

The Annual Report of the Blackpool Standing Advisory Council on Religious Education

2012 - 2015



Blackpool: A fair place where aspiration and ambition are encouraged

'To support pupils'
personal search for meaning by engaging enquiry
into the question
'What is it to be human?'
- exploring answers offered by religion and belief.'
Joint Lancashire and Blackpool Agreed Syllabus 2011



Blackpool SACRE

L-R: John Topping, Marian McQueen, Cllr Jackson, Ellen Savage, Rabbi Braunold, Margaret Wright, Lennox Beattie, Jo Snape, Major Harris, Paul Harrison, Imam Patel, Kelsang Pagma
At the front L-R: Cllr Mrs Taylor, Helen Sage, Dr Vasudev

Contents

	Page
Preface	4
Foreword	5
Role of SACRE	6-7
Frequently asked questions	8
Management of the SACRE and Partnership with the LA	9
Effectiveness and development of the Lancashire and Blackpool Agreed Syllabus	10
Standards in Religious Education/GCSE results	11-12
Examples of Religious Education in Blackpool	11-12
Holocaust Memorial Day	13
Collective Worship	14
Determination	14
Complaints concerning Religious Education	14
Complaints concerning Collective Worship	14
Appendix 1 - Terms of Reference	15
Appendix 2 Constitution	16-18
Appendix 3 Attendance record of SACRE members	19
Appendix 4 Glossary	20

Preface:

Board to agree who to complete

DRAFT

Foreword: Helen Sage, Chairman of Blackpool SACRE



The last three years have been a period of immense change, both for Education and the Blackpool SACRE.

As we approach the time for quinquennial review of the syllabus and we are also being asked to re-examine the strengths of local determination and the potential for collaboration with Lancashire SACRE.

Global and national events continue to influence our work, along with the pressures which central government apply to state education. It is therefore important that our role in making sense of what it is to be human, and sharing what it is we have in common, rather than what promotes division in Britain today is at the centre of our work.

Over the last ten months SACRE Blackpool has been represented at the regular meetings programme with members from other SACREs in the northwest – this has proved to be a valuable exercise, which we hope will continue - providing ongoing support in enabling SACRE Blackpool to continue to function.

The liaison with Lancashire SACRE has meant that teacher hub meetings have been available to Blackpool schools and academies. The work of our teacher and headteacher members keeps us grounded in what actually works in the classroom. We acknowledge with thanks, the valuable contribution made Rosalind Homer, who has retired after a number of active years on SACRE, and Lennox Beattie on our committee.

The meetings have been infrequent as a number of loyal and active members have retired, had significant long term illness, and several have sadly died, including Rabbi David Braunold. David had been a strong supporter of SACRE's work and led the annual Holocaust Memorial Day for the town since it's inception. His wisdom is sadly missed.

However, as we re-convene and welcome new members, it is only right that the work of our teacher and headteacher members is recognised. They have worked hard to keep the work of SACRE visible and to spread best practice.

Role of SACRE

The role of the SACRE is:

To consider any requests from Head teachers to hold Collective Worship that is not of a broadly Christian character.

Advice

SACRE has not provided advice to the local authority on RE during the 2014/15 academic year.

SACRE has provided advice to schools through the officer to SACRE on a number of issues relating to the use of the Agreed Syllabus and their statutory duties in the teaching of RE. Schools have responded well to the advice provided.

SACRE has not given any advice to HM Government on RE during the past academic year.

Determinations

Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. No such requests have been received by SACRE during the past year.

Complaints

SACRE has a role in investigating complaints against schools in relation to RE and Collective Worship. No such complaints were received in the past year.

Support for SACRE

Support for schools

RE Quality Mark

One school within Blackpool- St Mary's Catholic College was awarded the silver award

Collective Worship – overview on page 14

Contribution to the wider diversity agendas Holocaust Memorial Day – report on page 13

Community Cohesion

During this next year SACRE will be considering its role in promoting fundamental British Values and carrying out a number of actions to support Community Cohesion.

RE Hub

During the year Lancashire SACRE continued to host a network meeting of a number of SACREs in the northern part of the North West region to raise issues of common concern and share good practice and ways of working together. The meeting was attended by representatives of SACREs in Blackpool, Bolton, Bury, Cumbria, Lancashire, Warrington and Wigan and was well received.

Areas discussed included:

- Response to the letter from the Parliamentary Under Secretary of State for Schools
- The Young Ambassadors for RE scheme
- Constitution of SACREs
- Strategies to support one another in developing professional development in RE

This initiative will be taken forward in the coming year.

SACRE Frequently Asked Questions*

What is SACRE?

The acronym SACRE stands for the Standing Advisory Council on Religious Education.

Why is there a SACRE?

Every local authority has to have a SACRE by law. In 1944, local education authorities (LEAs) were given the chance to set up a SACRE, if they so wished. In 1988, all LEAs were required to have a SACRE.

What does a SACRE do?

There is no other group anywhere else like the SACRE; it is unique. The law says that RE must be taught in all schools and a SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship for schools in its area.

Who attends the SACRE meeting?

A SACRE is set up to represent a balance of all the interests of the local community. Blackpool's SACRE has elected councillors, representatives of local faith communities, and teachers and head teachers, at its SACRE meetings.

What are a SACRE's duties?

The SACRE's main function is to advise the local authority on matters related to the religious education, which follows the locally agreed syllabus, and on collective worship in schools.

What is a locally agreed syllabus?

The locally agreed syllabus is the statutory document for RE in the local authority. It sets out what should be taught to pupils in all key stages and the standards expected of them at the end of each key stage. It was reviewed in 2011 and produced in partnership with Lancashire SACRE.

What else can a SACRE do?

A SACRE's broad role is to support good RE and collective worship within Blackpool's community schools.

How is this report compiled?

During the four full SARE meetings held annually the SACRE receives reports regarding support and monitoring of RE and Collective Worship in Community and some Voluntary Controlled schools. The information from these reports, and exam and end of key stage data, is then used to create this report.

Can this report help support my CPD?

This report highlights the support available for training, individual school consultancies, Staff INSETs and the links to the faith communities in the area.

How can this report help my school move forward with SMSC?

Blackpool SACRE is committed to working with local faith groups to support local school as they help their children understand all members of our diverse community. SACRE Blackpool also upholds the attitudes found in their locally agreed syllabus of being open minded and having respect for all. At the heart of the New agreed Syllabus for RE is the quest for understanding; "What it is to be human". The work of the SACRE supports the Field of enquiry model which allows children to consider what is of worth and who they really are.

*with thanks to NASACRE for the FAQs

Management of the SACRE and Partnership with the LA

The SACRE is advised and supported by professional and administrative staff of the Authority and its business is administered centrally through the Clerk to the SACRE.

The SACRE has a modest budget which is used to fund the following areas:

- Attendance at the NASACRE Annual Conference
- Annual subscription payment to NASACRE
- Advice and expertise from Consultant for RE

Other key stakeholders

NASACRE

The SACRE is affiliated to NASACRE. The NASACRE support documents are circulated to new members and are used as the basis for training for members. Blackpool attends the NASACRE Annual Conference and the newsletter is circulated to SACRE members.

Lancashire LA

Blackpool have enjoyed a good working relationship with Lancashire, sharing best practice and most recently acting as partners to develop the new Agreed Syllabus.

AREIAC

The RE Consultant's membership of the AREIAC Trans Pennine Group provides good networking and practice sharing opportunities.

Effectiveness and development of the Lancashire and Blackpool Agreed Syllabus

SACRE report

“I hear, I know. I see, I remember. I do, I understand”

Confucius

Helping children not only to know a little about different faiths but to understand is a big challenge and we very much work on the principle above. So bearing that in mind, our Year 5 children learned a little more about Judaism – they heard the stories, they saw the photographs but they understood the significance of the Seder Meal when they experienced it for themselves.



Standards in Religious Education

The need for exemplification of attainment in Religious Education specific to the local Agreed Syllabus has been raised by both the Lancashire and Blackpool SACREs.

As a response to this the reviewed Agreed Syllabus contains two attainment targets based on those found in non-statutory guidance on RE (QCA 2000). This takes the format of:

Attainment target 1 - Learning about Religion and Human Experience

Attainment target 2 - Learning from Religion and Human Experience.

Each attainment target has been sub-divided into the key areas of the Field of Enquiry identified within the Agreed Syllabus for Religious Education. These are then given exemplification from Christianity and one other faith required to be studied by the Agreed Syllabus.

GCSE results for Religious Education and Religious Studies appear in below.

GCSE results for Blackpool Schools 2012

Religious Studies Full Course 2013 - 15

Centre	Entries 2011	%A*-C of entry
National	181,094	71.6
Blackpool (all schools)	591	62.6
Blackpool (non-church schools)	218	88.4
Bispham High School Arts College	28	85.7
Collegiate High School	n/e	n/e
Highfield Humanities College	182	68.1
Montgomery High School Language College	1	100
Palatine Community Sports College	n/e	n/e
Unity College	7	100
St.George's Church of England High School	173	49.7
St.Mary's Catholic College	200	64.0

Commentary:

update

- Following a continuous trend of improvement **2005-2009**, GCSE Religious Studies results across all Blackpool schools dipped in 2010 to 58.3% of entry. In 2011, this total rose to 62.6 of entry.

UPDATE

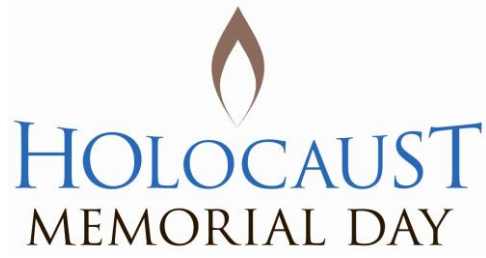
- The total number of entries for all Blackpool schools rose from 539 in 2010 to 591 in 2011.
- Two non-church schools did not enter any pupils for GCSE Religious Studies in 2011, in comparison to 2010 when one school provided no entries
- In Blackpool, a higher proportion of the cohort in all schools were entered for RE than was nationally, particularly boys (36.2% compared to 28.4% nationally).

The proportion of students attaining A* -C grades in all Blackpool schools was lower than the national figure. For Church Schools Religious Education is seen as a core subject and not an option subject. As a result a whole school year group are entered en mass for GCSE RE. The local figure reflects the impact of non selective entrants

- Overall, Blackpool performance is not significantly different from national performance having an RPI (Relative Performance Indicator across all subjects entered) of +0.5 (i.e. nationally, all pupils taking RE performed better in RE by half a point when compared with their average performance in all other subjects). Boys and Girls performed equally well.
- The RPI takes account of the level of performance in RE and compares it with the average performance of each pupil in all other subjects attempted. In Blackpool, the RPI shows that students at Bispham High School, Highfield Humanities College and Unity College performed significantly better in RE than in other subjects. This may reflect the efficacy of teaching. It must also be noted that the entry at Highfield was significantly larger than the other two schools.

A Level RE

There have been no results for A Level reported to SACRE



To be completed based on the event to be held on the 27th January 2016.

DRAFT

Collective Worship

The SACRE continues to emphasise its commitment to high quality Collective Worship. Guidance and advice with regard to Collective Worship is given in line with Circular 1/94

Section 394 (1) of the Education Act

The 1996 Education Act empowers a SACRE to grant the request of a Headteacher for alternative Collective Worship, where it is considered that the nature of a pupil population makes it inappropriate to be wholly or mainly Christian. Currently Blackpool has no schools with an active determination.

Determinations

In the year of this report, the SACRE has not received any request for any determinations.

Complaints concerning Collective Worship

The LEA has received no formal complaints about the content or organisation of Collective Worship during the period of this report.

Complaints concerning Religious Education

Blackpool Council had received no formal complaints about Religious Education, under the local statutory complaints procedure, during the reporting year.

Appendix 1

Terms of Reference

The functions of a SACRE are detailed in the Education Act 1996 (Section 391). They are as follows:

- To advise the local education authority upon such matters connected with religious worship and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the SACRE or as the SACRE may see fit.

The matters referred to above include, in particular, methods of teaching, the choice of materials and the provision of training for teachers.

- To require the authority (on a vote of the representative groups of the Church of England, other denominations and teachers' associations) to review any agreed syllabus for the time being adopted by the authority by the convening of a statutory conference in accordance with the provision of Schedule 5 to the Education Act 1944 and subsequent amendments in the Education Acts 1993 and 1996.
- In each year, to publish a report as to the exercise of their functions and any action taken by representative groups during the preceding year. The report shall in particular:
 - Specify any matters in respect of which the SACRE has given advice to the Authority,
 - Broadly describe the nature of the advice given, and
 - Where any such matter was not referred to the SACRE by the Authority, give the SACRE's reasons for offering advice on that matter.
- In accordance with Section 394 of the Education Act 1996, to consider applications made by headteachers of county schools (subsequently, community schools without a religious character; (School Standards and Framework Act 1998. Schedule 20) whether it is appropriate for the requirements for Christian collective worship to apply in the case of a particular school, or in the case of any class or description of pupils.

Appendix 2 Constitution of the Blackpool SACRE 2012

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

CONSTITUTION AND TERMS OF REFERENCE

1. Construction

In this document, unless the context otherwise requires:-

“The Act” means the Education Act 1996;

“The Authority” means Blackpool Borough Council;

“SACRE” means the Standing Advisory Council on Religious Education required to be established in accordance with Section 390 of the Education Act 1996;

“Representative Group” means one of the four statutory representatives groups required to be included on the SACRE by Section 390 of the Education Act 1996.

2. Composition of SACRE

The SACRE shall include representatives of the following groups:-

A. Representative Groups

As required by Section 390 of the Act SACRE is to include four representative groups as follows:-

(i) Christian and other religious denominations which appropriately reflect the principal religious traditions in the area

(ii) The Church of England 5 representatives

(iii) Associations representing teachers 5 representatives

(iv) The Authority 5 representatives

B. Academy School Representative

Where the Authority’s agreed syllabus is in use in one or more Academy schools, the SACRE shall include a person appointed by the governing body/bodies of the schools concerned.

C. Co-opted Members

The representative groups on the SACRE may appoint a further four co-opted members.

The SACRE may make recommendations to the Authority in respect of its composition.

3. Terms of Reference

The SACRE shall have the following functions:-

- a. To advise the Authority upon such matters connected with the religious worship in Community Schools and the religious education to be given in accordance with an agreed syllabus as the Authority may refer to the SACRE or as the SACRE may see fit.
- b. The matters referred to in 'a' above include in particular, methods of teaching, the choice of materials and the provision of training for teachers.
- c. The SACRE shall each year publish a report with respect to the exercise of their functions. The report shall in particular:-
 - (i) Specify any matters in respect of which the SACRE have given advice to the Authority;
 - (ii) Broadly describe the nature of the advice given; and
 - (iii) Where any such matter was not referred to the SACRE by the Authority, give the SACRE's reasons for offering advice on the matter.
- d. To require the Authority (on a vote of representative groups representing Christian denominations and other religions, the Church of England and teachers' associations) to review the agreed syllabus by convening a statutory conference in accordance with the provisions of Schedule 31 to the Education Act 1996.
- e. In accordance with Section 387 of the Act to consider applications made by the Headteachers of Community Schools after consultation with the governing body, whether it would be appropriate for the requirement for Christian collective worship to apply in the case of a particular school, or in case of any class or description of pupils at the school.

4. Terms of Office

- a. Subject to sub-paragraph 'c' below, each member of the SACRE shall hold office for a term of four years.
- b. A member of SACRE shall be eligible to be re-appointed for a further term.
- c. The Authority may from time to time review the constitution and composition of the SACRE and any person appointed to the representative groups may be removed by the Authority.
- d. A person appointed to represent Academy Schools may be removed by the governing body or bodies which appointed that person.
- e. A person appointed as a co-opted member may be removed by the SACRE.
- f. A member of the SACRE may at any time resign his/her office.
- g. On resignation or removal by the Authority or Academy School(s), an appointed person shall be replaced by the Authority or Academy School(s) for the remainder of the term of office by another member.

5. Chairmanship

The representative groups on the SACRE shall each year, normally at their annual meeting, elect a Chairman and Vice-Chairman from amongst the membership of the representative groups. In the absence of the Chairman, the Vice-Chairman will take the chair and in the absence of both the Chairman and the Vice-Chairman a Chairman will be elected for the meeting from amongst the members of the representative groups. The Chairman of the meeting shall not be entitled to exercise a second or casting vote.

6. Meetings

The SACRE shall hold at least one meeting per year at which the annual report shall be agreed.

7. Quorum

The quorum for meetings of the SACRE shall be six members.

8. Voting

- a. Subject to paragraph 'b' below, on any question to be decided by the SACRE, only the representative groups shall have a single vote.
- b. For the purpose of voting, each representative group will elect a spokesperson at each meeting.
- c. In the event of a formal vote being taken, votes will be cast by the nominated spokesperson for each group to consider how its vote should be cast. The meeting shall, if necessary, agree a time limit for this purpose.
- d. The single vote of each representative group shall be cast on the basis of the simple majority view within each group. A tied vote shall be treated as an abstention by that group.

9. Officers

- a. The Clerk to the SACRE shall be provided by the Chief Executive.
- b. The Director of Education shall be entitled to attend, or be represented by members of his staff at any meetings of the SACRE or any meeting of sub-groups or working parties established by the SACRE.

Appendix 3 Glossary

Blackpool SACRE Acronyms

AfL	Assessment for Learning
AREIAC	Association of RE Inspectors, Advisers and Consultants
B & V	Beliefs and Values [Lancashire Field of Enquiry]
CfSA	Council for Subject Associations
CW	Collective Worship
DFE	Department for Education
ECM	Every Child Matters
EOKS	End of Key Stage
FS	Foundation Stage
HMI	Her Majesty's Inspectorate
ITT	Initial Teacher Training
KS	Key Stage
LAS	Local Agreed Syllabus
LRT	Living Religious Tradition [Lancashire Field of Enquiry]
NASACRE	National Association of SACREs
NATRE	National Association of Teachers of RE
[NS]NFWKRE	Non statutory National Framework for RE
NSSWk	Non Statutory Scheme of Work
Ofsted	Office for Standards in Education
QCDA	Qualifications and Curriculum Development Agency
PLTS	Personal, Learning and Thinking Skills
RE	Religious Education
REC	Religious Education Council
RS	Religious Studies
SACRE	Standing Advisory Council on Religious Education
SHE	Shared Human Experience [Lancashire Field of Enquiry]
SEF	Self Evaluation Form
SMSC	Spiritual, Moral, Social and Cultural Development
SPM	Search for Personal Meaning [Lancashire Field of Enquiry]