

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

**Venue: Virtual**

**Date: Tuesday, 13 October 2020  
Time: 4.00 p.m.**

**A G E N D A**

1. Apologies for absence

To receive apologies for absence from any members who are unable to attend.

2. Minutes of the previous meetings (Pages 1 - 15)

To review and approve the minutes of the previous meetings held on 15 October 2019, and 3 March 2020, as true and accurate records of the proceedings.

3. Declarations of interest

To receive any declarations of interest from any members in respect of items of business on the agenda.

4. Exclusion of public and press

To determine whether any items on the agenda require the exclusion of members of the public and press.

5. Renewal of the agreed syllabus (Pages 16 - 18)

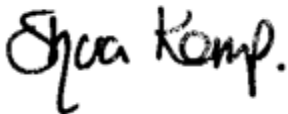
To receive a briefing in respect of the statutory requirements and funding for the renewal of an agreed syllabus for Religious Education.

6. Urgent business

To determine any items which the Chair is of the opinion should be considered as a matter of urgency.

7. Date and time of the next meeting

The next virtual meeting of the Rotherham Standing Advisory Council for Religious Education will be held on 16 February 2020, commencing at 4 pm.



**SHARON KEMP**  
Chief Executive

**ROTHERHAM STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION  
(SACRE)  
TUESDAY, 15TH OCTOBER, 2019**

Present:-

**Group A – Other Christian Denominations and Faiths**

Mr. D. Homer (Buddhism), Mr. T. Griffin (Humanist), Mr. I. Jones (Evangelical Christian), Mrs. G. Raha (Hindu), Mr. C. Wells (Methodist Church) and Mrs. T. Williams (Bahai).

**Group B – Church of England**

Mrs. H. Lambert (Diocese of Sheffield) in the Chair.

Apologies for absence were received from Councillors Keenan and Watson, Mrs. A. Benbow and Mrs. V. Gregory (Teachers' Professional Associations) and Mr. R. Dyson.

**45. WELCOME AND INTRODUCTIONS**

The Chair offered a warm welcome to all attendees.

**46. MINUTES OF THE PREVIOUS MEETING HELD ON 11TH JUNE, 2019 AND MATTERS ARISING**

Agreed:- That the minutes of the previous meeting held on 11<sup>th</sup> June, 2019 be approved as a correct record.

With regards to Minute No. 40 information relating to Faith Leaders and School Visits Policy had been forwarded to ROSIS and circulated to all schools.

Apologies were also offered for the delay in setting up the working group regarding further guidance around LGBT issues as per Minute No. 41. Work was currently taking place by other groups on the same issue and it would be sensible to look at their guidance rather than duplicating efforts at this stage. A meeting would be arranged at the most appropriate time.

**47. DETERMINATION UPDATE**

Consideration was given to a letter circulated by the Chair regarding the Confirmation of Determination in respect of Thornhill Primary School, which had recently taking place and would last for five years until June, 2024.

Discussion ensued on the schools who had outstanding Determinations and volunteers were sought for these to be undertaken.

The responsibility of Determinations lay with the respective Standing Advisory Councils for Religious Education. It was suggested that schools be encouraged to consider and seek a Determination and for the relevant guidance to be re-issued.

Agreed:- (1) That the letter to Thornhill Primary School be received and the contents noted.

(2) That guidance on Determinations be re-issued to schools as part of the ROSIS bulletin and they be encouraged to consider a Confirmation of Determination.

(3) That Trisha Williams contact the relevant schools and undertake the outstanding Determination Confirmations.

#### **48. SURVEY REPORT**

Consideration was given to the feedback from the Religious Education and Collective Worship Survey Results for 2019 for primary schools.

Results of the questions from the thirty-one primary schools that responded were set out in detail as part of the report.

The survey detail was welcomed and those present were interested in some of the results. It was suggested that as the secondary survey had only been circulated at the last meeting, this be included as an agenda item for consideration at the next meeting.

All those involved in the collaboration of the survey were commended for their efforts.

Agreed:- (1) That the survey results be received and the contents noted.

(2) That further information on the Collective Worship Guide be provided for inclusion in the School Information Service Bulletin for all schools.

(3) That feedback from the Religious Education and Collective Worship Survey Results for 2019 for secondary schools be included as an agenda item for further consideration at the next meeting.

#### **49. MEETING THE CULTURAL AND RELIGIOUS NEEDS OF LEARNERS POLICY (FINAL DRAFT)**

This item was deferred for inclusion on the next meeting's agenda.

Agreed:- That the documentation be recirculated and any comments be fed back before Christmas, 2019.

**50. STAFF CPD (TWILIGHT AND LAT COURSE - 25TH JUNE, 2020)**

An update was provided on the delivery on the twilight sessions on Religious Education and Collective Worship; the first of which was scheduled to take place on Tuesday, 22<sup>nd</sup> October, 2019 between 4.00 p.m. and 6.00 p.m. Twenty-seven confirmations of attendance had been received.

In addition, Rotherham had been approached to see if it wished to host the LAT Course on 25<sup>th</sup> June, 2020. This would coincide with the R.E. Conference and also the REwards Ceremony. How these could further collaborate would need further consideration and would need to be appropriately promoted.

Agreed:- (1) That the positive support to the Staff CPD Twilight Sessions be noted.

(2) That further consideration be given to the hosting of the LAT Course on the 25<sup>th</sup> June, 2020.

**51. LGBT UPDATE**

The Chair reiterated her apologies for the delay in setting up the working group regarding further guidance around LGBT issues. Work was currently taking place by other groups on the same issue and it would be sensible to look at their guidance rather than duplicating efforts at this stage. A meeting would be arranged at the most appropriate time.

Agreed:- That a meeting of the Working Group be arranged in due course.

**52. HARMS OF HATE EVENT**

This item was deferred for inclusion on the next meeting's agenda.

**53. DATE AND TIME OF NEXT MEETING**

Consideration was given to the date and time of the next meeting.

Reference was made to the Members of SACRE's invitation to the 200th Anniversary of the Birth of the BAB, which took place at the Tesco Community Space on Sunday, 13th October, 2019 between 12.00 Noon and 3.00 p.m.

Details were also to be circulated on the Rotherham Interfaith Week events commencing Sunday, 10th November to Saturday, 17th November, 2019.

Agreed:- (1) That the information be received and noted.

(2) That the next meeting of the Standing Advisory Council for Religious Education take place on Tuesday, 3rd March, 2020 at 4.00 p.m.

**ROTHERHAM STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION  
(SACRE)  
TUESDAY, 3RD MARCH 2020**

Present:-

H. Lambert, T. Williams-Brown, V. Gregory, T. Griffin, D. Homer, M. Shah, C. Wells

Apologies:-

Alison Benbow

**56. MINUTES OF THE PREVIOUS MEETING HELD ON 15 OCTOBER 2019**

As the meeting was not quorate, the following suggestions were noted regarding the minutes from the previous meeting.

1. SACRE may invite two local teachers to the next meeting.
2. With regard to Minutes Item 46, SACRE may wait to see which other groups are working on LGBTQ concerns.
3. With regard to Minutes Item 50, inclusive language around fasting may be added, and the document will be circulated via ROSIS.

**57. TO CONSIDER WHETHER THE PRESS AND PUBLIC SHOULD BE EXCLUDED FROM THE MEETING DURING CONSIDERATION OF ANY PART OF THE AGENDA.**

There were no matters of business which required the exclusion of press or public.

**58. DECLARATIONS OF INTEREST**

There were no declarations of interest beyond those of members' recognised religious affiliation which it was understood they were in attendance expressly to represent.

**59. TO RECEIVE FEEDBACK FROM THE 2019 RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP SECONDARY SCHOOL SURVEY -- VANESSA GREGORY**

Consideration was given to slides presenting information about ways schools were delivering Religious Education.

Of note was schools' tendency to offer less Religious Education at Key Stage 3 than at Key Stage 4. Some Programmes had moved from offering two years for Key Stage 3 to offering three years. Data on schools was noted to be difficult to obtain because GDPR prevents sharing the results. Therefore, percentages were shared with SACRE without individual school permission.

The slides depicted information regarding students who were withdrawn from RE. Further information was presented that showed some schools have said they did not receive the agreed syllabus. These schools had been emailed the agreed syllabus. It was further noted that the number of schools who should have determinations was not reflected in the feedback that was received.

**60. TO RECEIVE GUIDANCE ON MEETING THE CULTURAL AND RELIGIOUS NEEDS OF LEARNERS -- VANESSA GREGORY**

Consideration was given to Guidance on Meeting the Cultural and Religious Needs of Learners, and it was noted that language might later be revised to emphasise safety.

**61. TO RECEIVE FEEDBACK FROM DETERMINATIONS -- TRICIA WILLIAMS**

Feedback from school determinations was unavailable at this meeting and was therefore deferred to the next meeting.

**62. TO RECEIVE FEEDBACK FROM THE HARMS OF HATE EVENT -- VANESSA GREGORY**

Several guest speakers presented at the conference to students most in need of cultural exposure. The format included numerous stalls that students could self-guide through, culminating in a final session. The event was noted to have been well organised and well attended. In discussion, the question was raised as to how the event might benefit from respectful discourse training.

**63. TO RECEIVE FEEDBACK FROM ROSIS SUBJECT LEADER NETWORK TRAINING -- HANNAH LAMBERT**

Regarding the locally agreed syllabus, it was noted that SACRE members were able to send out the resources, which were well received and well attended.

**64. TO RECEIVE AN UPDATE ON COLLECTIVE WORSHIP GUIDELINES**

It was noted that the collective worship guide would be circulated.

**65. TO RECEIVE INFORMATION ABOUT FUTURE EVENTS**

On the 18 of March, a cultural diversity event was to be held at Wingfield with entertainment and food. Information about the event would be circulated.

**66. TO RECEIVE INFORMATION ABOUT THE RELIGIOUS EDUCATION CONFERENCE**

Conference to be run by Doncaster, all information will be sent to schools via ROSIS. Information will be sent to subject leaders.

**67. TO RECEIVE INFORMATION ABOUT REWARDS**

Consideration was given to the upcoming REwards ceremony.

It was suggested that a future decision could be made as to whether to have the ceremony on the same night as the next SACRE meeting, on 23 June, or to have it on a different night. It was noted that members aimed to gather further information regarding which venue might be most suitable for the occasion. For purposes of venue booking, it was noted that the most recent ceremony was about half an hour in duration.

It was announced that nominations were now open, as nomination forms had been distributed.

**68. TO DETERMINE ANY ITEM WHICH THE CHAIR IS OF THE OPINION SHOULD BE CONSIDERED AS A MATTER OF URGENCY**

With regard to the Review of the Agreed Syllabus Conference, an email to had been sent to clarify the costs in the past and the anticipated budget for this time. It was observed that the organisation had less funding to command than in the past.

A Head Teachers' meeting was scheduled for 17 March to which SACRE had been asked to send representatives.

**69. DATE AND TIME OF NEXT MEETING**

The Chair announced that the next meeting of the Rotherham Standing Advisory Council for Religious Education would be held on 23 June 2020, commencing at 4.00 p.m. at Rotherham Town Hall.





## Message from chair of SACRE

SACRE have been delighted with the positive response in schools in delivering the 2011 Rotherham Agreed Syllabus for Religious Education. SACRE members extend their grateful thanks.

All maintained schools in England must provide a daily act of collective worship. This must reflect the traditions of this country which are, in the main, broadly Christian.

We appreciate that it is at the local level that arrangements are made for Collective Worship by a school's head teacher or governing body. Nevertheless, the Government seeks to encourage improved standards and secure comparable opportunities for all pupils in non-denominational schools.

SACRE acknowledges that in Collective Worship children and adults will be responding to the worship on offer in different ways and at different levels; some will be passive observers, learning about worship but not participating in it; some will be "at the threshold", interested in the process and participating in it but not full believers; for others the act of collective worship may be a time of real worship of God. It is the task of Collective Worship to provide a setting in which the integrity of those present is not compromised but in which everyone finds something positive for themselves.

To this end SACRE has compiled the following guidance which we hope will offer support to all of our schools.

Gail Atkin  
SACRE Chair person

## 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 UK

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 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 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.
- 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/ remuneration
- 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.
- Obvious that Collective Worship is not "normal" practice



- 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.
- Can be dogmatic and preachy

# Calendar of Religious Festivals 2014

FAITHS	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	
<b>Baha'i</b>			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 26 Day of the Covenant		
<b>Buddhist</b>	16 Shinran Memorial Day	15 Parinirvana	16 Magha Puja	8 Hanamatsuri 15 Theravada (New Year)	14 Wesak/Buddha Day		12 Asalha Puja/Dharma Day			24 Pavarana		8 Bodhi Day	
<b>Chinese</b>	31 Yuan Tan (Chinese New Year)	14 Tengh Chieh		5 Ch'ing Ming/Festival of Pure Brightness		2 Tuan Yang Chieh							
<b>Christian</b>	1 The Circumcision or Naming of Jesus 6 Epiphany 12 Baptism of Jesus 18-25 Week of Prayer for Unity	2 The Presentation of the Lord (Catholic) Christian The Presentation of Christ in the Temple (Anglican) Christian	4 Shrove Tuesday 5 Ash Wednesday 7 The Womens World Day of Prayer 25 The Annunciation of the Lord to Mary 30 Mothering Sunday	13-19 Holy Week 13 Palm Sunday 17 Maundy Thursday (Western) 18 Good Friday (Western) 20 Easter Day	29 Ascension Day	8 Pentecost/ Whitsuntide 15 Trinity Sunday 19 Day of Thanksgiving for The Institution of Holy Communion (Anglican) 22 Corpus Christi		6 The Transfiguration 15 Assumption of the Blessed Virgin Mary	* Harvest Festival		1 All Saints' Day 2 All Souls' Day 30 Advent Sunday	8 Immaculate Conception of the Blessed Virgin Mary 24 Christmas Eve 25 Christmas Day	
<b>Hindu</b>	14 Makar Sankranti	4 Vasant Panchami 28 Mahashivratri	17 Holi	8 Ramanavami 8 Swaminarayan			10 Ratha Yatra	10 Raksha Bandhan 17 Janmashtami/Krishna Jayanti 29 Ganesh Chaturthi	25 Sep-3 Oct Navaratri 30 Durga Puja	4 Dussehra 23 Diwali (Deepavali)			
<b>Jain</b>		16 Nirvana Day		13 Mahavira Jayanti				30 Paryushan		23 Diwali (Deepavali)			
<b>Japanese</b>	1 Ganjitsu	3 Setsubun/Bean Scattering	3 Hinamatsuri 20 Shunbun No Hi (Higan)				13 O-Bon		24 Shubun No Hi (Higan)		15 Shichi-Go-San	31 Omisoka	
<b>Jewish</b>	16 Tu B'Shevat		16 Purim	15-23 Passover/Pesach 27 Yom Ha-Shoah	5 Yom Ha'Atzama'Ut 18 Lag B'Omer	4 Shavuot		5 Tisha B'av	25 Rosh Hashanah	4 Yom Kippur 9 Sukkot 17 Simchat Torah		17 Hanukkah	
<b>Muslim</b>	13 The Prophet Muhammad's Birthday (Muslim (Sunni))				25 The Prophet's Night Journey and Ascension	12 The Night of Forgiveness (Lailat-ul-Bara'h) 28 Jun-28 July Ramadan	24 Lailat-ul-Qadr 28-31 Eid-ul-Fitr			4-7 Eid-ul-Adha The Festival of Sacrifice 15 Al-Hijra New Years Day	3 Ashura		
<b>Rastafarian</b>	7 Christmas						23 Birthday of Haile Selassie		11 Ethiopian New Year's Day		2 Anniversary of the Crowning of Haile Selassie I		
<b>Sikh</b>	5 Birthday of Guru Gobind Singh		17 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 23 Diwali (Bandi Chhor Divas)	6 Birthday of Guru Nanak 24 Martyrdom of Guru Tegh Bahadur		
<b>Zoroastrian (Parsee)</b>			21 Jamshedi Noruz 26 Khordad Sal		26 Zartusht-No-Diso		19 Jamshedi Noruz 24 Khordad Sal					26 Zartusht-No-Diso	
<b>Some other notable dates</b>	1 New Year's Day/Hogmanay 27 Holocaust Memorial Day	2 Imbolc (Pagan)	1 St David's Day 17 St Patrick's Day 20-21 Spring Equinox (Ostara) Vernal Equinox (Druid)	23 St George's Day	1 Beltaine (Pagan)	21-22 Midsummer Solstice (Pagan)		1 Lughnasadh (Lammas) (Pagan)	22 Autumn Equinox (Mabon) (Pagan)	31 Halloween	1 Samhain 11 Remembrance Day 21 St Andrew's Day	21 Yule 31 Hogmanay	

\* Indicates uncertainty as to the date





## Resources

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

[www.School-Assemblies.co.uk](http://www.School-Assemblies.co.uk)

[www.assemblies.org.uk](http://www.assemblies.org.uk)

[www.teachernet.gov.uk](http://www.teachernet.gov.uk) (then go to assemblies)

[www.schoolassemblies.btinternet.co.uk](http://www.schoolassemblies.btinternet.co.uk)

[www.primaryresources.co.uk](http://www.primaryresources.co.uk) (then go to assemblies)

[www.teachingideas.co.uk/more/assemblies/contents.htm](http://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=CPqg6KuU9bYCFTIQtaodxDQACg>



## Changes required to the Agreed Syllabus for RE

### The Local Authority and SACRE need to attend to this list of statutory changes required to the Agreed syllabus

- All agreed syllabuses must be reviewed every 5 years. This means the current syllabus must be reviewed and shared with schools so they can begin teaching from it in September 2021
- The recent high court judgement about RE means that the agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and non-religious beliefs. The DFE were taken to judicial review and this review was not published in a time frame that meant it could be taken account of in the last syllabus. See [R\(Fox\) v Secretary of State for Education](#)
- Complaints about a lack of RE in school now mean that syllabuses need to stipulate clearly guidance that students 'must' complete a qualification in RE rather than saying 'should'. Once again DFE lawyers were clear in their guidance in this area.
- RE in the new EYFS framework (to be adopted by September 2021)

### What schools want / deserve from the LA and SACRE

**There has been much change since this syllabus was first written 10 years ago and adapted 5 years ago. Teachers need support in the areas listed below. It is SACREs role to provide this support.**

- The response in RE to the OFSTED EIF.
- Support for deep dives in RE.
- Support for best practice around substantive and disciplinary knowledge
- Religion and worldviews – inclusion, non-religious worldviews and the future of RE - see [Commission on RE 2018](#)
- New guidance from government eg cultural capital, RSE in the curriculum (has a faith-dimension)
- New guidance on withdrawal from RE

### I can also provide further information on choices the SACRE have in reviewing the syllabus

- Adopting an 'off the shelf syllabus' (approx. cost £5000-£6000)
- Commissioning the adapting the current syllabus (approx cost £4750-??)
- Commissioning the writing of a new bespoke syllabus (two recent examples in SACRE / LA areas comparable to your situation cost £16 000).

Lat Blaylock,

RE Today National Adviser,

October 2020

## Local Authorities will continue to receive funding for SACREs and Agreed Syllabus Conferences.



Earlier this year, in response to a parliamentary question, Nick Gibb MP; Minister for School Standards, made a commitment that SACREs and Agreed Syllabus Conferences, **will continue to be funded by central government once the Education Services Grant is abolished** at the end of this financial year (2016-17).



In terms of future funding, NATRE has been in correspondence with the Department for Education and can now confirm that SACREs will be funded through the central school services block (CSSB) from 2018-19, which is one of the blocks in the national funding formula.



NATRE remains concerned that **there appear to be very large variations between local authorities in the proportion of this government grant that is spent on the work of SACREs.**

It might be interesting to those of you involved with SACREs to note that SACREs are listed under the column headed '**Responsibilities held for all schools**' as opposed to that headed, 'responsibilities held for maintained schools only'. This may be a recognition that the work of SACREs usually has an impact on academy schools and not just on the schools maintained by the local authority.

Teacher representatives involved in SACREs may wish to:

- share this document with your local SACRE Chair and Adviser (where there is one in post)
- ask that SACRE funding is placed on the agenda for the next meeting
- ask questions about funding at meetings. In particular:
  - what percentage is of the grant is spent on SACRE in the authority?
  - Has this figure been benchmarked against decisions in other authorities?
- share what they learn with NATRE so that we can monitor the situation in partnership with NASACRE (the National Association of SACREs).

### Technical Information to pass on to your local authority

For further information, see the [NFF Policy Document](#) and the [2018-19 Operational Guidance](#) (specifically paragraph 133 see extract in **appendix A**). Try to ignore the error in the title for SACRE 😞

The schedules (sch) referenced in the table are those in the School and Early Years Finance (England) Regulations 2017. They concern expenditure in connection with the authority's functions in relation to the standing advisory council on religious education constituted by the authority under section 390 of the 1996 Act(b) or on the reconsideration and preparation of an agreed syllabus of religious education in accordance with Schedule 31 to the 1996 Act.

[http://www.legislation.gov.uk/ukxi/2017/44/pdfs/ukxi\\_20170044\\_en.pdf](http://www.legislation.gov.uk/ukxi/2017/44/pdfs/ukxi_20170044_en.pdf)

## Appendix A

### Statutory and regulatory duties -extract

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> <li>• Director of children's services and personal staff for director (Sch 2, 15a)</li> <li>• Planning for the education service as a whole (Sch 2, 15b)</li> <li>• Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22)</li> <li>• Authorisation and monitoring of expenditure not met from schools' budget shares (Sch 2, 15c)</li> <li>• Formulation and review of local authority schools funding formula (Sch 2, 15d)</li> <li>• Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e)</li> <li>• Consultation costs relating to non-staffing issues (Sch 2, 19)</li> <li>• Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f)</li> <li>• <b>Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17)</b></li> <li>• Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21)</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 56)</li> <li>• Budgeting and accounting functions relating to maintained schools (Sch 2, 73)</li> <li>• Functions relating to the financing of maintained schools (Sch 2, 58)</li> <li>• Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 57)</li> <li>• Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 58)</li> <li>• Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 59)</li> <li>• Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 60)</li> <li>• Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 61)</li> </ul>