

**ROTHERHAM ROTHERHAM STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION (SACRE)**

**Venue: Town Hall, Moorgate
Street, ROTHERHAM. S60
2TH**

**Date: Thursday, 14th February,
2013**

Time: 4.00 p.m.

A G E N D A

1. Welcome and introductions.
2. Apologies for absence.
3. Declarations of Interest.
4. Minutes and matters arising of the previous meeting held on Monday 1st October, 2012. (Pages 1 - 4)
5. Matters arising from previous minutes.
6. Communications. (Pages 5 - 6)
 - Free professional development event (attached);
 - Sikh Education Service (attached);
 - School Admissions Appeals Panel members.
7. Spiritual, Moral, Social and Cultural / Community Cohesion update.
 - Community Engagement Officer, Commissioning, Policy and Performance, Resources Directorate, to report.
8. REwards.
 - RE Curriculum Consultant to report.
9. Collective Worship. (Pages 7 - 14)
 - Chair of the Rotherham SACRE to report;
 - Attendees are asked to bring 2-3 examples of collective worship (e.g. poem/prayers);

- Document outlining Collective Worship requirements and letter to Schools asking for examples of good practice in collective worship attached.
10. Places of worship training.
 - Charles Wells and Dave Homer, Rotherham SACRE members to report.
 11. Association of RE Inspectors and Consultants - training report. (Pages 15 - 16)
 - Vice-Chair of the Rotherham SACRE to report.
 12. GCSE and AS/A2 results, 2012. (Pages 17 - 21)
 - RE Curriculum Consultant to report.
 13. Rotherham SACRE annual report. (Pages 22 - 27)
 - Chair of the Rotherham SACRE to report.
 - 2012 report attached, along with 2011 exam performance.
 14. Any other business.
 15. Date and time of next meeting.
 - Monday 1st July, 2013, to start at 4.00 pm in the Rotherham Town Hall (to finish by 5.30 pm).

1 STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) - 01/10/12**STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)
MONDAY, 1ST OCTOBER, 2012****Present:-**

Group A: - Nicki Goodwin, Charlie Wells and Ian Jones.

Group B: - Gail Atkin (in the Chair).

Group C: - Dave Homer.

Group D: - Councillor C. Beaumont.

Also in attendance were: - Vanessa Gregory, Hannah Etheridge.

Apologies for absence had been received from: - Gavin Gray (A), Asif Akram (A), Saghir Alam (A), Gopa Raha (A) and Councillors Havenhand, Hussain and Sharman (D).

1. NOMINATIONS AND APPOINTMENT OF THE CHAIR OF THE ROTHERHAM SACRE FOR THE 2012/13 ACADEMIC YEAR.

Resolved: - That Gail Atkin be appointed to the role of Chair of the Rotherham Standing Advisory Committee for Religious Education for the 2012/13 school year.

2. NOMINATIONS AND APPOINTMENT OF THE VICE CHAIR OF THE ROTHERHAM SACRE FOR THE 2012/13 ACADEMIC YEAR.

Resolved: - (1) That Nicki Goodwin be appointed to the role of Vice-Chair of the Rotherham Standing Advisory Committee for Religious Education for the 2012/13 school year.

(2) That Rotherham SACRE's gratitude and appreciation for the outgoing Vice-Chair, Ian Jones, be recorded for the commitment he had demonstrated during his tenure.

3. MINUTES OF THE MEETING HELD ON 25TH JUNE, 2012.

The minutes of the previous meeting of the Rotherham SACRE held on 25th June, 2012, were considered.

Discussion was undertaken on the membership and attendance of the Group. The Chairperson agreed to send a letter to all current members asking whether they intended to maintain their membership. In order to broaden the membership of the Group as much as possible, a letter would be sent to all partner organisations informing them of the remit of the Group.

It was noted that the Rotherham SACRE Annual Report for 2011/12 had not been circulated to the Group as requested in the meeting's minutes.

Matters arising: -

It was requested that Zaidah Ahmed, Schools' Community Engagement Officer,

attend the next meeting of the Rotherham SACRE to provide an update on Community Cohesion work being undertaken within schools.

Discussion ensued around whether members of the Rotherham SACRE were in support of inviting school representatives to meetings to provide information on the teaching of RE within their school. There was wide support for this to continue and attendees felt that it would be beneficial for a primary and a secondary school to attend each meeting but an early priority would be to invite the three Rotherham Schools that currently had a Determination.

Resolved: - (1) That the minutes of the previous meeting be agreed as an accurate record.

(2) That a letter be sent to all members of the current Rotherham SACRE asking whether they intended to maintain their membership of the Group.

(3) That a letter be sent to all partner organisations informing them of the role and remit of the Rotherham SACRE and asking whether they would like to participate in the Group.

(4) That the Rotherham SACRE Annual Report 2011/12 be circulated to the full Group.

(5) That the Schools' Community Cohesion Officer be invited to the next meeting of the Rotherham SACRE to provide an update on the service.

(6) That representatives of Aston Academy and Broom Valley Community Primary School be invited to the next meeting of the Rotherham SACRE.

4. EXAMINATION RESULTS - 2012.

Vanessa Gregory, Curriculum Consultant, informed the Rotherham SACRE that the validated results in relation to the Local Authority's performance at Key Stages 4 and 5 had not yet been received. This information had been expected in late September or early October, 2012.

Resolved: - That this item be considered at the next meeting of the Rotherham SACRE.

5. COLLECTIVE WORSHIP.

An update was provided to the Rotherham SACRE in relation to the progress of the Collective Worship Working Party.

Vanessa Gregory, Dave Homer, Ian Jones and Gavin Gray had formed the Working Party. The Working Party extended their thanks to Dave for bringing together a research document around the statutory requirements on schools to provide collective worship.

Work was underway around creating a 'Development Plan' for schools that recorded approved organisations that could go into schools to provide sessions around collective worship.

Discussion ensued around the issues highlighted in the research document: -

3 STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) - 01/10/12

- Separation of collective worship and religious education but maintaining clear linkages;
- 'Broadly Christian' and how other religious and non-religious views could be represented;
- The Education Act, 1944, made reference to the importance of pupils considering a 'divine being/power';
- Right of parents to withdraw their children from collective worship and religious education;
- Representation of voice of parents and children in the process of considering a Determination application;
- Role of SACREs in lobbying Government about the law.

Resolved: - (1) That the information shared be noted.

(2) That the issue of collective worship become a standing item on the agenda of forthcoming Rotherham SACRE meetings for the 2012/13 school year.

(3) That a further meeting of the Collective Worship Working Party take place on Monday 19th November, 2012, to start at 1.00 pm at Wingfield Business and Enterprise College to consider developing a programme of works in relation to the Determinations due to end on 31st August, 2013, and an overall communications programme with all schools around the issue of collective worship.

(4) That Vanessa Gregory lead work on the development of a 'media bank' of videos and images that demonstrate collective worship best practice within schools and liaison with partners to determine the level of support that they could provide in relation to the requirements.

6. CURRICULUM CONSULTATION REPORT.

Nicki Goodwin, the RE Team, reported on a Conference chaired by Lat Blaylock, RE Today, for members of the RE Team and primary and secondary teachers. This was an inspiring and engaging event and feedback had been positive. Activities had been helpful and there had been opportunities to turn learning into practice.

The training had covered six aspects: -

- Moses and the ten commandments;
- Christmas;
- Parables and miracles;
- Easter;
- Pentecost;
- Church community.

Future suggestions for further training included Foundation Stage and Key Stage One years, and training to attain specialist status. There had also been suggestions that the training should be taught from other religious perspective and include multi-cultural beliefs.

An Autumn Conference around the theme of an RE day was planned. Feedback would be provided at the next meeting of the Rotherham SACRE.

Vanessa Gregory, Curriculum Consultant, provided an update on a training event that had been planned for 14th January, 2013, for trainee teachers and partners in relation to using places of worship as teaching experiences. The training event would visit a Buddhist temple, a Jewish synagogue and a Sikh gurdwara. Lat Blaylock was preparing an input on how the places of worship could be made part of the learning experience and how these experiences could be brought back into the classroom.

REwards: -

Vanessa provided an update to the Rotherham SACRE about the development of REwards, which recognised and celebrated the contribution of students, teachers, teams and communities that demonstrated good or excellent practice in Religious Education.

The criteria that each group would be judged upon was included within the presentation displayed.

Nominations could be made by anybody to the Clerk of the Rotherham SACRE (hannah.etheridge@rotherham.gov.uk) by Friday 24th May, 2013. Successful applicants would be notified termly and invited to join an annual, celebratory REwards evening, provisionally planned for Thursday 11th July, 2013. A Working Party of the Rotherham SACRE would meet once a term to decide on the winning nominations.

Resolved: - That the information shared be noted.

7. ANY OTHER BUSINESS.

Nothing was raised under this item.

8. DATE AND TIME OF NEXT MEETING.

Resolved: - [1] That the next meeting of the Rotherham SACRE take place on Thursday 14th February, 2013, to start at 4.00 pm in the Rotherham Town Hall.

[2] That future meetings of the Rotherham SACRE take place on: -

- Thursday 1st July, 2013, to start at 4.00 pm.

You are invited to a FREE Religious Education professional development event. The event will take place on 11th March 2013 from 4pm to 6pm at King Edwards' High School for Girls, Edgbaston Park Road, Birmingham, B15 2UB

and will be for primary and secondary teachers who are looking for resources to support excellent RE.

Culham St Gabriel's has announced that a major redevelopment of the RE:ONLINE website has been taking place over the last year, involving a rebranding and complete restructuring of the site.



The **RE:ONLINE Roadshow** will provide an opportunity for you to explore the site in the company of some of its lead consultants and contributors. You will discover newly produced resources to support pupils' learning. You will go away with a wealth of practical ideas to support your teaching in RE. You will discover how to participate in the RE conversation.

There has never been a time when our subject needed networking and communal support more than now. We hope you can join us.

Please send your response and any dietary requirements to Shini Rajannan at Shini@cstg.org.uk

**School Visits / Workshops /
Assemblies**

Including

Turban Tying demonstrations

5k's workshop

Questions and Answers

The Gurdwara

The Sikh Way of Life

Arts and Crafts workshops

Selfless Service—SEVA

Storytelling

Kirtan—classical music workshop



The Sikh Way of Life



Sikh Education Service

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**Sikh Education
Service**



HARKIRAT SINGH

Sikh Education Officer

**Working with Schools, Gurdwaras
and SACRE across the UK**

TEL 07968 143546

SACRE document re Collective Worship

Acts of worship have always taken place in schools.

Collective Worship is a term coined from the 1944 Education Reform Act. The legal requirements were set out in the 1944 and 1988 Education Reform and clarified by non statutory guidance on the meaning and application of the collective worship in January 1994 in circular 1/94 and a General article Updated :26 April 2012 from the Department of Education.

The DFE paper 1/94 says that Collective Worship should aim:

1. To provide the opportunity for pupils to worship God. Schools should aim to offer collective worship which is broadly of a Christian nature(non denominational) but which includes multi cultural topics to help celebrate and understand the diversity of our society,
2. To consider spiritual and moral issues by providing experiences that provide social, moral, spiritual and cultural development which are acceptable to the whole community, staff and students.
3. To enable pupils/students to explore their own beliefs allowing reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings.
4. To encourage a respect for self and engender a concern for the needs of others.
5. To develop community spirit by celebrating and giving thanks for achievements within the school, the local and international community and occasions of significance, including festivals.
6. To promote a common ethos and shared values
7. To reinforce positive attitudes.

Current requirements state that :-

1. State maintained schools, including academies and free schools in England must provide a daily act of worship.
2. This Collective worship must reflect the traditions of this country which are mainly Christian.
3. Acts of Collective worship should be appropriate, having regards to pupils' ages, aptitudes and family backgrounds.
4. If a community or foundation school believes that the Christian character clause is inappropriate for the whole school or certain

pupils within it, application can be made to the local Standing Advisory Council for Religious Education (SACRE) for a determination to have that clause lifted or modified. Unless the school requests otherwise, a determination will be reviewed by the local SACRE after five years.

5. A determination does not lift the requirement for daily collective worship. Such worship must still be nondenominational but may be distinctive of a particular faith.
6. Parents have the rights to withdraw their child from the daily act of collective worship and sixth formers can decide for themselves whether or not to attend, without giving reason for doing so. Schools must comply with this wish and must ensure a duty of care for pupils who are withdrawn from collective worship.
7. There can be a single whole school act of collective worship or separate acts for pupils in different age of school groupings.
8. Acts of collective worship can take place at any time of the school day and, with certain exceptions, should take place on the school premises.
9. Teachers - including head teachers - have the right to withdraw from collective worship and cannot be discriminated against for so doing. Attending "assemblies", on the other hand, is part of a teachers' contractual duties.
10. It is the responsibility of the headteacher, in consultation with the governors, to see that these arrangements are carried out.

Bill Gent in "School Worship" CEM 1989 lists six guiding principles.

Collective Worship should be:

1. Inclusive. All must be able to contribute; all can gain from it. It should recognise the integrity and dignity of all members of the school community
2. Curricular. As part of the curriculum it should be integrated, not just tacked on. It requires planning, monitoring, evaluating. It needs resourcing, and those leading may require training.
3. Educational. It has to be a learning experience for all members of the school community. It should be enquiry based, exploratory, equipping those engaged in it to make connections, to relate what they are doing to other experiences. It should foster positive attitudes.

4. Contributory to the spiritual and religious education of all. It ought to be an open ended experience, providing opportunities to explore and appreciate what faith communities do and feel when they worship. It should encourage pupils and staff to acknowledge or recognise that there is a spiritual dimension to their lives.
5. A sense of occasion, offering something that usual classroom activity cannot; offering "depth time".
6. Shaped to the needs of the particular school and the social and moral values it upholds.

You cannot compel people to worship or to respond to worship; but you can make worship possible and enable pupils to respond, silently and reflectively.

Success criteria

- Involvement, enjoyment and attention of pupils
- Respect and tolerance
- Positive responses to the shared experiences
- A sense of searching for meaning, questioning and challenge
- Staff affirmation
- Enrichment of pupils' intellectual, spiritual, moral and cultural experience

Policy Content

- We interpret the concept of "worship" as providing the opportunity for the school community to focus on, reflect, evaluate and reaffirm the values that are generally considered to be of supreme worth and importance.
- The values that are suitable as themes for collective worship can be linked with the SEAL programme; RE curriculum; Christian year; stand alone ideas; mix and match... e.g. altruism, care, charity, cooperation, courage, forgiveness, friendship, honesty, love, mindfulness, respect, responsibility, sacrifice.
- Collective worship can play an important role in deepening the spiritual awareness of pupils. Collective worship, at its best, provides pupils with an opportunity to reflect upon the purpose and the meaning of, events; people, their work, philosophies, or life in general.

- Pupils can be led into an experience of quietness to balance the noises and busy activities, which generally mark the rest of their day. Such quiet times can lend themselves to the nurturing of a sense of awe and wonder, especially with regard to the natural world. Issues of loss, grief, inequality and authority can also be sensitively explored.
- Collective worship can give pupils the opportunity to experience media, hear stories and words from religious and other literature that suggests that there is more to life than meets the eye and to looking after self interests.
- Collective Worship may complement Religious Education where children are encouraged to appreciate that there is a widely held belief in the existence of a deity.
- Values that are shared by different faiths may be positively considered. Reflecting the needs of the school community, the writings of and lives of the leaders of the world's faiths can provide relevant material for reflection on current issues and personal journeys.

Preparation Process

1. Choose the theme
2. List images it brings to mind
3. Biblical or other stories
4. Links with pupils' experience
5. Focus point to bring out
6. Draft notes of outline
7. Re write with focus point in mind
8. Final plan

Suggested List of content

1. Music or song to enter
2. Opening prayer or quiet
3. Introduction (grounded on children's experience)
4. Game or illustration
5. Involvement of/interaction with children and adults
6. Main input (story/drama/etc)
7. Focus point
8. Quiet /led reflection

9. Closing prayer
10. Closing song

Content for older

1. Simple illustration from life
2. Input on theme
3. One clear point
4. Limited interaction
5. Prayer or reflection
6. Be around afterwards

How pupils should respond

- Appreciation
- Enjoyment
- Awareness
- Devotion
- More thought
- Challenge
- Encouragement
- Respect
- Preference
- Commitment
- Adoration
- Reflection
- Sadness
- Happiness

Stumbling blocks to the situation

You may need to consider the following points and decide your course of action in your school community.

- Not enough curriculum time
- Physical and organisational problems
- Christianity seen as dull and boring
- Teachers with faith get dumped on
- No budget for resources
- Lack of specialist teachers
- Those responsible don't support it

- Problems with Christian visitors
- Fear and prejudice

SACRE encourages schools to continue to hold collective worship; to develop time together as a school or large group that promotes peace and adds to the sense of cohesion and community within the school. These times should be very important in the life of the school. It provides an opportunity for members of the school community to pause from the timetabled curriculum lessons, to gather together, to remind themselves of and reflect upon the beliefs and values, which should bind the school, local national and international community together.

Where it can go wrong !

- Tenuous connection with story/Bible
- Visual aids that don't work
- Inappropriate contributions
- Obviously not "normal"
- Not for the whole community
- Entertainment or housekeeping
- Last minute lack of value
- Poor choice of music
- Inaccessible liturgy/prayers
- Unhelpful environment
- Seating; sightlines; angles
- Too tightly held and controlled
- Formless and void
- No space for reflection/ planting

Resources

Publishers Christian and Educational..

Scripture Union; Stapleford Centre; RE today;

www.School-Assemblies.co.uk

www.assemblies.org.uk

www.teachernet.gov.uk (then go to assemblies)

www.schoolassemblies.btinternet.co.uk

www.primaryresources.co.uk (then go to assemblies)

www.teachingideas.co.uk/more/assemblies/contents.htm

<http://www.schoolslinkingnetwork.org.uk/resources-area/assembly-ideas/>

JUDGEMENT GRADES FOR COLLECTIVE WORSHIP

Very Good / Excellent / Outstanding

- Worship appears as an area for development and refinement on the school's documentation
- Full use is made of the breadth of Anglican material in worship eg. Psalms, canticles, collects etc
- Art / artefacts used are of a high quality and reflect the broad spectrum of the Christian /Anglican tradition
- Expectations of behaviour are very high
- The leader's expectations are very high
- The theme is thought provoking and challenges the pupils' thinking
- There is a clear focus for prayer and worship
- The worship is inspirational
- The worship provides every opportunity for pupils' spiritual, social, moral and cultural development
- The leader shows expert knowledge of the subject
- A clear atmosphere conducive to worship and reflection is attained throughout
- Older pupils plan, organise and deliver the worship
- All pupils are engrossed in the worship
- The relationships reflect mutual respect
- Pupils show a high level of respect for other peoples beliefs and cultures
- Pupils are positive about the worship provided by the school
- The pupils are active participants in the worship
- Pupils' singing / music is of a high standard and does not detract from the worship
- There is effective use of music on entering and leaving
- Visitors are an integral part of the worship with high standards and expectations
- Pupils know, understand and can talk with confidence about the churches year, key Christian festivals ,symbols and artefacts
- Pupils from other faith backgrounds are fully integrated within the community and their spiritual development is catered for.
- Pupils have a clear knowledge and understanding of key aspects of the Anglican tradition
- The school has its own prayer that pupils know and understand
- Pupils know and are able to recite other key prayers eg 'The Grace'
- Pupils are able to talk about the churches year and key Christian festivals
- Pupils are aware of the key Christian values and concepts eg love, compassion, justice and forgiveness
- Staff, governors / parents and other members of the community are given the opportunity to attend worship on a regular basis eg. members of the PCC
- Supply staff are fully briefed on the importance of worship in the life of the school
- Worship is rigorously monitored and evaluated by staff, pupils and governors
- The school has regular and positive links with the local church
- Clear links are made between the worship in the school and the worship in the parish eg. A purple table cloth is used for Lent
- The school has formed a 'worship' group to develop the worship

Dear Headteacher,

I write to inform you of SACRE's intention to conduct a formal review of Collective Worship for implementation in 2013. To facilitate this, I invite you to submit photo/video footage of the much existing good/outstanding practise across Rotherham for use during an official launch to Hannah.Etheridge@rotherham.gov.uk by Monday 1st July 2013. It is our hope, SACRE's final publication will clarify both the legal requirements and identify potential obstacles/ benefits.

Yours sincerely,

Miss V. Gregory

(Curriculum Consultant for Religious Education)

Arieac - Association of RE inspectors and consultants

Day Conference for Members – Developing Enquiry Models in RE
Thursday 18th October 2012:
Campinile Hotel – Birmingham

Delegates came from far and wide and represented not just the teaching profession but also Sacre, Dioceses and independent consultants.

The day was divided into three sessions.

Professor David Leat from the University of Newcastle facilitated our first session:

Professor Leat and his colleagues have been conducting a study into Enquiry Based learning. He is a non RE Teaching professional.

Prof Leat stated that Enquiry Based learning is highly important and should be used as one of several teaching methods.

He went onto say that enquiry actually inhabits our lives and is driven by curiosity and questions. It is not just a way of learning but an everyday habit.

He spoke about Convergent pedagogy – this is generally the current way of teaching and Divergent pedagogy. This means the facilitator does not know beforehand which direction will be taken.

My conclusion is that the enquiry method certainly needs to be at the heart of RE Teaching.

Alan Brine: HMI National Advisor for RE:

RE – Realising the Potential

Alan stated that the thing that really matters is “How can we make learning effective”

There are continuing concerns about clarity of aims, rationale and purpose within the teaching of RE

Ofsted's report is due to be published shortly

Alan asked do we have a sufficiently shared view of what we mean by Religious Literacy.

He stated that there is a real need for fresh thinking with the subject. The main concern is Capacity

Alan stated that many Sacre's are finding it difficult to fulfil their responsibilities and whatever fresh thinking is brought needs to be clear and simple. Complicating it will not help teaching professionals.

The focus on Enquiry is having impact

- More agreed syllabus are focusing on enquiry
- More teachers are using the language of enquiry

But enquiry is:

- Rarely embedded in practise in schools

- Not yet embedded in subject rationale
- More thinking needs to happen to clarify what we mean by...

We need to be generating the right syllabus and asking questions that engage.

Effective enquiry: Keep it Simple

Successful enquiry: allows enough time for pupils to gather information, draw conclusions before asking them to reflect on or apply their learning.

Where do we need to take enquiry?

Helen Hallas: Advanced Skills Teacher and Head of RE

Helen addressed how she has been using the enquiry method within her teaching and took us through a year nine lesson.

Her session was highly interactive and most interesting and caused some great debate amongst the delegates and left many asking the question

What is the difference between enquiry and enquiring?

The conference was helpful and informative and good for networking. It highlighted to me the importance of us at Rotherham Sacre ensuring when events such as these take place we need to have somebody attend.

I have paper copies of presentations from all three sessions and can make these available to Sacre if required.

Nicki Goodwin
Vice – Chair
25.10.12

Document is Restricted

Document is Restricted

CHAIR'S FOREWORD

We have taken our calling to serve on SACRE very seriously and this year we have undertaken work to clarify our roles and responsibilities in an endeavour to support schools in the teaching and learning of RE and the delivery of Collective Worship.

I was pleased to be elected as Chair for SACRE and take this opportunity to thank Cllr Sharman for the many years he served as chair for SACRE.

Vanessa Gregory, Local Authority RE Advisor has ably led the team of members of SACRE, inspiring us all to be effective and encouraging us to use our strengths and individual knowledge to best serve the group as a whole.

To enable us to understand our part in the bigger national picture we worked with NASACRE (National Association of SACRE). This enabled us to collate a SACRE Constitution and Code of Conduct.

We also worked on a Development plan which could give us both short and longer term goals.

Working parties have been established to share the work load and there is a real enthusiasm to celebrate all that is good in RE in Rotherham and strengthen the areas identified for development.

The implementation of the Rotherham Agreed Syllabus has been exciting. The support of Lat Blaylock has given the teaching and learning of RE a terrific boost and we already have plans to further develop this.

Schools have addressed SACRE to inform members how they have adopted the revised syllabus. Comments we heard included ..."its good, its really working; ... it enhances what we usually did..." Forty Primary schools have signed up for support programmes for the LA Agreed Syllabus Primary units.

In service has been fundamental in supporting our aims and our conference day was so well supported a second day was implemented to enable all to study the new units. Feedback was positive and enabled us to plan another training day for this October. Teachers asked for support in learning about different places of worship and so we have joined forces with Hallam University and Lat Blaylock to visit a Mosque, Synagogue and Buddhist place of worship.

In order to help us celebrate good practice in the teaching and learning of RE in all our Rotherham schools we are working on introducing a SACRE Awards Ceremony each year. We plan to introduce this in September 2012 for an event in summer 2013.

Vanessa has been working hard in looking for funds to support our work and we are waiting for a response to her bid from NASACRE (early May 2012)

A working party is to look at Collective Worship in the hopes that we can offer supportive guidelines to schools. The work of the RE team has greatly enhanced the teaching and learning of RE and the quality of Collective Worship in the schools it is working with. They have received outstanding grades from OFSTED for their worship !! (See the report by N Goodwin)

Our links with Zaidah Ahmed and her work on Community Cohesion within the LA is greatly valued and continues to play an important part within our school's curriculum. We acknowledge the possible change of emphasis with the national revised SMSC curriculum but advise our schools to continue with the amazing work being undertaken under the umbrella of Community Cohesion.

We play a small but vital role within the LA and are actively seeking representation from the various religions and groups who are eligible to serve on SACRE. It is our hope that we can build on the enthusiasm of the existing members in encouraging others to give of their time and experience .

Gail Atkin

TRAINING

Better Planning/Better RE
Conference 17th January 2012
Lat Blaylock

I was extremely privileged to be invited to represent Sacre at this latest RE Conference.

The conference was well attended with schools present from across the borough

The day was engaging, inspiring, challenging and fun. Lat varied his style of delivery ensuring all learning styles were considered.

A huge amount of material and resources were shared in a simple and helpful way, enabling those present to return to their workplaces and pass on good practise to their colleagues.

It was a conference that fulfilled its purpose in everyway and equipped those present with further skills and resources to ensure that better planning takes place so that we do see better RE across our schools!

Nicki Goodwin
The RE Team

EXAMINATION RESULTS IN RELIGIOUS EDUCATION

The only official data available to support SACRE in monitoring the quality of Religious Education was at Key Stage 4 and 5. No levels are currently available for performance at Key Stage 3.

GCSE RELIGIOUS STUDIES SHORT COURSE

YEAR	NUMBER OF CANDIDATES	A*-C
2002	1281	50%
2003	1560	43%
2004	1740	37%
2005	1726	36%
2006	1802	39%
2007	1849	47%
2008	1551	40%
2009	1652	42%
2010	1056	40%
2011	935	32%

GCSE RELIGIOUS STUDIES FULL COURSE

YEAR	NUMBER OF CANDIDATES	A*-C
2002	1020	34%
2003	879	52%
2004	719	60%
2005	896	58%

2006	925	68%
2007	852	67%
2008	855	68%
2009	729	77%
2010	678	69%
2011	1041	78%

The majority of students in the Local Authority are still entered for a GCSE Religious Studies Short/Full Course examination. It is great to see that the results of Newman school, one of our special schools has been included. Some schools choose not to enter students for the exam with RE being excluded from the English Baccalaureate. The Agreed Syllabus indicates that as long as students pursue an RE qualification it is at the discretion of the individual school to decide who they enter.

AS LEVEL RELIGIOUS STUDIES

YEAR	NUMBER OF CANDIDATES	A-E
2006	7	71%
2007	20	80%
2008	13	81%
2009	15	100%
2010	13	77%
2011	30	93%

A LEVEL RELIGIOUS STUDIES

The number of candidates entered for A Level Religious Studies has increased by 16% with twice as many students being entered as the previous year.

YEAR	NUMBER OF CANDIDATES	A-E
2002	48	98%
	30	100%

2003		
2004	33	100%
2005	40	98%
2006	30	100%
2007	34	100%
2008	38	100%
2009	37	100%
2010	61	100%
2011	64	100%

Once again this year entries for Thomas Rotherham College which make a considerable to delivery of RE at AS/A Level have been included. Furthermore, Dearne Valley entered one student for a Level 3 qualification (A Level equivalent) alternative qualification achieving a pass.