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Community Cohesion	<p>To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education</p> <p>ECM 4</p>	<p>SACRE is now more completely constituted than at any previous time</p>	<p>By 2008 but the work continues</p>
1.5 Resources	<p>Establish and further develop links with local community groups</p> <p>ECM 4</p> <p>Young Inter-faith projects – the NASACRE Westhill awards</p>	<p>Well-attended twilight sessions for teachers at the Margate and T Wells Mosques have established good relationships with Imams</p> <p>SACRE is able to present appropriate project for award</p>	<p>During 2007-8</p> <p>2008-2009</p>
3.3 Consultation / Launch/ Implementation of Agreed Syllabus	<p>Established cycle for the sustained implementation and review of the KAS</p> <p>ECM3</p>	<p>Review cycle established:</p> <ul style="list-style-type: none"> ➤ Introducing ➤ Implementing ➤ Embedding ➤ Sustaining <p>Review</p>	<p>Implement 9/2007</p> <p>Develop 2007-9</p> <p>Sustain 09-11</p> <p>Review 2012</p>

Glossary

AA	Above average (student)	NASUWT	National Assoc of Schoolmasters, Union of Women Teachers
AREIAC	Association of RE Inspectors & Consultants	NATRE	National Association of Teachers of Religious Education
ASCL	Association of School and College Leaders	NUT	National Association of Teachers
ASK	Advisory Service Kent	PAT	Professional Association of Teachers
AST	Advanced Skills Teacher	QCDA	Qualification and Curriculum Development Agency
ATL	Association of Teachers & Lecturers	RC	Roman Catholic
AY	Academic Year	RE	Religious Education
BME	Black minority ethnic	REF	(KCC) Race Equality Forum
CAW	Collective Act of Worship	<u>RUCR</u>	<u>REMAINS UNDER CONSTANT REVIEW</u>
CCCU	Canterbury Christ Church University	SACRE	Standing Advisory Council for Religious Education
CE	Church of England	SIP	School Improvement Partner
CFE	Children Families and Education (Directorate)	<u>SMT</u>	<u>SENIOR MANAGEMENT TEAM</u>
CPD	Continuing Professional Development	SoW	Scheme of Work
DCSF	Department for Children, Schools and Families	StS	Shaping the Spirit
ECM	Every Child Matters	T	Term (number...)
ECM2	Staying Safe	WG	Working Group
ECM3	Enjoying and achieving		
ECM4	Making a positive contribution to society		
ECM5	Developing economic wellbeing		

KAS	Kent Agreed Syllabus
KCC	Kent County Council
LA	Local Authority
LAS	Locally Agreed Syllabus
LCPB	Local Children's Services Partnership
<i>MCAS</i>	<i>Minority Communities Achievement Service</i>
NAHT	National Association of Headteachers
NASACRE	National Association of SACREs