

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

Venue: New York Stadium

**Date: Monday, 1st July, 2013
Time: 4.00 p.m.**

A G E N D A

1. Declarations of Interest.
2. Apologies for absence.
3. Minutes of previous meeting held on 14th February, 2013. (Pages 1 - 6)
4. Matters arising from previous minutes.
5. Presentation from Professor John Rogerson, Beauchief Abbey, Sheffield.
 - School and educational visits.
6. Collective Worship. (Pages 7 - 15)
 - Attached: - Religious Festivals Calendar.
7. Community Cohesion update.
 - Schools' Community Cohesion Officer to report.
8. Religious Education and Religious Studies GCSE and A-Level performance, 2012. (Pages 16 - 20)
9. Nominations and election of the Chair and Vice-Chair of the Rotherham SACRE for the 2013-2014 School Year.
10. Dates and time of 2013/14 meetings: -
 - Monday 30th September, 2013;
 - Thursday 14th February, 2014;
 - Monday 30th June, 2014.

All to start at 4.00 p.m. in the Rotherham Town Hall.

REwards Celebration Evening: -

All members of the Rotherham SACRE are invited to attend the presentation and celebration ceremony for the recipients (and their nominators) of 2012-2013's REwards.

The following categories of awards will presented: -

- Open the Book, Lodge Lane Methodist Church Community award;
- Open the Book, Saint James' Church, South Anston: Community award;
- Lesley Gruszka HLTA: Teacher award;
- Hilltop School: Team award;
- The RE Team: Team award.

This will take place at Magna from 5.00 p.m., after the meeting of the SACRE, a light buffet will be provided.

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(SACRE) - 14/02/13**

**ROTHERHAM STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION
(SACRE)
THURSDAY, 14TH FEBRUARY, 2013**

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

Group A: - Gopa Raha, Saghir Alam, Nicki Goodwin, Charlie Wells, Gavin Gray and Ian Jones.

Group B: - (Gail Atkin).

Group C: - Dave Homer.

Group D: - Councillor Christine Beaumont

Also in attendance were: - Hannah Etheridge (Clerk).

Apologies for absence had been received from: - Ralph Dyson (A), Glenis Harrison (B), Vanessa Gregory (Curriculum Consultant) and Zaidah Ahmed (Schools' Community Cohesion Officer).

9. DECLARATIONS OF INTEREST.

There were no Declarations of Interest to record.

10. MINUTES AND MATTERS ARISING OF THE PREVIOUS MEETING HELD ON MONDAY 1ST OCTOBER, 2012.

The minutes of the previous meeting were considered.

Under matters arising in relation to Minute number 3(6) (Minutes of the meeting held on 25th June, 2012), it was noted that there were no school representatives on the agenda of this meeting but that representation from Aston Academy and Broom Valley Community Primary School would be invited to the next meeting of the Rotherham SACRE to be held on 1st July, 2013.

Agreed: - That the minutes of the previous meeting be agreed as an accurate record for signature by the Chairperson.

11. COMMUNICATIONS.

Under this item, the following resources / opportunities were noted by the Rotherham SACRE: -

- Religious Professional Development Event, King Edward's High School for Girls, to include an RE:Online Roadshow;
- Sikh Education Service, which worked with Schools, Gurdwaras and SACREs to provide school visits, workshops and assemblies

across the UK;

- School Admission Appeal Panelists – the independent appeals service was seeking to recruit panel members to sit on a three-person panel that determined school admission appeals.

Resolved: - That the information shared be noted.

12. SPIRITUAL, MORAL, SOCIAL AND CULTURAL / COMMUNITY COHESION UPDATE.

Resolved: - (1) That, in the absence of the Schools' Community Cohesion Officer, a brief update be circulated with the minutes of this meeting in relation to the work on community cohesion and schools.

(2) That the Schools' Community Cohesion Officer be invited to the next meeting of the Rotherham SACRE, due to be held on 1st July, 2013.

SMSC: -

- SMSC Inset day for all Wingfield staff in Feb 2013.
- Training planned for LA schools at RPDC in May 2013.

Community Cohesion: -

- 6 Mosque visits arranged since Oct for Rotherham schools – primary and secondary.
- Training delivered on Equality Act 2010 - Guidance sent to all schools to implement the policies.
- International links project – linking schools to global schools.
- Rotherham International Global Awards project – 8 schools signed up for this award.
- Supporting schools with RE curriculum, visits, assemblies.
- School linking project – linking faith schools to diverse community schools.
- Model United Nations project – 4 Rotherham schools took part in a United Nations debate on Syria.

13. REWARDS.

Further to Minute number 6 (Curriculum Consultant Report) of the previous meeting of the Rotherham SACRE, held on 1st October, 2012, where the introduction of REwards and the nomination process had been noted, consideration was now given to nominations received and the celebration process for recipients of the awards.

It was noted that there had been one application for the Autumn term REward and three applications for the Spring Term REward.

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The Rotherham SACRE considered the nominations received alongside the agreed criteria that existed for each category of nomination (Students, Teachers, Teams and Communities).

The Rotherham SACRE also considered how the recipients of the awards could be presented with their award and celebrate with the Rotherham SACRE.

The following suggestions were supported: -

- The recipient of a REward should be invited to attend a SACRE meeting, so that SACRE could learn about his/her/their areas of good practice that had led to the nomination and award, and so that the recipient could learn about the work of this committee;
- Whilst attending the meeting, the REward recipient/s could receive their award;
- If recipient/s were unable to attend a SACRE meeting, a delegation of SACRE could visit them at their place of work;
- A REwards evening should be arranged (provisionally 11th July, 2013) so that all of the winners could be presented with their awards. The celebratory evening should include elements of performance and the ability to showcase the good practice being recognised.

Agreed: - (1) That the nominations be approved.

(2) That a further notification be sent to all Rotherham Schools to inform them on REwards and the different categories and criteria that existed, and inviting further nominations.

(3) That a working group be established to plan the end of term celebration event.

(4) That the Hindu representative explore the available options to arranging a singing/dance performance at the celebration event.

(5) That, due to the short-time scales involved, future nominations be considered by the full Rotherham SACRE group via email, rather than waiting to the full meeting.

14. COLLECTIVE WORSHIP.

Consideration was given to the draft/suggested policy document for Rotherham's schools and teachers in relation to the responsibilities around Collective Worship that had been circulated to the Rotherham SACRE. The Committee were asked for their opinion of the suggested policy's content, which focussed on the role of Collective Worship around the investigation of prayer; use of Collective Worship for thought stimulation and reflection; and inclusion of .

The issues covered in the document included: -

- Overview of the legislature surrounding Collective Worship requirement;
- Suggested guiding principles surrounding Collective Worship;
- Suggested structure for, and criteria for analysing success, of Collective Worship activities;
- Potential 'stumbling blocks' to conducting successful Collective Worship;
- Potential issues meaning Collective Worship 'goes wrong';
- Resources available through the internet;
- Ofsted's judgement grades for Collective Worship.

Discussion ensued on the document presented. The following amendments were requested by the Rotherham SACRE before it was distributed to Schools: -

- Under the 'Where it can go wrong!' section, that the bullet point be amended to 'can be obvious that Collective Worship was not normal practice';
- That the following bullet point be added to the list 'Where it can go wrong!', 'Can be dogmatic and 'preachy', but still needs to be thought provoking'.

Members of the Rotherham SACRE had been asked to bring items, examples and suggestions for Collective Worship materials. The Committee examined the information circulated that included teachings and religious images from the Buddhist faith. Also included were pictures of the Tenzing Gyatso, the 14th Dalai Lama and Aung San Suu Kyi, Buddhist believers and inspirational figures.

The Chair of the Rotherham SACRE thanked Dave Homer for his efforts to collate the information and discussions on Collective Worship into one policy document.

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

(2) That a meeting of the Rotherham SACRE's Collective Worship Sub Group take place on 4th March, 2013.

(3) That a further report in relation to Collective Worship be presented to the next meeting of the Rotherham SACRE, due to be held on 1st July, 2013.

15. PLACES OF WORSHIP TRAINING.

An update was provided by those members of the Rotherham SACRE who attended the training event. The event was facilitated by Lat Blaycock, National SACRE, and well attended by trainee teachers, current

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teachers and retired teachers. Visits were undertaken to three places of worship, and covered how the best could be achieved from school visits / education visits to places of worship.

The Rotherham SACRE heard the reports of Dave Homer, Charlie Wells and Janet Wells about their visits to a Gurdwara, a Synagogue and a Buddhist Centre.

The following includes their reflections on the main outcomes of the visits, from the perspective of the SACRE: -

- Importance of tapping in to the genuine desire of believers to explain and share their faith's teaching with others;
- Development of a list of 'dos' and 'don'ts' when visiting places of worship;
- Importance of visitors keeping the objectives of their visit at the forefront of their minds;
- Role of teachers and other school staff in leading a visit to a place of worship;
- Importance of building a rapport with the host faith and representatives of the place of worship.

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

(2) That the visitor's reports from the training day be included in the Rotherham SACRE's annual report for 2012/13.

16. ASSOCIATION OF RE INSPECTORS AND CONSULTANTS - TRAINING REPORT.

The attendees of the Rotherham SACRE noted the report of the Vice-Chairperson that provided an update on the Association of RE inspectors and consultants (Arieac), which took place on 18th October, 2012. Attendance included teaching professionals, SACRE representatives and independent consultants.

The day was divided into three sessions: -

1. Enquiry Based Learning;
2. R.E. realising the potential;
3. Use of interactive learning in a practical setting (Year Nine lesson).

The Vice-Chairperson confirmed her belief that attendance at conferences was important for the learning and development of the Rotherham SACRE.

Resolved: - That the information shared be noted.

17. GCSE AND AS/A2 RESULTS, 2012.

Resolved: - That, in the absence of the Curriculum Consultant, the item be deferred for consideration at the next meeting of the Rotherham SACRE on 1st July, 2013.

18. ROTHERHAM SACRE ANNUAL REPORT.

The draft annual report of the Rotherham SACRE was noted. The following items were requested to be included in the document: -

- Include information from the places of worship training day;
- Annual report to include a Community Cohesion update;
- Progress against the action plan.

Agreed: - That the draft annual action plan and additional information be noted.

19. ANY OTHER BUSINESS.

Nothing was raised under this item.

20. DATE AND TIME OF NEXT MEETING.

Agreed: - (1) That the next meeting of the Rotherham SACRE take place on Monday 1st July, 2013, to start at 4.30 pm in the Rotherham Town Hall.

(2) That a provisional date of the following meeting be Thursday 10th October, 2013, to start at 4.30 pm in the Rotherham Town Hall.

Collective Worship in Rotherham

Rotherham 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.

Acts of Collective worship have always taken place in schools in the U.K. 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 Acts and clarified by non-statutory guidance on the meaning and application of collective worship in January 1994 in circular 1/94 and then in a General article Updated: 26 April 2012 from the Department of Education.

Collective Worship is a term uniquely applied to state schools in The U.K. It is distinct from Corporate Worship where believers are assembled together. Collective Worship reflects the fact that school communities are diverse and Collective Worship aims to bring these communities together in unity and mutual respect.

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 Collective worship.
2. This Collective worship must reflect the traditions of this country which are mainly Christian. They need not contain just Christian materials but the majority should be 'broadly 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 non-denominational 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 listed 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.

Closing Reflection/Prayer

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. Collective worship should be accessible to pupils from all religious backgrounds or no religious background. Pupils should be given the opportunity to opt in/out of worship.

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; festival calendar; 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 found helpful

1. Choose the theme

2. List images it brings to mind
3. Biblical and other inspiring 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 and establish atmosphere.
2. Opening prayer or quiet
3. Introduction (grounded on children's experience)
4. Game or illustration
5. Involvement of/interaction with children and adults (Asking questions often promotes attention.)
6. Main input (story/drama/etc)
7. Focus point
8. Quiet /led reflection
9. Closing reflection
10. Closing song

Content for older Students

1. Illustration from life
2. Input on theme
3. One clear point
4. Limited interaction
5. Prayer or reflection

Aiming to produce the positive responses of:

- Appreciation
- Enjoyment
- Awareness
- Challenge
- Encouragement
- Respect
- Preference
- Commitment
- Awe and Wonder

- Reflection
- Evaluation
- Inspiration
- The Affective, Positive Emotions Provoked e.g. empathy and altruism.

Stumbling blocks to maintaining effective Collective Worship

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
- Religion seen as irrelevant, dull, boring and uncool
- Teachers with faith get unreasonable demands made on them.
- Inadequate budget for resources
- Lack of recognised specialist teachers E.g. through time allocation/renumeration
- Lack of priority given to Collective Worship by busy leaders.
- Problems with guest (religious) speakers failing to understand/respect professional boundaries E.g. the rights of students in a state controlled school, the concept of Collective worship

Where it can go wrong!

- Tenuous connection with story/texts
- Visual aids that don't work
- Inappropriate contributions
- Prejudice can be easily and unintentionally transmitted.
- Obviously not "normal"
- Not for the whole community
- Entertainment or housekeeping
- Last minute
- lack of value
- Poor choice of music
- Inaccessible concepts in E.g. liturgy or prayers
- Too tightly held and controlled
- Formless and void
- No space for reflection/ planting

- An unhelpful environment (school hall layout, location)
- Seating; sightlines; angles
- All pupils not hearing clearly - Microphones can make a real difference particularly when pupils are speaking.

Resources

<http://www.scriptureunion.org.uk/>

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/>

<http://cowo.culham.ac.uk/>

<http://www.theassemblyline.co.uk/>

<http://www.tes.co.uk/assemblies-whole-school-teaching-resources/>

<http://learn.christianaid.org.uk/TeachersResources/Default.aspx?gclid=C Pqg6KuU9bYCFTIQ+AodxDQACg>

<http://www.assemblies.org.uk/resources/>

Ofsted/SIAS Criteria for Quality Collective Worship
(Useful for Self Evaluation)

Good/Outstanding

- Collective Worship appears as an area for development and refinement on the school's documentation.
- Visual aids used are of high quality and reflect a variety of different religious traditions.
- 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 reflection and response.
- The Collective worship is inspirational.
- The Collective worship provides every opportunity for pupils' spiritual, social, moral and cultural development.
- The deliverers are confident with the religious content of Collective worship being presented.
- A clear atmosphere conducive to Collective worship and reflection is maintained throughout,
- Pupils are actively involved in: planning, organising and delivering the Collective worship.
- The pupils are engaged with the Collective worship.
- Pupils show a high level of respect for other people's beliefs and cultures.
- Pupils singing/music is of a high standard and is relevant to/promotes the Collective worship
- Recorded music is used effectively to enhance an atmosphere conducive to Collective worship.
- Pupils know, understand and can talk with confidence about the festival calendar.
- Pupils from all and no faith background are fully integrated within the community and their spiritual development catered for.
- Pupils are made aware of positive moral values and concepts promoted through Collective worship.
- Staff, governors/parents and other members of the community are given the opportunity to attend Collective worship on a regular basis.
- Collective worship is rigorously monitored and evaluated by staff, pupils and governors.
- The school has regular and positive links with faith communities.
- The deliverer understands the make-up of the target audience they are presenting too.

Calendar of Religious Festivals 2013

FAITHS	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	
Baha'i			21 Naw Ruz	21 1st day of Ridvan	23 Anniversary of the declaration of the Bab 29 Anniversary of the Ascension of Baha'u'llah		9 Anniversary of the Martyrdom of the Bab			20 Anniversary of the Birth of the Bab	12 Anniversary of the Birth of Baha'u'llah		
Buddhist		15 Parinirvana		8 Hanamatsuri 25 Theravadin New Year	25 Visakha Puja Wesak/Buddha Day 28 Hanamatsuri	4 Vesakha Puja	22 Asalha Puja			30 Pavarana	28 Anapasati Day	8 Bodhi Day	
Chinese		10 Yuan Tan (Chinese New Year) 24 Teng Chieh		4 Ch'ing Ming/Festival of Pure Brightness		23 Tuan Yang Chieh		23 Ch'i Hou Chieh (Qixijie) 31 Chung Yuan	19 Chung Ch'iu	23 Ch'ung Yang (Chongyangjie)			
Christian	1 The Circumcision or Naming of Jesus 6 Epiphany (Christian) 13 Baptism of Jesus 18-24 Week of Prayer for Unity	2 The Presentation of the Lord (Catholic) Christian The Presentation of Christ in the Temple (Anglican) Christian 12 Shrove Tuesday 13 Ash Wednesday	2 The Womens World Day of Prayers 10 Mothering Sunday 19 St Joseph's Day 25 The Annunciation of the Lord to Mary 24-31 Holy Week 24 Palm Sunday 28 Maundy Thursday (Western) 29 Good Friday (Western) 31 Easter Day	15 Easter Day/Pascha (Orthodox)	9 Ascension Day 19 Pentecost/Whit Sunday 26 Trinity Sunday 30 Corpus Christi	7 Day of Thanksgiving for The Institution of Holy Communion (Anglican)		6 The Transfiguration 15 Assumption of the Blessed Virgin Mary	* Harvest Festival		1 All Saints' Day 2 All Souls' Day	1 Advent Sunday 8 Immaculate Conception of the Blessed Virgin Mary 24 Christmas Eve 25 Christmas Day	
Hindu	14 Makar Sankrant/Lohri	15 Vasant Panchami	10 Mahashivratri 27 Holi	11 Varsha-Pratipada 20 Rama Navami 25 Hanuman Jayanti			10 Ratha Yatra	2 Raksha Bandhan 28 Janmashtami/Krishna Jayanti	9 Ganesh Chaturthi	5-13 Navaratri 14 Dussehra 22 Durga Puja	3 Diwali (Deepavali)		Page 15 
Jain		15 Nirvana Day		23 Mahavira Jayanti					10 Paryushan		3 Diwali (Deepavali)		
Japanese	1 Ganjitsu	3 Setsubun/Bean Scattering	3 Hinamatsuri 21 Shunbun No Hi/Higan	8 Hanamatsuri (in Japan)			14 O-Bon		22 Shubun No Hi (Higan)		15 Shichi-Go-San	31 Omisoka	
Jewish	26 Tu B'Shevat	24 Purim	26 Passover/Pesach	2 Passover(final day) 7 Yom Ha-Shoah 15 Yom Ha'atzma'ut 28 Lag B'Omer	15 Shavuot		16 Tisha B'av		5 Rosh Hashanah 14 Yom Kippur 19-25 Sukkot 27 Simchat Torah		27 Hanukkah		
Muslim	24 The Prophet Muhammad's Birthday Muslim (Sunni)					17 The Prophet's Night Journey and Ascension 23 The Night of Forgiveness (Lailat-UI-Bara'h)	9 Ramadan	3 Lailat-UI-Qadr (Shi'a) 8 Eid-UI-Fitr		15 Eid-UI-Adha The Festival of Sacrifice 25 Yaum-Arafah/ The Day of Arafat	4 Al-Hijra 13 Ashura		
Rastafarian	6/7 Christmas						23 Birthday of Haile Selassie		11 Ethiopian New Year's Day		2 Anniversary of the Crowning of Haile Selassie I		
Sikh	5 Birthday of Guru Gobind Singh		28 Hola Mahalla/ Mohalla	13 Vaisakhi/Baisakhi		16 Martyrdom of Guru Arjan			1 Installation of Sikh Scripture in Harmandir Sahib	20 Conferring of Guruship on Guru Granth Sahib by Guru Gobind Singh 1708	3 Diwali (Bandi Chhor Divas) 17 Birthday of Guru Nanak 24 Martyrdom of Guru Tegh Bahadur		
Zoroastrian (Parsee)			10 Farvardigan 21 Jamshedi Noruz 26 Khordad Sal		26 Zartusht-No-Diso	30 Jashn-e Tirgan		18 Navroze 23 Khordad Sal				26 Zartusht-No-Diso	
Some other notable dates	1 New Year's Day/Hogmanay 27 Holocaust Memorial Day	2 Imbolc (Pagan)	1 St David's Day 17 St Patrick's Day 20 Spring Equinox (Ostara) Vernal Equinox (Druid)	23 St George's Day	1 Beltane (Pagan)	21-22 Midsummer Solstice (Pagan)		1 Lammas/Lughnasadh (Pagan)	22 Autumn Equinox (Mabon) (Pagan)	31 Halloween	1 Samhain 11 Remembrance Day 30 St Andrew's Day	21 Winter Solstice 21 Yule 31 Hogmanay	

Agenda Item 8

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By virtue of paragraph(s) 7a of Part 1 of Schedule 12A
of the Local Government Act 1972.

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